Education Evaluation Commission

المركز الوطني للتقويم والاعتماد الأكاديمي

National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS
(CS)

ENG 219

Translation 1

Education Evaluation Commission

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National Center for Academic Accreditation and Evaluation

Course specification

Institution: King Saud University   Date: 30/1/2019
College/Department: College of Arts/Department of English Language and Literature

A. Course Identification and General Information

1. Course title and code: Translation 1- ENG 219
2. Credit hours: 2 hours
3. Program(s) in which the course is offered. B. A. in English
4. Name of faculty member responsible for the course Several Professors
5. Level/year at which this course is offered: Forth Level/Second 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	ves	What percentage?	80
b. blended (traditional and online)	ves	What percentage?	20
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

Comments:

All credit hours are carried out in a face-to-face traditional setting. However, the course is technology enabled making use of LMS to post the syllabus, content, online test and discussion boards etc.

B. Objectives

1. What is the main purpose for this course?

1- Familiarising students with the concept of translation and its different theories.

2- Familiarising students with dictionary skills.
3- Familiarising students with the different types of translation and the essential requirements of a professional translator.
4- Explaining the structural differences between Arabic and English texts.
5- Equipping students with the skill of translation from Arabic into English and vice versa with emphasis on clarity and faithfulness.
6- Exposing students to different texts; general, scientific, editorial and literary ones.

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. The following series of orientation workshops are essential for BOTH faculty and students[1]:

Faculty: assessment and teaching methods applied in literature courses

Students:

Suggested workshops:

a) Basic skills with word processing software.
b) Plagiarism
c) Library research
d) Virtual classes
e) Critical and Investigative Thinking Skills
f) Comprehensive Reading of Literary Texts
g) Scholarly Sources: When and How to use them

2. End of term faculty meetings /workshops/discussions to assess efficacy of modes of instruction; material given; grading rubric; problems that need to be addressed

3. Annually confirm availability of resources. The library must coordinate with department and Quality to confirm it is equipped with references and required material (see below)

4. Provide support throughout the term from CWE (if available) and focused skills developments session to be offered by the relevant entities.

5. All instructors should have a clearly written assignment guide for all assignments in the course. Work on a combined unified assignment guide for literature courses, or at least a unified standard.

Course Description:

This Course aims at developing the student's skills for translation both from English into Arabic and vice versa. This will strengthen the student's ability to handle passages that require certain level of proficiency in dealing with different sentence patterns.

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[1] Workshops to be given by: the Centre for Writing in English (CWE) if available; Quality; Academic Improvement; Student Support Center if availabe; Library.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction	1	2
Translation overview: Definition Misconceptions about translation + practice	1	2
Different approaches to translation: Literal method – adaptation and free translation – the functional approach + practice	2	4
Different types of texts: how to approach the general, scientific, editorial, and literal texts + practice	10	20

C. **Course Description** (Note: General description in the form to be used for the Bulletin or Handbook should be attached

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)   **4** hours

2. Course components (total contact hours and credits per semester):							
		Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	Planned	28 hours	None	None	None	None	30 hours
	Actual						
Credit	Planned	2 hours					2 hours
	Actual						

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.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Recognize forms and structures of Translated sentences from Arabic into English and vice versa	Lectures Class discussion In-class exercises and assignments Using handouts	Writing assignments Exams Oral presentations
2.0	Cognitive Skills		
2.1	Differentiate between the semantic and linguistic elements of English and Arabic	Lecturing and explaining concepts and ideas Class discussion	Class participation and discussion In-class performance when doing exercises and assignments Take-home writing assignments Exams
2.2	Translate from Arabic into English, thus opportunity to practice writing as well as applying required skills.	Group discussion/ work and peer review Applying concepts and strategies Using handouts	
3.0	Interpersonal Skills & Responsibility		
3.1	Evaluate one's own work	Either one on one sessions or class	"reflect on one's work" session AFTER term paper or midterm submission
4.0	Communication, Information Technology, Numerical		
4.1	Search the digital library database.	Compilation of relevant bibliography	1. Use digital library database to compile a bibliography of the latest and/or most relevant

			scholarly articles dealing with the topic. 2. Correct referencing format and use of sources will be tested.
4.2	Operate the internet to download information and make use of useful web links.	Students will be encouraged to make extensive use of material on the web and the digital library.	1. Demand the use of references in both group presentations and the research paper. 2. Students will be graded on their use of online scholarly material on their research papers.
5.0	**Psychomotor**		
5.1	NA		

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	First Quiz	4	5%
2	First Midterm Exam	7	15%
3	Second Quiz (oral)	10	5%
4	Second Midterm Exam	12	15%
5	In class assignments	Throughout the semester	10%
6	Project		10%

C. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)
4 hours per week; email

D. Learning Resources

1. List Required Textbooks Baalbaki, Rohi, al-Mawrid: A Modern Arabic-English Dictionary, Beirut, Lebanon: Dar al-'Ilm lil-Malayin, 2001. Dickins, James, Sandor Hervey, et al., Thinking about Translation: A Course in Translation Method: Arabic to English, New York: Routledge, 2002.
2. List Essential References Materials (Journals, Reports, etc.) Baker, M. In other Words: A Coursebook on Translation. Routledge. Bell, Roger T. Translation and Translating: Theory and Practice. Longman. Elewa, Abdelhamid, The Grammar of Translation: Arabic-English, Students' Book 4, Al Azhar Uni. Carford, J. C. A Linguistic Theory of Translation. Oxford University Press. Ghazala, H. Translation As Problems and Solutions: A Coursebook for University Students and   Trainee and Translators. 3rd ed., Dar Al-Istikamah, K.S.A. 2000. Enani, M. An Introduction to At Sight & Consecutive Translation & Interpretation. Hatim, B. English-Arabic/Arabic-English Translation: a Practical Guide. London: Saqi Books. Larson, Mildred L., Meaning-Based Translation: A Guide to Cross-Language Equivalence, 2nd ed. Lanham, Maryland: University Press of America, 1998.
3. List Electronic Materials, Web Sites, Facebook, Twitter, etc. Hava, J.G., al-Faraid: Arabic-English Dictionary, Bayrut, Lubnan: Maktabat al-Sharqiyah, 1982
4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. The Sage's English Dictionary and Thesaurus. Computer software. Softpedia. Vers. 6.10.1816. Sequence Publishing, n.d. Web. 2 Mar. 2016.

E. Facilities Required

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.) Classrooms that hold 20-30 students.

2. Computing resources (AV, data show, Smart Board, software, etc.) Computer labs E-podiums with interactive boards and projectors
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) None

G. Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class (administered by the instructor) 2. End of term college evaluation of course by students (to be collected by the department) 3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better 4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from one another on specific points outlined by the department and the instructor being evaluated
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor 1. Peer evaluation to asses ability of faculty members to work with their colleagues 2. Class observations by supervisors
3 Processes for Improvement of Teaching 1. Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences. 6. Keep up to date with pedagogical theory and practice 7. 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. Regular meetings with the coordinator and other instructors to exchange samples of exam papers to verify standards of students' achievement. 2. Check marking of a sample of examination papers by another faculty member. 3. Students who believe they are under graded can have their papers checked by a second reader

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
1. Compare syllabi and course description with other universities
2. Conduct peer review or course observation
3. Biannual meetings of faculty members to discuss improvement
4. Review curriculum periodically and suggest improvements
5. Apply students course evaluation survey
6. External examiner

Faculty or Teaching Staff: _____

Signature: _____ **Date Report Completed:** _____

Received by: _____ **Dean/Department Head :** _____

Signature: _____ **Date:** _____