



**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 16-8- 1436
College/Department : <b>FACULTY OF SCIENCE AND ARTS – DEPART MENT OF ENGLISH &amp;TRANSLATION</b>	

### A. Course Identification and General Information

1. Course title and code: Intercultural translation- LANE 459
2. Credit hours:- 4
3. Program(s) in which the course is offered. Translation. (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course:- MOHAMED MUTASIM .
5. Level/year at which this course is offere:- Level eight
6. Pre-requisites for this course (if any) LANE (459)
7. Co-requisites for this course (if any) Non
8. Location if not on main campus Non
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:



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## B Objectives

1. What is the main purpose for this course?

The course aims at providing students with documents related to customs and traditions in the English society focusing on issues such as marriage, divorce, daily life activities. Content of the documents is to be discussed and compared to similar issues in the Arabic / Islamic communities. The course can include the following issues; meaning and signal, meaning and action, spoken and written English, written English and culture relation between identity and culture, and recent issues on how to write complete essays in different contexts. Students will also be trained on how to make summary of written and spoken scripts.

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)

Teaching some subjects about Arabization as a mean of intercultural process in different social fields.

## 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

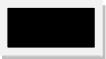
List of Topics	No. of Weeks	Contact Hours
meaning and signal : Practical samples	1	3
meaning and action: Practical samples	2	3
spoken and written English: Practical samples	3	3
written English and culture: Practical samples	4	3
relation between identity and culture	5	3
relation between Islam and the West	6	3
recent issues in press: Practical samples	7	3
recent issues in books	8	3
meaning and signal : Practical samples	9	3
meaning and action: Practical samples	10	3
spoken and written English: Practical samples	11	3
written English and culture: Practical samples	12	3



relation between identity and culture	13	3
relation between Islam and the West	14	3
recent issues in press: Practical samples	15	3
recent issues in books	16	3



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	3	-	1	-	-	4
Credit	3					

3. Additional private study/learning hours expected for students per week. 

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
<b>1.0</b>	<b>Knowledge</b>		
1.1	Familiarizing students to the target culture and other Cultures.		
1.2			
<b>2.0</b>	<b>Cognitive Skills</b> <ul style="list-style-type: none"> <li>• classroom performance, home works</li> <li>• quizzes/ tests/ exams</li> </ul>		
2.1			
2.2			
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b> <p>This course enables students to:</p> <ul style="list-style-type: none"> <li>• Show self-reliance when working independently.</li> <li>• Working in pairs/ threes/ group activities.</li> <li>• Display a professional commitment to ethical practice on a daily basis.</li> </ul> Value people for what they are, not how they look.		
3.1			
3.2			
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b> demonstrate, calculate, illustrate, interpret, research, question, operate, evaluate.		
4.1			
4.2			
<b>5.0</b>	<b>Psychomotor :-</b> operate, prepare, produce, draw, diagram, examine, construct, assemble, demonstrate, show, illustrate, perform.		
5.1			
5.2			

#### 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
explain, summarize, write, compare, contrast, differentiate, criticize	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop,



<b>Cognitive Skills</b>	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





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	Oral presentation	2	
2	Group project	5	
3	Essay	6	
4	Test	8	
		12	
5	Speech	14	
6	Examination	16	
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)

#### E. Learning Resources

##### Prescribed Book:

Claire Kramsch, Language and Culture Oxford University Press (2005)  
F Trompenaars, C Riding the waves of culture Hampden-Turner – 1995  
Selected materials from others related referneces

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

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

Journals, Reports, essays.

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

Blackboard, Web Sites, Social Media.

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.)

NA



2. Computing resources (AV, data show, Smart Board, software, etc.)  - NA
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  None

## G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching.  - Enable students to compare different cultures. - Enable students to know the definition of culture and the relation between culture and identity.
<b>Evaluation:</b> Checking students' performance to identify their weaknesses and strengths Giving them assignments at a - regular base. Mid-tem class tests, seminar, discussions, participation, pairs and groups activities, and final examination .
3 Processes for Improvement of Teaching  - All above mentioned program
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.

seminar, discussions, participation, pairs and groups activities.

**Faculty or Teaching Staff:** \_ MOHAMED MUTASIM

**Signature:** \_\_\_\_\_

**Date** 16 -2 - 1346

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

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