



## Course Specifications

<b>Course Title:</b>	Translation 3
<b>Course Code:</b>	TRN 441
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	English
<b>College:</b>	Faculty of Languages and Translation
<b>Institution:</b>	King Khalid University

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## A. Course Identification

<b>1. Credit hours:</b>	2
<b>2. Course type</b>	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>	Level 8 / 4 <sup>th</sup> year
<b>4. Pre-requisites for this course (if any):</b>	Translation 2
<b>5. Co-requisites for this course (if any):</b>	N/A

### 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) Blackboard	
	<b>Total</b>	30

## B. Course Objectives and Learning Outcomes

### 1. Course Description

The course is about training students to translate Islamic religious texts from Arabic into English and vice versa. Learning religious terminology is an essential part of this course. 40% of its content is devoted to translating Quranic texts and another 40% is for translating Sunnah texts. The remaining 20% are aimed for translating texts about Prophet Muhammad's (PBUH) biography along with that of his companions and translating legislative texts.

### 2. Course Main Objective

Upon the completion of the course, students will be able to translate a variety of religious text types appropriately and accurately from English into Arabic and vice versa.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Define the characteristics of the Islamic genre of translation and give examples.	K2
1.2	Identify and analyze the most salient linguistic and cultural problems in translating Islamic texts.	K3
1.3	Recognize and match the terms/concepts that are specific to Islam but are alien to the English language.	K3
<b>2</b>	<b>Skills :</b>	
2.1	Apply the principles in translating the Islamic terminology and texts.	S7
2.2	Translate a variety of Islamic text types appropriately and accurately from English into Arabic and vice versa.	S7
2.3	Use specialized Islamic paper and electronic dictionaries.	S7
<b>3</b>	<b>Values:</b>	
3.1	Work independently and as part of a team.	V3
3.2	Manage resources and time.	V3
3.3	Communicate results of work to others.	V2
3.4	Take responsibility of their development	V1

### C. Course Content

No	List of Topics	Contact Hours
1	An introduction to the characteristics of Islamic terms and texts	4
2	Translating Quranic texts	10
3	Translating texts from the Sunnah	10
4	Translating from the biography of the Prophet's companions	4
5	Translating Islamic legislative texts ( <i>fikh</i> )	2
<b>Total</b>		<b>30</b>

### D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Define and list the characteristics of the Islamic genre of translation and give examples.	Lectures Group discussions	Quizzes Midterm Exams Final Exam
1.2	Identify and analyse the differences between Arabic religious discourse and English discourse.	Lectures Group discussions	Quizzes Midterm Exams Final Exam
1.3	Recognize and match the terms/concepts that are specific to	Lectures Group discussions	Quizzes Midterm Exams Final Exam

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	Islam but are alien to the English language.		
<b>2.0</b>	<b>Skills</b>		
2.1	Apply the principles in translating the religious terminology and texts.	Lectures Group discussions	Quizzes Midterm Exams Final Exam
2.2	Translate a variety of religious text types appropriately and accurately from English into Arabic and vice versa.	Lectures Group discussions	Quizzes Midterm Exams Final Exam
2.3	Use specialized Islamic paper and electronic dictionaries.	Lectures Group discussions	Quizzes Midterm Exams Final Exam
<b>3.0</b>	<b>Values</b>		
3.1	Work independently and as part of a team.	Lectures Group discussions	Observation
3.2	Manage resources and time.	Lectures Group discussions	Observation
3.3	Communicate results of work to others.	Lectures Group discussions	Observation
3.4	Take responsibility of their development	Lectures Group discussions	Observation

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Homework/Quizzes, Participation in Group Discussion	Varied	10
2	Mid-Term Exam # 1	Week 7	20
4	Mid-Term Exam # 2	Week 13	20
5	Final Exam	Week 16	50

\*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 :

Faculty staff member is available 10 office hours a week for individual counseling of students.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Compilation of texts approved by the Department, and selected from a variety of sources -- the Holy Qur'an, the Holy Sunnah (i.e. Prophetic Tradition), Books of the biography of the Prophet's companions
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	,Islamic legislative ( <i>fikh</i> ) and other publications within the same domain – covering a variety of topics
<b>Essential References Materials</b>	Translations of the Holy Qur’an and collections of Hadith, such as al-Bukhari, Muslim, Abu Dawod, IbnMajah, Mosnad Ahmad, Muwatta’ Malik, Sunan al-Tirmidhi and al-Darimi
<b>Electronic Materials</b>	<p>Students are motivated to explore the internet to find out relevant websites.</p> <p>They can have access to Quran translations for different translators from G. Sale J. M. Rodwell, G. Margoliouth, A. Ross. A. Reyer, E. H. Palmer up to A.J. Arberry.A list of some translators and their websites is below:</p> <p><b>1. Abdullah Yusuf Ali</b> <a href="http://www.sacred-texts.com/isl/yaq/index.htm">http://www.sacred-texts.com/isl/yaq/index.htm</a></p> <p><b>2. Mohammed Marmaduke Pickthall</b> <a href="https://www.sacred-texts.com/isl/pick/">https://www.sacred-texts.com/isl/pick/</a></p> <p><b>3. J.M. Rodwell</b> <a href="http://www.sacred-texts.com/isl/qr/index.htm">http://www.sacred-texts.com/isl/qr/index.htm</a></p>
<b>Other Learning Materials</b>	N/A

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Blackboard
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Language lab for interpreting practice

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students and Course Coordinator	A Standard course evaluation questionnaire is carried out at the end of each semester by the Deanship of Admissions and Registration. Regular review of the course syllabus and teaching/ assessment strategies carried out by the curriculum committee based on

Evaluation Areas/Issues	Evaluators	Evaluation Methods
		comments collected by the course coordinator from the team of instructors.
Evaluation of Instructor Teaching	Program Leadership	Review and evaluate the teaching strategies employed by the team of instructors either on the theoretical or practical level.  Instructor's performance evaluation form prepared by the Department Chair.
Processes for Improvement of Teaching	Program Leadership	Training and development through courses and workshops on an ongoing basis Following the latest scientific developments in the field of specialization and the field of education and teaching Encouraging the establishment of scientific seminars and forums
Processes for Verifying Standards of Student Achievement	Program Leadership	Independent faculty member for re-valuations students work sample

**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