



Kingdom of Saudi Arabia
The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

Introduction to Translation – LANE 350

(1436-1437 – Spring Semester - 2016)



Course Specifications

Institution King Abdul Aziz University
College/Department Faculty of Sciences and Arts-Khulais .Department of English and Translation

A. Course Identification and General Information

1. Course title and code: Introduction to Translation-LANE 350																				
2. Credit hours 3																				
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Bachelor of Arts																				
4. Name of faculty member responsible for the course Mutasim Mohamed A. Ali																				
5. Level/year at which this course is offered 5																				
6. Pre-requisites for this course (if any) Writing II-LANE-216																				
7. Co-requisites for this course (if any) None																				
8. Location if not on main campus Khulais Branch, Male Campus																				
9. Mode of Instruction (mark all that apply) <table><tr><td>a. Traditional classroom</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="checkbox"/></td></tr><tr><td>b. Blended (traditional and online)</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="checkbox"/></td></tr><tr><td>c. e-learning</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="checkbox"/></td></tr><tr><td>d. Correspondence</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="checkbox"/></td></tr><tr><td>f. Other</td><td><input type="checkbox"/></td><td>What percentage?</td><td><input type="checkbox"/></td></tr></table>	a. Traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>	b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>	c. e-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>	d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>	f. Other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
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f. Other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>																	
Comments:																				



B Objectives

1. What is the main purpose for this course?

Upon completion of the course, the students will be able to:

- apply the basic principles and methods of translation
- Identify the various problems and difficulties that are likely to arise during translation.
- recognize the different approaches to translation problems
- recognize the rules of informative, communicative and accurate translation
- Attain a comprehensive awareness of the different translation tools available, especially dictionaries
- Translate passages from English into Arabic and vice versa
- Access, evaluate, and use-translation sites and online dictionaries
- Identify different types of mistakes in a translated text and correct them.
- Illustrate linguistic and conceptual skills specific to interpretation and translation
- Attain writing proficiency in both Arabic and English

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- Referring students to web and IT applications of relevance to translation
- Encouraging students to observe the use of translation in their daily life

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

This three- hour credit course introduces students to the principles of English-Arabic translation. The course provides linguistic and conceptual skills specific to interpreting and translating activities and contexts. It offers an understanding of analytical, linguistic and cross-cultural factors affecting interpreting and translating from English into Arabic and vice-versa. It deals with questions such as: what makes one translation better than another does? Are all things translatable? Why are some texts more difficult to translate than others are?



1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction to Translation	3	12
Translating from Arabic into English	3	12
Translating from English into Arabic	3	12
Translating from Arabic into English	3	3
Translating from English into Arabic	3	3



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	45 hours	none	none	none		
Credit	3					

3. Additional private study/learning hours expected for students per week.
Students are advised to carry out extra practical translation works in translation centers in Jeddah.

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Apply linguistic and conceptual skills specific to interpreting and translating activities and contexts	<ul style="list-style-type: none"> • Didactic lectures • Power-point Presentations • Class discussion • Assignments • Group work 	<ul style="list-style-type: none"> • Classroom performance • Homework assignments • Internal assessment • quizzes/ tests exams
1.2	Recognize analytical, linguistic and cross-cultural factors affecting interpretation and translation from English into Arabic and vice versa	<ul style="list-style-type: none"> • Didactic lectures • Power-point Presentations • Class discussion • Assignments • Group work 	<ul style="list-style-type: none"> • Classroom performance • Homework assignments • Internal assessment • quizzes/ tests exams
	Use gadgets, software products, and online sources that can help with the translation process	<ul style="list-style-type: none"> • Assignments • Group work 	quizzes
2.0	Cognitive Skills		
2.1	Analyse and synthesize ideas by applying theories of translation to their reading	<ul style="list-style-type: none"> • Didactic lectures • PowerPoint Presentations presented by the instructor(optional) • Class discussion • Assigning performance tasks(e.g. oral presentation) (optional) • Group work Peer checking 	<ul style="list-style-type: none"> • Classroom performance, homework • quizzes/ tests exams



