|  |  |
| --- | --- |
| **Course Title:** | **Computer-Aided Translation** |
| **Course Code:** | **ENGL 324** |
| **Program:** | **B.A. English** |
| **Department:** | **English** |
| **College:** | **College of Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

Table of Contents

[A. Course Identification 3](#_Toc951372)

[6. Mode of Instruction (mark all that apply) 3](#_Toc951373)

[B. Course Objectives and Learning Outcomes 3](#_Toc951374)

[1. Course Description 3](#_Toc951375)

[2. Course Main Objective 3](#_Toc951376)

[3. Course Learning Outcomes 3](#_Toc951377)

[C. Course Content 4](#_Toc951378)

[D. Teaching and Assessment 4](#_Toc951379)

[1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods 4](#_Toc951380)

[2. Assessment Tasks for Students 4](#_Toc951381)

[E. Student Academic Counseling and Support 5](#_Toc951382)

[F. Learning Resources and Facilities 5](#_Toc951383)

[1.Learning Resources 5](#_Toc951384)

[2. Facilities Required 5](#_Toc951385)

[G. Course Quality Evaluation 5](#_Toc951386)

[H. Specification Approval Data 6](#_Toc951387)

# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:3** | | | |  | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | | **\*** | | College | | |  | Department | | | | **\*** | Others |  |  |
| **b.** | | Required | | | | **\*** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered: Level 7** | | | | | | | | | | | |  | | | | |
| **4. Pre-requisites for this course** (if any)**:**  ENGL 215 | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**:** | | | | | | | | | | | | | | | | |
| **NA** | | | | | | | | | | | | | | | | |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 20 | 44% |
| **2** | **Blended** | 25 | 56% |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 20 |
| **2** | **Laboratory/Studio** | 25 |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | 45 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description This course provides students with a wide range of computer skills and resources for novice translators, covering a number of translation-related IT topics from word processing to developing Translation Memory ™ system. Students will also gain knowledge on computer-assisted terminology management (e.g. SDL Trados Studio 2017); and develop critical thinking by, for example, preparing thorough presentations that examine the functionality and impact of various desktop translation memory tools Land cloud-based translation memory systems. Both proprietary and free, i.e. open-source translation memory systems support common features such as project management, translation memory maintenance, terminology management, machine translation, statistical reports, automated quality assurance, etc. This course is the perfect introduction to modern electronic translation environments, providing students with practical advice on how information research, terminology management, and translation memory systems can best be integrated into the translation process. The course will also explore some new trends in CAT. |
|  |
| 2. Course MainObjective |
| 1. Demonstrate awareness of appropriate tools that assist in the translation process. 2. Demonstrate awareness of the historical development of CAT tools and their importance in modern-day translation practice. 3. Apply at a basic level translation memory and machine translation tools. 4. Explain the interaction between translation memory and machine translation tools. 5. Develop Translation-memory systems: a TM. Interactive translation. Post-translation alignment. 6. Use SDL TRADOR package for translation tasks. 7. Making translation in chunks on online translate tool like Google Translate. 8. Edit and proofread to make a chunk of translation standardized. 9. Analyze the future and new t trends in CAT. |

## 3. Course Learning Outcomes

| **CLOs** | | **AlignedPLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Identify main CAT tools. | 1.1 |
| 1.2 | Explain how CAT tools are used for translation tasks. | 1.1 & 1.2 |
| 1.3 | Describe Translation Memory System | 1.3 |
| **2** | **Skills :** |  |
| 2.1 | Select appropriate CAT tools for a translation task. | 2.1 |
| 2.2 | Use Translation Memory System for storing translation words, expression and chunks for future use for time saving. | 2.3 |
| 2.3 | Making Machine Translation and doing post-editing | 2.4 |
| 2.4 | Analyze the future trends in CAT | 1.3 & 2.4 |
| **3** | **Values:** |  |
| 3.1 | Use Translation Memory System for storing translation words, expression and chunks for future use for time saving. | 2.4 |
| 3.2 | Making Machine Translation and doing post-editing | 2.3 |
| 3.3 | Analyze the future trends in CAT | 2.3 & 2.4 |
| 3.4 | Developing and enhancing general communication skills in accomplishing translation tasks. | 3.4 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | Course Orientation | 3 |
| 2 | Introduction to CAT tools (Microsoft Word, dictionaries, encyclopedias, Online Translators like Google Translate, and other translation programs and applications) | 3 |
| 3 | Translation Memory Technology | 9 |
| 4 | Translation Workflow in CAT | 9 |
| 5 | Online proofreading and editing tools for translation | 6 |
| 6 | TRADOS package | 6 |
| 7 | Future of CAT | 6 |
| 8 | An Overall Review/Revision + Final Exam | 3 |
| **Total** | | 45 |

