



**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**Course Specifications**  
**(CS)**



## Course Specifications

Institution: University of Jeddah	Date of Report: March 15, 2016
College/Department: Faculty of Sciences and Arts / department of English and Translation	

### A. Course Identification and General Information

1. Course title and code: Translation Theory – Lane 356			
2. Credit hours: 3			
3. Program(s) in which the course is offered: Bachelor of Arts Degree Program (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course: Dr. Mahgoub D. Ahmed			
5. Level/year at which this course is offered: Level 6			
6. Pre-requisites for this course (if any): Lane 350			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: KF02			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			



## B. Objectives

<p>1. What is the main purpose for this course? <i>Upon completion of this course, students will be able to:</i></p> <ul style="list-style-type: none"><li>• To have a good grasp of the different theories involved in the course.</li><li>• To be able to use the proper theory when translating.</li></ul>
<p>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) Students are expected to use their former knowledge of translation to enable them to get along with the needs of the new course.</p>

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

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
The nature of translation	1	3
Kinds of translation	1	3
Translation Defined	1	3
Translation and interpreting	2	6
Human and Machine Translation	1	3
Translation as communication across culture	1	3



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	39 Hours	None	None	None	None	39 Hours
Credit	39 Hours	None	None	None	None	39 Hours

3. Additional private study/learning hours expected for students per week. By appointment; depending on the instructor.	<input type="text"/>
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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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
<b>1.0</b>	<b>Knowledge</b>		
1.1	<p>(i) <b>Description of the knowledge to be acquired:</b></p> <p><i>This course will enable students to:</i></p> <ul style="list-style-type: none"> <li>• Define translation properly</li> <li>• Be fully acquainted with the different types of simultaneous translation theories</li> <li>• Have a go at both interpreting and translation</li> <li>• Identify the socio-cultural types involved in text translation (whether simultaneous or translation)</li> <li>• Understand the importance of culture in rendering and assessing time factor perfectly well.</li> <li>• The nature of translation as an applied variety of linguistic situations that may hamper the process of interpreting.</li> <li>• Learning about different types of equivalence</li> <li>• Learning, understanding and criticizing the controversy over equivalence</li> <li>• Differentiating between overt and covert translation</li> <li>• Understanding the concept of function and cultural filter</li> <li>• Determining the limits of equivalence Focus on the purpose of translation</li> </ul>		
1.2	<p>(ii) <b>Teaching strategies to be used to develop that knowledge</b></p> <ul style="list-style-type: none"> <li>• Didactic lectures</li> <li>• PowerPoint Presentations given by instructor</li> <li>• Class Discussion</li> <li>• Assigning performance tasks (e.g. oral presentations) (Optional)</li> <li>• Invariable and varied assignments</li> <li>• Seminars and presentation</li> <li>• Peer discussion</li> <li>• Designing research paper on a specific topic</li> </ul>		
1.3	<p>(iii) <b>Methods of assessment of knowledge acquired</b></p> <ul style="list-style-type: none"> <li>• Performance tasks (e.g. oral presentations) (Optional)</li> <li>• Quizzes/ Tests</li> <li>• Exams</li> </ul>		
<b>2.0</b>	<b>Cognitive Skills</b>		



2.1	<p><b>(i) Description of cognitive skills to be developed</b></p> <p><i>This course will enable students to:</i></p> <ul style="list-style-type: none"> <li>• Develop critical thinking to analyze and synthesize between the different types of translation</li> <li>• Demonstrate the skill of recognition and distinction between the various types of translation</li> <li>• Develop maturity and self-growth in learning about one's and other languages</li> <li>• Demonstrate the skill of independent critical thinking</li> </ul>		
2.2	<p><b>(ii) Teaching strategies to be used to develop these cognitive skills</b></p> <ul style="list-style-type: none"> <li>• Didactic lectures</li> <li>• PowerPoint Presentations given by instructor</li> <li>• In-class practice</li> <li>• Class discussion</li> <li>• Assigning performance tasks (e.g. oral presentations) (Optional)</li> </ul>		
2.3	<p><b>(iii) Methods of assessment of students cognitive skills</b></p> <ul style="list-style-type: none"> <li>• Performance tasks (e.g. oral presentations) (Optional)</li> <li>• Quizzes/ Tests</li> <li>• Exams</li> </ul>		
<b>3.0 Interpersonal Skills &amp; Responsibility</b>			
3.1	<p><b>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</b></p> <p><i>This course will enable students to:</i></p> <ul style="list-style-type: none"> <li>• Show self-reliance when working independently</li> <li>• Cooperate in pair/ group activities and display teamwork skills</li> <li>• Display a professional commitment to ethical practice on a daily basis</li> <li>• Value people for what they are, not how they</li> </ul>		



