



**ATTACHMENT 2 (e)**

**Course Specifications**

**Kingdom of Saudi Arabia**

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

**Course Specifications**



## Course Specifications

Institution: University of Jeddah	Date of Report 21/06/1437
College/Department: Faculty of Sciences and Arts / department of English and Translation	

### A. Course Identification and General Information

1. Course title and code: Media Translation 2 – Lane 457			
2. Credit hours: 3			
3. Program(s) in which the course is offered: Bachelor of Arts (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course: Elbashir Elsadiq Elbashir			
5. Level/year at which this course is offered: Level 7			
6. Pre-requisites for this course (if any): Lane 453			
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>• Enhance and consolidate students' previous knowledge and encounter of media texts translation</li> <li>• Identify the various problems and difficulties that are likely to arise while translating media texts.</li> <li>• Consolidate their prior Knowledge of the different approaches to translation problems</li> <li>• Know the rules of informative, communicative and accurate translation of media texts</li> <li>• Attain a comprehensive awareness of the different translation tools available used in translating media texts</li> <li>• Translate passages from English into Arabic and vice versa</li> <li>• Access, evaluate, and use-translation sites and online dictionaries relevant to media translation</li> <li>• Identify different types of mistakes in translated media texts and correct them.</li> <li>• Illustrate linguistic and conceptual skills specific to media language and texts</li> <li>• Attain writing proficiency in both Arabic and English in media text</li> <li>• To understand the nature of the media language involved in the course.</li> <li>• To be able to use the right media language terms properly 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 media translation 1 to enable them to get along with the needs of this</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 media translation	1	3
Newspapers translation	1	3
Terms commonly used on media	1	3
Translation of different topics in mass media	2	6
Seminars presented	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
1.0	<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>• Apply linguistic and conceptual skills specific to translating media texts from mass media dealing with issues of interest to students' daily life.</li> <li>• Recognize analytical, linguistic and cross-cultural factors affecting translation of media texts from English into Arabic and vice versa.</li> <li>• Enhance and consolidate students' previous knowledge and encounter of media texts translation</li> <li>• Identify the various problems and difficulties that are likely to arise while translating media texts.</li> <li>• Consolidate their prior Knowledge of the different approaches to translation problems</li> <li>• Know the rules of informative, communicative and accurate translation of media texts</li> <li>• Attain a comprehensive awareness of the different translation tools available used in translating media texts</li> <li>• Translate passages from English into Arabic and vice versa</li> <li>• Access, evaluate, and use-translation sites and online dictionaries relevant to media translation</li> <li>• Identify different types of mistakes in translated media texts and correct them.</li> <li>• Illustrate linguistic and conceptual skills specific to media language and texts Attain writing proficiency in both Arabic and English in media texts</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>• Referring students to web and IT applications of relevance to media texts translation</li> <li>• Encouraging students to observe the use of translation in their daily life Referring students to Daily English Newspapers published in Saudi Arabia, for they deal with issues related to their</li> </ul>		



	life, interests and understanding		
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>(i) <b>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>(ii) <b>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>(iii) <b>Methods of assessment of students cognitive skills</b></p> <ul style="list-style-type: none"> <li>• Classroom performance and homework</li> <li>• Performance tasks (e.g. oral presentations) (Optional)</li> <li>• Quizzes/ Tests</li> <li>• Exams</li> </ul>		
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	<p>(i) <b>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 look</li> </ul>		
3.2	<p><b>(ii) 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>• Encourage group/pair discussions</li> <li>• Assign individual/ group/pair performance tasks</li> <li>• Emphasize 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><b>(iii) 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><b>(i) 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><b>(ii) Teaching strategies to be used to develop these</b></p>		



	<b>skills</b> <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 freely express personal thoughts</li> <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	<b>(iii) Methods of assessment of students numerical and communication skills</b> <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
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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. Availability of faculty staff to provide student consultation and academic advice. ( 6 hours for academic counseling

- Faculty staff are expected to be available six hours a week for student consultations and academic advice.

#### E. Learning Resources

##### 1. List Required Textbooks:

- Mahmoud. S. (2009). Media Translation
- 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

- 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
- Baker. Mona.(2010). Critical Readings in Translation
- Mahmoud. Sameer.Alfagr Publication House.(2009). Media Translation
- Newmark.P.(2004. A Text Book of Translation
- Hassan.G. (2002) .Translation as problems and Solutions
- Hatim.B. Munday. J. 2010.Translation, An advanced resource book
- 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 (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 room and laboratory 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
<ul style="list-style-type: none"><li>• Optional workshops for instructors provided by the university to enhance the quality of teaching.</li><li>• Regular departmental meetings to ensure the effectiveness of the teaching-learning process.</li></ul>
3 Processes for Improvement of Teaching
<ul style="list-style-type: none"><li>• There are usually three to four meetings per semester that deal with reviewing course effectiveness and planning for improvement.</li></ul>
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. Basheer Elsadiq Elbasheer

**Signature:**

**Date Report Completed:** 21/06/1437

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

**Signature:**

**Date:** \_\_\_\_\_