# D. Teaching and Assessment

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

| **Code** | **Course Learning Outcomes** | **TeachingStrategies** | **AssessmentMethods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** | | |
| 1.1 | Identify main CAT tools. | Presentation- Practice-Production (PPP) | Post-class quiz and discussion+ mid & final exams. |
| 1.2 | Explain how CAT tools are used for translation tasks. | Mixed methods, lecturing, class discussion, individual and class tasks. | Post-class quiz and discussion+ mid & final exams. |
| 1.3 | Describe Translation Memory System | Mixed methods, lecturing, class discussion, individual and class tasks. | Post-class quiz and discussion+ mid & final exams. |
| **2.0** | **Skills** | | |
| 2.1 | Select appropriate CAT tools for a translation task. | Lecturing, Discussion, Student data projector presentation. | A task /quiz involving the selection process of CAT tools. |
| 2.2 | Use Translation Memory System for storing translation words, expression and chunks for future use for time saving. | Mixed methods, lecturing, class discussion, collaborative tasks using internet resources | A project involving students to make use of TM |
| 2.3 | Making Machine Translation and doing post-editing | Lecturing & Class Discussion. Practicing on online translate programs | Observation of translation and post-editing tasks |
| 2.4 | Analyze the future trends in CAT | Lecturing & Class Discussion | Post-class quiz  Midterms exams  Final exam |
| **3.0** | **Values** | | |
| 3.1 | Use Translation Memory System for storing translation words, expression and chunks for future use for time saving. | Lecturing, Class discussions & presentations.  Relevant tasks | Response papers and assignments + Mid & Final exams. |
| 3.2 | **Making Machine Translation and doing post-editing** | **Mixed methods, lecturing, class discussion, collaborative class tasks.** | **A set of quizzes and response papers.** |
| 3.3 | Analyze the future trends in CAT | Task-based teaching | Checking if tasks are completed successfully and in time. |
| 3.4 | Developing and enhancing general communication skills in accomplishing translation tasks. | Lecturing & task-based teaching. | Setting deadlines for assignments and response papers. |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Oral Presentations/Quizzes/Exercises | From 2nd to 13th | 5 |
| **2** | Midterm | 10th | 40 |
| **3** | Research Summary or Response Paper | 12-14th | 5 |
| **4** | Class Participation(including focus group discussions) | Over the term | 5 |
| **5** | Term Project | 13-14th | 5 |
| **6** | Final Examination | 15 weeks | 40 |
| **7** | 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 :** |
| 4-5 hours’ office hours per week  Students receive various kinds of counseling inside and outside classroom (formally and informally).  Particular counseling is given to help students do project work |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | * **Computer-aided Translation Technology: A Practical Introduction By Lynne Bowker, University of Ottawa Press, Year 2002**   **ISBN-13: 978-0776605388**  **ISBN-10: 0776605380** |
| **Essential References Materials** | **Routledge Encyclopedia of Translation Technology, edited by Sin-Wai Chan Routledge, Year 2015 ISBN: 978-0-415-52484-1 (hbk) ISBN: 978-1-315-74912-9(ebk)** |
| **Electronic Materials** | * [**https://www.google.com.sa/search?q=g00gle+translate&rlz=1C1NHXL\_enSA818SA818&oq=G00gle+tran&aqs=chrome.0.0j69i57.13816j0j7&sourceid=chrome&ie=UTF-8www.endnotes.com**](https://www.google.com.sa/search?q=g00gle+translate&rlz=1C1NHXL_enSA818SA818&oq=G00gle+tran&aqs=chrome.0.0j69i57.13816j0j7&sourceid=chrome&ie=UTF-8www.endnotes.com) * <https://www.sdltrados.com/products/trados-studio/> * <https://en.wikipedia.org/wiki/Machine_translation> |
| **Other Learning Materials** | * **Dictionaries** * **Corpuses** * **Concordancers** |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * **Larger and more convenient classrooms.** * **Translation lab** |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * **Laptop computer-projector system.**   **Data show to facilitate going over students' papers in class** |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | **CDs/Flash memory materials** |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | Instructors and coordinators | By meetings and discussing that in regular bases |
| Other Strategies for Evaluation of Teaching by the Instructor or by the Department | Self-evaluation  Peers | By doing peer-evaluating per course. |
| Processes for Improvement of Teaching | Quality Coordinators  Program coordinators | Training sessions, workshops to facilitate experience exchange among faculty members  Regular meetings to discuss and solve problems  Discussion of challenges in the classroom with colleagues and supervisors  Encouraging faculty members to attend professional development conferences  Keep up to date with pedagogical theory and practice  Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester’s teaching strategies and results |
| Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty staff member of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) | Instructors  Head of the Department  Quality Coordinators  Course Coordinator  Program Coordinator | 1. Check marking of a sample of examination papers either by a resident or visiting faculty member 2. Arrange with another institution to have two common test items included on an exam and compare marks given 3. Double-check papers by a second reader in case of students who believe they are underrated. |
| Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. | Discussion in the WhatsApps Groups of Department of English  Review Committees  Discussions with Quality Coordinator | 1. Compare syllabi and course description with other universities (including those on the net) 2. Bi-annual meetings of faculty members to discuss improvement 3. 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes,Quality oflearning resources, etc.)

**Evaluators** (Students,Faculty, Program Leaders,Peer Reviewer, Others (specify)

**Assessment Methods**(Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Department Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |