

Course Specifications

Course Title:	Advanced Translation
Course Code:	ENGL 315
Program:	B. A in English
Department:	English Language Department
College:	College of Science and Humanities Rumah
Institution:	Al-Majmaah University

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A. Course Identification

1. Credit hours: 3 Hours			
2. Course type			
a.	University <input type="checkbox"/>	College <input checked="" type="checkbox"/>	Department <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
3. Level/year at which this course is offered: 6 th level			
4. Pre-requisites for this course (if any): Introduction to Translation- ENGL 224			
The course book is the definitive one for students studying translation. It is recommended that learners must have attended ENGL 224 or a similar course.			
5. Co-requisites for this course (if any): N/A			

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	*	٪٨٠
2	Blended	*	٪١٠
3	E-learning	*	٪١٠
4	Correspondence		
5	Other		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	45
Other Learning Hours*		
1	Study	
2	Assignments	3
3	Library	
4	Projects/Research Essays/Theses	
5	Others(specify)	
	Total	3

*The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course builds on the previous "Introduction to Translation"(level four) and paves the way for the two subsequent translation courses in the plan in level six (ENGL 324 Computer-aided Translation) and level seven (ENGL 415 Special Topics in Translation and interpretation). It generally focuses on various advanced issues in translation and translation studies. More specifically, it will investigate equivalence at different levels. Central translation problems will be considered and discussed. The discussions will be anchored in practical exercises and translation from English into Arabic and from Arabic into English of texts from different genres and with different communicative functions. The course includes examples and exercises from new genres such as audiovisual translation, scientific translation, oral interpreting, website translation, and news/ media translation. It also includes a companion website featuring further examples and tasks.

The course may tackle more recent issues in translation studies like looking at translation as "Languaging" and "Translation as Intertextuality", etc. What is more, some new trends, practices and tendencies in translation and translation studies will be tackled and discussed.

The teaching methodology of this course tends to be multifaceted, varied and dynamic in such away that a variety of forms, models and techniques are combined and integrated (conventional instruction methods, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, tutoring (when necessary), self/ peer correction, etc.). Similarly, evaluation subsumes a set of strategies and techniques (exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, projects, etc.).

2. Course MainObjective

1. What is the main purpose for this course?

By the end of the course, students should be able to:

1. Outline the fundamental ideas, concepts, terms and approaches of translation and translation studies.
2. Discuss some key translation problems and issues(e.g. the problem of Equivalence, Modulation and other translation processes).
3. Explain the complexity of meaning and its layeredness as manifested in the translation process.
4. Practice the four skills through a variety of translation activities and tasks..
5. Discuss the meaning and use of language at the deepest possible levels.
6. Develop many translation skills and discuss its role - being a frequently used strategy for learners.
7. Contemplate the interaction of the two languages (the first language and the target language) and the problems caused by their L1 while discussing the differences and similarities during the translation process.
8. Appreciate the strengths and weaknesses of the L1 and L2(viewing the complex relationship between them), e.g. the comparison of idiomatic language such as metaphors.

Practice certain vocabulary, grammar points, styles and registers through translation activities.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge:	
1.1	Translate texts from Arabic into English or vice versa choosing appropriate words and structures to capture different types of meaning, and to suit various text types.	
1.2	Define translation and explain the fundamental ideas, concepts, terms and approaches of translation and translation studies.	
1.3	Discuss translation from a variety of perspectives (linguistic, social, cultural, semantic, pragmatic, lexical, grammatical, etc.).	
1.4	Discuss the qualities of a good translator.	
2	Skills :	
2.1	Identify translation problems on different levels of language and discuss solutions, applying relevant theories.	
2.2	Analyze, interpret, and understand the complex interrelationships between texts, and their specific social, political and historical contexts..	
2.3	View translation as Intertextuality and a process of continuous "Languaging" (see the meaning of both terms).	
2.4	Differentiate between genres of writing, understand the formal elements of language use in those genres, and write in the appropriate genres.	
3	Competence:	
3.1	Develop various communication skills gained from translation studies and practices.	
3.2	Learn to vary style to suit different contexts.	
3.3	Improve students' understanding of how different languages work (languaging).	
3.4	Learn various interdependent skills through the process of translation.	

C. Course Content

No	List of Topics	Contact Hours
1	Definitions and Types of Translation	3
2	Equivalence Methods, Strategies and Procedures	3
3	Arabicization and Translation	3
4	Procedures of Arabicization	3
5	Midterm-1-	3
6	Grammar and Translation	3
7	Grammar and Translation -Word order	3
8	Translation of Scientific Texts	3
9	Lexical Feature of Scientific Texts	3
10	Midterm-2-	3
11	Syntactic Feature of Scientific Texts	3
12	Translation Workshop	3
Total		45