	look		
3.2	<p>(ii) <b>Teaching strategies to be used to develop these skills and abilities</b></p> <p><i>This course will enable students to:</i></p> <ul style="list-style-type: none"> <li>• Encouraging group/pair discussions</li> <li>• Assigning individual/ group/pair performance tasks</li> <li>• Emphasizing the importance of respecting others and valuing their thoughts</li> <li>• Show self-reliance when working independently</li> <li>• Cooperate in pair/ group activities and display teamwork skills</li> <li>• Display a professional commitment to ethical practice on a daily basis</li> <li>• Value people for what they are, not how they look</li> </ul>		
	<p>(iii) <b>Methods of assessment of students interpersonal skills and capacity to carry responsibility</b></p> <ul style="list-style-type: none"> <li>• Performance tasks (e.g. oral presentations) (Optional)</li> </ul>		
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	<p>(i) <b>Description of the skills to be developed in this domain.</b></p> <p><i>This course will enable students to:</i></p> <ul style="list-style-type: none"> <li>• Cooperate in pair/ group activities and display teamwork skills</li> <li>• Express opinion and share viewpoints</li> <li>• Provide examples and suggest ideas</li> <li>• Conduct an online research (Optional)</li> <li>• Manage basic computer skills</li> <li>• Give an academic PowerPoint presentation (Optional)</li> <li>• Different types of interpreting</li> <li>• Evaluate the said type</li> <li>• Know how to act according to the different type of interpreting.</li> </ul>		
4.2	<p>(ii) <b>Teaching strategies to be used to develop these skills</b></p> <ul style="list-style-type: none"> <li>• Opening discussion sessions</li> <li>• Asking for examples</li> <li>• Asking for ideas and suggestions</li> <li>• Giving students more opportunities to speak and</li> </ul>		



	<p>freely express personal thoughts</p> <ul style="list-style-type: none"> <li>• Offering students the opportunity to exchange thoughts, views, and experience</li> <li>• Teaching basic online researching skills (Optional)</li> <li>• Referring students to on-campus learning centres and to self-study resources</li> <li>• Recognition tasks</li> </ul>		
4.3	<p>(iii) <b>Methods of assessment of students numerical and communication skills</b></p> <ul style="list-style-type: none"> <li>• Performance tasks (e.g. oral presentations) (Optional)</li> <li>• Written/oral feedback</li> <li>• Practicing interpreting</li> <li>• Presentation</li> </ul>		
<b>5.0</b>	<b>Psychomotor</b>		
5.1	N/A		
5.2	N/A		

### Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
<b>Knowledge</b>	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
<b>Cognitive Skills</b>	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
<b>Interpersonal Skills &amp; Responsibility</b>	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
<b>Communication, Information Technology, Numerical</b>	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
<b>Psychomotor</b>	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct





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	Quiz I	4	20%
2	Quiz II	8	20%
3	Quiz III and/or Performance Tasks (e.g. oral presentations)	Throughout the Semester	20%
4	Final Examination	14	40%
5	Total		100%

#### 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 expected to be available six hours a week for student consultations and academic advice.

#### E. Learning Resources

##### 1. List Required Textbooks:

- Translation, authored by Julianne House (2010) would be used along with other sources to inform the course
- Browsing the net for the possible resources both in Arabic and English.

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

- Introduction to translation (Peter New mark)
- Translation : Basil Hatim and Jeremy Munday

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

Only manuals prepared by the instructor

##### 4. List Electronic Materials (e.g. 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.)
  - Lecture halls with 30 + seats capacities depending on the number of registered student.

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

- A computer with Office PowerPoint installed
- Computer speakers
- Internet connection
- A projector and a projection screen

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

- Online student survey

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

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

- 3 Processes for Improvement of Teaching

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

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.

**Faculty or Teaching Staff:** Dr. Mahgoub Dafalla Ahmed

**Signature:** 

**Date Report Completed:** March 15, 2016

**Received by:** \_\_\_\_\_ **Dean/Department Head:** \_\_\_\_\_

**Signature:** 

**Date:** March 15, 2016