



T6. Course Specifications

(CS)

ENG315

Introduction to Translation



Course Specifications

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|---|---------------------------------------|
| Institution Najran University | Date of Report: 10/3/1438 – 9/12/2016 |
| College/Department College of Science & Arts / English Program | |

A. Course Identification and General Information

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|---|-------------------------------------|------------------|-----------------------------------|
| 1. Course title and code: ENG315 : Introduction to Translation | | | |
| 2. Credit hours 3 | | | |
| 3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) English Program | | | |
| 4. Name of faculty member responsible for the course Dr. Muhammad Ali Mohsen & Dr. Asmaa Al-Adham | | | |
| 5. Level/year at which this course is offered Level 5/ Third year | | | |
| 6. Pre-requisites for this course (if any) None | | | |
| 7. Co-requisites for this course (if any) None | | | |
| 8. Location if not on main campus: Main campus | | | |
| 9. Mode of Instruction (mark all that apply) | | | |
| a. Traditional classroom | <input type="checkbox"/> | What percentage? | <input type="checkbox"/> |
| b. Blended (traditional and online) | <input checked="" type="checkbox"/> | What percentage? | <input type="text" value="100%"/> |
| 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: | | | |
| None | | | |

**B Objectives**

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| 1. What is the main purpose for this course? |
| a) Develop the students' basic skills to translate different types of seen/ unseen English sentences to Arabic and vice versa in a given time. |
| 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) |
| 1. Students are encouraged to consult the web to learn more tips about translation. |
| 2. Students are encouraged to translate online to practice time management during Translation. |

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook)

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| Course Description: The course focuses on the study of the basic skills of a qualified translator to make the students able to translate different kinds of seen/unseen English sentences into Arabic and vice versa in a given time. |
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| 1. Topics to be Covered | | |
|--|--------------|---------------|
| List of Topics | No. of Weeks | Contact Hours |
| General introduction to translation | 2 | 6 |
| Translation of parts of speech | 3 | 9 |
| Translation of tenses | 3 | 9 |
| Translation of different types of sentences | 3 | 9 |
| Translation of different types of short paragraphs | 4 | 12 |

| 2. Course components (total contact hours and credits per semester): | | | | | | |
|--|------------|----------|------------|-----------|--------|-------|
| | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| Contact Hours | 3 per week | ----- | ----- | ----- | ----- | 45 |



| | | | | | | |
|--------|---|-------|-------|-------|-------|---|
| Credit | 3 | ----- | ----- | ----- | ----- | 3 |
|--------|---|-------|-------|-------|-------|---|

3. Additional private study/learning hours expected for students per week. **(3) Hours per week.**

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

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. (Courses are not required to include learning outcomes from each domain.)

| | NQF Learning Domains And Course Learning Outcomes | Course Teaching Strategies | Course Assessment Methods |
|------------|---|---|---|
| 1.0 | Knowledge | | |
| 1.1 | Acquire the necessary skills for a qualified translator | - Lecturing - Presentations - Discussion | 1. Quizzes 2. Midterm exams 3. Final written exam |
| 1.2 | Recognize linguistic and literary styles and expressions used in English and Arabic | - Lecturing - Presentations - Discussion | 1. Quizzes 2. Midterm exams 3. Final written exam |
| 2.0 | Cognitive Skills | | |
| 2.1 | Translate soundly and properly terms and seen/unseen sentences of different types from Arabic or English in a given time. | - Lecturing - Discussion - Cooperative learning | 1. Quizzes 2. Midterm exams 3. Final written exam |
| 3.0 | Interpersonal Skills & Responsibility | | |
| 3.1 @ | Appreciate others' points of view and show his/her when Participating effectively in team work. | - Cooperative learning - Self-learning strategies | Observation cards Online participation & Quizzes |
| 4.0 | Communication, Information Technology, Numerical | | |
| 4.1 @ | Use the Web to view and compare various translation passages, online dictionaries and databases. | - Discussion - Cooperative learning - Self-learning | Observation cards Online participation & Quizzes |
| 5.0 | Psychomotor | | |



5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

| Course LOs # | Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications) | | | | | | | |
|--------------|--|-----|-----|-----|--|-----|--|-----|
| | 1.1 | 1.2 | 1.3 | 2.3 | | 3.1 | | 4.1 |
| 1.1 | √ | | | | | | | |
| 1.2 | | | √ | | | | | |
| 2.1 | | | | √ | | | | |
| 3.1 | | | | | | √ | | |
| 4.1 | | | | | | | | √ |
| | | | | | | | | |

6. 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 | Midterm Exam 1 | 7 | 20% |
| 2 | Midterm Exam 2 | 11 | 20% |
| 3 | Final examination | 16/17 | 50% |
| 4 | Online participation & Quizzes | To be decided by the instructor | 10% |

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)

Teaching staff member is available 10 hours per week for student consultations (office hours, in addition to (6)hours for academic advising

Besides:

1. Students are divided according to their levels among faculty members for academic counseling and consultation.
2. Names of distinguished students are given to a particular faculty member for guidance and academic counseling.
3. Names of low-graded students are given to a particular faculty member for guidance and academic counseling.
4. Complaints and suggestion file is assigned to a particular committee faculty member for discussion and problem solving.