2.2	Examine, judge and translate various works within different cultural and historical contexts.	<ul style="list-style-type: none"> • Didactic lectures • PowerPoint Presentations presented by the instructor(optional) • Class discussion • Assigning performance tasks(e.g. oral presentation) (optional) • Group work Peer checking	<ul style="list-style-type: none"> • Classroom performance, homework • quizzes/ tests exams
	Develop maturity and self-development in learning about themselves and others through the interpretation and translation of different texts.	<ul style="list-style-type: none"> • Didactic lectures • PowerPoint Presentations presented by the instructor(optional) • Class discussion • Assigning performance tasks(e.g. oral presentation) (optional) • Group work Peer checking	<ul style="list-style-type: none"> • Classroom performance, homework • quizzes/ tests exams
	Develop maturity and self-development in learning about one's own language(Arabic) and English language	<ul style="list-style-type: none"> • Didactic lectures • PowerPoint Presentations presented by the instructor(optional) • Class discussion • Assigning performance tasks(e.g. oral presentation) (optional) • Group work Peer checking	<ul style="list-style-type: none"> • Classroom performance, homework • quizzes/ tests exams
	Demonstrate the skill of independent and critical thinking	<ul style="list-style-type: none"> • Didactic lectures • PowerPoint Presentations presented by the instructor(optional) • Class discussion • Assigning performance tasks(e.g. oral presentation) (optional) 	<ul style="list-style-type: none"> • Classroom performance, homework • quizzes/ tests



		<ul style="list-style-type: none"> Group work Peer checking 	tests exams
3.0	Interpersonal Skills & Responsibility		
3.1	Show self-reliance when working independently	individual/ performance tasks	Performance tasks (e.g. oral presentations)
3.2	demonstrate Working in pairs/ threes/ group activities	pair/ group/ class discussion	Performance tasks (e.g. oral presentations)
	demonstrate Working in pairs/ threes/ group activities	pair/ group/ class discussion	Performance tasks (e.g. oral presentations)
	Display a professional commitment to ethical practice on a daily basis	pair/ group/ class discussion	Performance tasks (e.g. oral presentations)
	Value people for what they are, not how they look	pair/ group/ class discussion	Performance tasks (e.g. oral presentations)
4.0	Communication, Information Technology, Numerical		
4.1	demonstrate pairs/group work and display teamwork skills	<ul style="list-style-type: none"> Opening discussion sessions 	Performance tasks (e.g. oral presentations) (optional) Written/ oral feedback
4.2	Express opinion and share viewpoints	Discussion giving students more opportunities to speak and freely to express personal thoughts, views, and experience on translation	Performance tasks (e.g. oral presentations) (optional) Written/ oral feedback
	illustrate examples to relate theory to application	Offering students opportunities to discuss the topics they researched for their presentations(optional)	Performance tasks (e.g. oral presentations) (optional) Written/ oral feedback
	Conduct an online research	Teaching basic online researching skills(optional)	
	Manage basic computer skills as a preparation machine translation	Referring students to	Performance tasks



		on-campus learning centres and to self-study programs	
	Give a simple oral PowerPoint presentation	Referring students to on-campus learning centres and to self-study programs	Performance tasks
5.0	Psychomotor		
5.1			
5.2			

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct



Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider Maximize Continue Review Ensure Enlarge Understand
Maintain Reflect Examine Strengthen Explore Encourage Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Test 1	4	15%
2	Tes 2 (mid-term)	8	20%
3	Test 3	12	15%
4	Participation, homework, quizzes and attendance		20%
	Final exam	16	30%
5			
6			
7			
8			



D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Teaching staff are available six hours a week to offer consultations and academic advice for students

E. Learning Resources

1. List Required Textbooks

- أسس الترجمة- عز الدين نجيب)
- Najeeb,E.M. (2005). Translation from English into Arabic and vice versa. Cairo

2. List Essential References Materials (Journals, Reports, etc.)

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- Dickens, J., sandor, H., & Higgins,1..(2002). Thinking Arabic Translation: A course in Translation Methods. Arabic to English. London: London
- Ismael, S.H. (2006). Fundamentals of Arabic /English Translation: Theory and Application. Cairo: Nader Misr
- Ghazala, H. (2008). Translation as Problems and Solutions
- Newmark, P.(1988) Approaches to Translation. Oxford: Peregamon
- Any college level English dictionary and thesaurus such as Webster's New Collegiate,
- The American Heritage Dictionary, Roget's International Thesaurus, or Roget's Thesaurus

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)



5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Classrooms, demonstration rooms

Lecture rooms, laboratories with 30 seats capacities depending on the number registered students



2. Computing resources (AV, data show, Smart Board, software, etc.)

- A computer with Office PowerPoint installed
- Computer speakers
- Internet connection
- An overhead projector and a projection screen
- data show
- Smart Board
- software

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

student survey

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

There are usually three to four meetings per semester to deal with reviewing the course effectiveness and planning for improvement

3 Processes for Improvement of Teaching

- Optional workshops for instructors provided by the university to enhance the quality of teaching
- Regular department meetings to ensure the effectiveness of the teaching-learning process



4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

There are usually three to four meetings per semester to deal with reviewing the course effectiveness and planning for improvement

Faculty or Teaching Staff: _____ **Mohamed Mutasim M. Ali** _____

Signature: _____ Date Report Completed: _____ 5th Jan 2016 _____

Received by: _____ Dean/Department Head

Signature: _____ Date: _____