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		
1.1	Translate texts from Arabic into English or vice versa choosing appropriate words and structures to capture different types of meaning, and to suit various text types.	conventional instruction methods, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, tutoring (when necessary), self/peer correction	exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, projects
1.2	Define translation and explain the fundamental ideas, concepts, terms and approaches of translation and translation studies.		
1.3	Discuss translation from a variety of perspectives (linguistic, social, cultural, semantic, pragmatic, lexical, grammatical, etc.).		
1.4	Discuss the qualities of a good translator.		
2.0	Skills		
2.1	Identify translation problems on different levels of language and discuss solutions, applying relevant theories.	conventional instruction methods, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, tutoring (when necessary), self/peer correction	exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, projects
2.2	Analyze, interpret, and understand the complex interrelationships between texts, and their specific social, political and historical contexts.		
2.3	View translation as Intertextuality and a process of continuous "Languaging" (see the meaning of both terms).		
2.4	Differentiate between genres of writing, understand the formal elements of language use in those genres, and write in the appropriate genres.		
3.0	Competence		
3.1	Use language for a purpose.	conventional instruction methods Brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, tutoring (when necessary), self/peer correction. Assign digital tasks in the context of translation.	exams (mid/final), quizzes, homework, class participation, oral presentations,
3.2	• Create a desire for communication. Communicate effectively using translation.		
3.3	Prepare web-based and digital materials for the purposes of translation.		
3.4	• Help students be focused on what they are saying and how they are saying it.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			written assignments, projects

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Participation ,Assignments and/or projects	All the way through	10
2	Written mid-term exam	7	40
3	Written final exam	15	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 :

- Academic advisors are available during office hours and hours allotted for academic advice (a total of 6 hours). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Levels of Translation by Abdelhamid Elewa
Essential References Materials	<ul style="list-style-type: none"> Munday, J. (2012). "Introducing Translation Studies". 3rd Edition, Routledge. Bassentt, S. (2002). "Translation Studies". Routledge. London & New York. Baker, M. (2011). "In Other Words". Routledge. Hatim, B. &Munday, J. (2004). "Translation: an Advanced Resource Book". Routledge.
Electronic Materials	
Other Learning Materials	<ul style="list-style-type: none"> Hopkinson, A. (2009). "Translation in Practice". British Centre for Literary Translation, Arts Council England, The Society of Authors, British Council, and Dalkey Archive Press. Duff, A. (1990). "Bringing Translation Back into the Language Class". Practical English Teaching. Vol. 10, No.3. Deller, S. & Rinvolucris, M. (2002). "Using the Mother Tongue: Making the Most of the Learner's Language". Delta Publishing. Murphy, B. (1988). "Teaching Translation and Teaching

	<p>through Translation".(MET 15/4)</p> <ul style="list-style-type: none"> • Baker, Mona and Gabriela Saldanha eds. (2008), Routledge Encyclopedia of Translation Studies, 2nd ed., London and New York: Routledge. • Bassnett, Susan (2014), Translation, London and New York: Routledge. • Cabré, M. Teresa (1999), Terminology: Theory, Methods and Applications, Amsterdam: Benjamins. • Chan, Sin-Wai, ed. (2015) The Routledge Encyclopedia of Translation Technology, London and New York: Routledge. • Corsellis, Ann (2008), Public Service Interpreting: The First Steps, Basingstoke: Palgrave Macmillan. • Díaz Cintas, Jorge and Gunilla Anderman eds. (2009), Audiovisual Translation. Language Transfer on Screen. Basingstoke; New York: Palgrave Macmillan. • Drugan, Joanna (2013), Quality in Professional Translation. Assessment and Improvement, London: Bloomsbury. • Jiménez-Crespo, Miguel A. (2013), Translation and Web Localization, London and New York: Routledge. • Kuhiwczak, Piotr and Karin Littau eds. (2007), A Companion to Translation Studies, Clevedon: Multilingual Matters • Lefevere, André ed. (1992), Translation / History / Culture: A Sourcebook, London and New York: Routledge. • Munday, Jeremy ed. (2009), The Routledge Companion to Translation Studies, London and New York: Routledge. • Pöchhacker, Franz (2004), Introducing Interpreting Studies, 3rd ed. London: Routledge. • Pöchhacker, Franz and Miriam Shlesinger eds. (2002), The Interpreting Studies Reader, London: Routledge. • Quah, Chiew Kin (2006), Translation and Technology, Basingstoke: Palgrave Macmillan. • Robinson, Douglas (2012), Becoming a Translator, 3rd ed., London and New York: Routledge. • Somers, Harold ed. (2003), Computers and Translation: A Translator's Guide, Amsterdam: Benjamins. • Ten Hacken, Pius ed. (2006), Terminology, Computing and Translation, Tübingen: Narr. • Venuti, Lawrence (2008), The Translator's Invisibility: A History of Translation, 2nd ed., London and New York: Routledge. • --- ed. (2012), The Translation Studies Reader, 3rd ed., London and New York: Routledge.
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2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Enough space is available at college for accommodating the students: <ul style="list-style-type: none"> • Lecture rooms can accommodate up to 50

Item	Resources
	students. <ul style="list-style-type: none"> Laboratories accommodate up to 32 students.
Technology Resources (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> Smart Boards, digital podiums and Internet facilities are available in the classrooms. Well -equipped language labs are available at the college for students during practical lectures.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> Current resources are sufficient.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Course evaluation	students	<ul style="list-style-type: none"> Questionnaire on the university portal at the end of each term.
Students' academic experience evaluation	students	Questionnaire on the university portal at the end of each term.
Program evaluation	students	Questionnaire on the university portal at the end of each term.

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	
Reference No.	
Date	