5. Academic Advising icon is activated online through the University gate.
6. Daily Follow-up is conducted to ensure the availability of teaching staff member to offer consultations and academic advice for students.
7. Varied social media means are used to communicate with students (What's app., e-mails, etc., in addition to creating forums for students on the blackboard system).

E. Learning Resources

1. List Required Textbooks

Ghazala, Hasan. *Translation as Problems and Solutions*. Egypt: Al-Hilal Library, 2006.

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

1. ايناس ابوسيف وهبة مسعد. *مبادئ الترجمة وأساسيتها*. مصر: مركز تكنولوجيا التعليم بجامعة القاهرة. 2005.
2. عز الدين محمد نجيب. *اسس الترجمة من الانجليزية الى العربية*. القاهرة: دار ابن سينا للنشر، 2005.
3. محمد عناني. *مختارات للترجمة*. القاهرة، دار غريب، 1994.

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

1. Baker, M. (2011). *A Course book on Translation*. London: Rutledge.
2. Catford, J. C.(1996). *A Linguistic Theory of Translation*. Oxford: Oxford University press.
3. House, J.(2015). *A Model for Translation Quality Assessment*. Tubingen: Gunter Nar.

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

1. <http://portal.unesco.org/culture/en/ev.php->
2. <http://www.iti.org.uk/indexMain.html>
3. <http://www.lai.com/companion.html>
4. <http://www.atanet.org/>
5. www.babylon.com
6. www.CNNnews.com
7. www.BBC.com
8. www.NYtimes.com

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

All learning material is uploaded on the blackboard system in the form of PowerPoint presentations, echo lectures & also electronic versions of available textbooks/references.



F. Facilities Required

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| 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.) |
| <ul style="list-style-type: none"> Lecture rooms that accommodate for the large number of students |
| 2. Computing resources (AV, data show, Smart Board, software, etc.) |
| Laptop or desktop computer; projector |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) |
| <ul style="list-style-type: none"> Translation labs are needed. Online access is also needed. |

G Course Evaluation and Improvement Processes

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching |
| <ul style="list-style-type: none"> Students' questionnaire evaluating teaching staff member and courses. Indirect Course Learning outcomes effectiveness assessment questionnaire by students. Assessment of Electronic learning effectiveness questionnaire by students. Feedback of students' acquisition of taught material in the previous lectures. Exam Paper Evaluation by students. Meetings with students. |
| 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor |
| <ul style="list-style-type: none"> Self-evaluation report. Peer evaluation. Program Head evaluation report. Peer review of marks on corrected exam papers. Revision of exam paper marks' sheets. Revision of Random corrected exam papers. Review of exam papers by Measurement & Assessment Committee. Review of course report by a committee of staff members. Course Specification Updating & Review by Internal Review Committee in collaboration with Staff members. |
| 3 Processes for Improvement of Teaching |
| 1. Regular meetings with teaching staff members where problems are discussed and solutions given |



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| 2. Discussion of challenges in the classroom with colleagues and supervisors. 3. Encouragement of faculty members to attend professional development conferences, seminars, workshops & training programs. 4. Keep up-to-date with pedagogical theory and practice 5. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results. |
| 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) 1. Check marking by an independent teaching staff member of a sample of students' activities/exam paper review by a specialized committee. |
| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1. Course report, including data that are periodically completed and reviewed, is one of the most important procedures to verify course effectiveness. It also includes an improvement plan set depending on the points of weakness mentioned in the different items of the report |

Name of Instructors: **Dr. Abdul Hafeed Fakih & Dr. Asmaa Al-Adham**

Signature: _____ Date Report Completed: **10/3/1438**

Name of Field Experience Teaching Staff _____

Program Coordinators: Dr. Al-Khier Atamna & Mrs./ Looloo Al-Raimy

Signature: _____ Date Received: **10/3/1438**

Reviewed & Updated by quality coordinator:

Dr. Asmaa Al-Adham
Dr. Muhammad Al-Askary