Course Specifications

Course Title:	Translation 1
Course Code:	TRN 340
Program:	Bachelor of Arts in English
Department:	English
College:	Faculty of Languages and Translation
Institution:	King Khalid University

Table of Contents

A. Course Identification

1. Credit hours: 2	

2. Course type

a. University ☐   College ☐   Department **X**   Others ☐

b. Required **X**   Elective ☐

3. Level/year at which this course is offered: 6th Level/ Year 3

4. Pre-requisites for this course (if any)**:**

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5. Co-requisites for this course (if any)**:**

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6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	30	100%
2	**Blended**		
3	**E-learning**		
4	**Distance learning**		
5	**Other**		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	**Lecture**	30
2	**Laboratory/Studio**	
3	**Tutorial**	
4	**Others** (specify)	
	Total	30

B. Course Objectives and Learning Outcomes

1. Course Description

This course is based on the language skills that students have developed in writing, reading, and grammar courses in previous levels, and paves the way for them take- with already strong background- the more advanced Translation II and Translation III courses. It introduces them to the basic concepts and characteristics of translation work, dictionary use, different types and genres of texts, etc. Aside from developing the students' translation skills, it contributes to their language skills, i.e. reading, writing, vocabulary, and grammar.

2. Course Main Objective

1. Translate language of words, phrases, and idiomatic expressions, having understood the source text properly.
2. Use mono-and-bi-lingual dictionaries to recognize the intended meanings of words and phrases in their own contexts.
3. Translate sentences and short texts from English into Arabic and vice versa.
4. Use contextual cues to understand and identify the right or appropriate equivalents in the source and target texts in question.
5. Translate short texts in a wide range of text types and genres (religion, literature, science, media, education, etc.), set in different text genres (exposition, narration, description, information, etc.).

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding**	
1.1	Define translation in the broad sense.	K1
1.2	Discuss the way of translating short sentences and proverbs, focus on meaning rather than letter,	K2
1.3	Identify the translation problems and how to solve them.	K2
1.4	Recognize new techniques in translation.	K2
2	**Skills :**	
2.1	Apply the translation rules with all the types of texts.	S2
2.2	Translate a variety of texts types appropriately and accurately from English to Arabic and vice versa.	S2
2.3	Solve translation problems.	S2
2.4	Use different techniques in translation.	S2
3	**Values:**	
3.1	Work effectively in groups and exercise the role of parceling out translation work when students are divided in groups	V3
3.2	Take responsibility for their own learning and continuing personal and professional development by supporting and attempting to convince the instructor of their own translational choices.	V1

C. Course Content

No	List of Topics	Contact Hours
1	Definition of translation, What is translation. What do we translate? How do we translate?	4
2	Dictionary use, Dictionary work, Translation of words, phrases, idioms,	2

	etc.	
3	Translation of short sentences and proverbs; Focus on Meaning rather than verbal rendition.	4
4	Addressing translation problems.	4
5	Practice with scientific and technological texts.	4
6	Practice with media and news reports texts	4
7	Practice with legal texts	4
8	Practice with literary texts	4
Total		30

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**		
1.1	Define translation in the broad sense.	Lectures Group discussions	Quizzes Midterms Exams Final Exam
1.2	Discuss the way of translating short sentences and proverbs, focus on meaning rather than letter,	Lectures Group discussions	Quizzes Midterms Exams Final Exam
1.3	Identify the translation problems and how to solve them.	Lectures Group discussions	Quizzes Midterms Exams Final Exam
1.4	Recognize new techniques in translation	Lectures Group discussions	Quizzes Midterms Exams Final Exam
2.0	**Knowledge**		
2.1	Apply the translation rules with all the types of texts.	Lectures Group discussions	Quizzes Assignments Midterms Exams Final Exam
2.2	Translate a variety of texts types appropriately and accurately from English to Arabic and vice versa.	Lectures Group discussions	Quizzes Assignments Midterms Exams Final Exam
2.3	Solve translation problems.	Lectures Group discussions	Quizzes Assignments Midterms Exams Final Exam
2.4	Use different techniques in translation.	Lectures Group discussions	Quizzes Assignments Midterms Exams Final Exam
3.0	**Values**		
3.1	Work effectively in groups and exercise the role of parceling out	Lectures Close Follow-up and	Assignments Group discussions

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	translation work when students are divided in groups	astute constructive criticism	
3.2	Take responsibility for their own learning and continuing personal and professional development by supporting and attempting to convince the instructor of their own translational choices.	Lectures Close Follow-up and astute constructive criticism	Assignments Group discussions

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz 1	3	5%
2	Mid term 1	7	20%
3	Quiz 2	9	5%
4	Mid term 2	13	20%
5	Final Exam	16	50%
	Total		100%

Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

The instructor is available in his/her office during the office hours s/he sets at the outset of the semester and the table is stuck on the door of the office. The instructor may be contacted via the course mail or on according to any appointment to be arranged between the student and his\her instructor after the class, etc.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	While **no particular reference book is required as a set book, as texts are selected from different sources and technical terms are introduced and explained in class, the instructors may refer to the following textbook to support their translational choices, etc.** Altarabin, M. (2019). *Basics of Translation: A Textbook for Arab University Students*. Cambridge Scholars Publishing. Almanna, A. (2018). *The Nuts and Bolts of Arabic-English*

	Translation: An Introduction to Applied Contrastive Linguistics. Cambridge Scholars Publishing
Essential References Materials	**Again while no reference material is essential for this course, students are advised to buy an English-English dictionary and to be instructed how to look up words and select the meanings intended.** **On the top of the list come the following dictionaries:** - **Longman Dictionary of Contemporary English (Paper and Online Access) (6th Edition) Paperback – January 1, 2015** - **Oxford Advanced Learner's Dictionary, 8th edition (Oxford Advanced Learner's Dictionary) 8th Edition.** - **Cambridge Advanced Learner's Dictionary, 4th Edition** - **Collins COBUILD Advanced Learner's Dictionary: The Source of Authentic English, 2018**
Electronic Materials	Online dictionaries and corpora such as: https://www.dictionary.com/ https://www.merriam-webster.com/ https://www.english-corpora.org/bnc/
Other Learning Materials	This is left for the instructor's discretion to show the students the ropes.

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture room that accommodates a maximum of 15 students
Technology Resources (AV, data show, Smart Board, software, etc.)	Translation texts and materials can be displayed via data shows available in classrooms.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Access learning resources over the Internet.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching • Confidential	Students and Instructors	Direct

Evaluation Areas/Issues	Evaluators	Evaluation Methods
completion of standard course evaluation questionnaire by the students at the end of each semester • Student-faculty meetings to gage students' feedback		
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department • Tutor emphasizes to the students that teaching-learning is a joint enterprise. • Tutor explains at the beginning of the semester that students' success reflects his success and invites them to feel free to comment on the teaching style and strategies he adopts. • Tutor observes students' non-linguistic behavior as the lesson unfolds. • Tutor welcomes students' individual reactions in office hours.	Program Leaders or Instructor	Direct and indirect
3. Processes for Improvement of Teaching • Course allocation takes into consideration tutor's academic profile and disposition. • Adequate orientation for tutors who are to teach the course for the first time or have not taught it over more than two semesters. Mutual checking of random samples of examination papers by teachers of the same course.	Instructor	Direct and indirect
4. Processes for Verifying	Peer reviewers	Direct and indirect

Evaluation Areas/Issues	Evaluators	Evaluation Methods
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) • Exchange of midterm tests and quizzes among instructors • Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards. Mutual checking of random samples of examination papers by teachers of the same course.		
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. • A beginning of term, a midterm, and an end of term coordination meeting between the teachers of different sections of the same course. • A beginning of term and an end of term coordination meeting between the coordinators of the language skills teachers. • Department Council meetings to discuss proposals made by the Curriculum Review Committee.	Instructor	Direct and indirect
- Running a translation	Instructor	Direct

Evaluation Areas/Issues	Evaluators	Evaluation Methods
course to achieve the learning outcomes listed above is expected to be effective. - The achievement of the course learning outcomes heavily relies on both the instructor's style of teaching and mastery of the subject on one hand, and on the rapt attention paid by students and their motivation and interaction.		

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Department of English
Reference No.	14
Date	May 2, 2021