Course Specifications

Course Title:	Introduction to Translation
Course Code:	ENGL 224
Program:	English Language
Department:	English Department
College:	College of Education
Institution:	Majmaah University

Table of Contents

A. Course Identification

1. Credit hours:	

2. Course type
a.   University ☐   College ☐   Department **X**   Others ☐
b.   Required ☐   Elective ☐

3. Level/year at which this course is offered: LEVEL 5

4. Pre-requisites for this course (if any)**:**
ENGL 214_ WRITING 2

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**	25	90%
2	**Blended**		
3	**E-learning**	5	10%
4	**Correspondence**		
5	**Other**		

7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
Contact Hours		
1	**Lecture**	25
2	**Laboratory/Studio**	5
3	**Tutorial**	
4	**Others** (specify)	
	Total	
Other Learning Hours*		
1	**Study**	
2	**Assignments**	
3	**Library**	
4	**Projects/Research Essays/Theses**	
5	**Others**(specify)	
	Total	30

*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 is part of a series of four courses constituting together the translation component of the new Department Study Plan (*the other courses are: ENGL 315 Advanced Translation, ENGL 324 Computer-aided Translation and ENGL 415 Special Topics in Translation and Interpretation*). As such, it is intended to introduce students to the fundamentals of Translation Studies paving the students' way to the subsequent much more advanced courses of translation. Students will be familarised with a diverse range of translation concepts, theories, approaches and terms: Translation and Translation Studies, Translation and Linguistics, Fundamental Theories of Translation, Translation Types, Strategies and Methods, Forms of Translation studies (*e.g. product-based, process-based, function-based translation studies, other approaches, etc.*), Translation and Meaning, Translation vs. Interpretation, Translation and Pragmatics, Back-translation, Translation and Technology, Common Problems of Translation (e.g. *the problem of equivalence vs. variations, ambiguity, untranslatability, culture-bound expressions/texts, etc.*) (these problems will also be taken up further *in ENGL 415 Special Topics in Translation and Interpretation*). For more awareness of these problems and challenges, students will be involved in a range of practical translation tasks(English into Arabic and Arabic into English) with a view to linking theory with practice. In addition, the course will discuss the qualities of a good translator (*what does a good/competent translator need to know*?) alongside some new trends in translation such as *collaborative* translation, *crowdsourcing* translation and *scanlation* (the latter forms will also be taken up further in *ENGL 324 Computer-aided Translation*).

Among its many aims, this introductory course to translation will help students improve their language skills(esp. writing, reading along with listening and speaking (the latter two skills will particularly be needed for interpretation).

Variation, flexibility and up-to-datedness are recommended in all aspects of the course including textbook selection, instruction methods and evaluation of students' performance.

2. Course Main Objective

1. Define key concepts and terms of Translation (Translation- Translation Studies- Interpretation- Equivalence, etc.).
2. Explain the differences between Translation and Interpretation.
3. Explore a diverse types of translation (scientific, literary , legal, religious, business, etc.) and translation problems.
4. Develop the students' ability to implement Contrastive Analysis (CA) in translation.
5. Enable students to see the complex relationship between translation and meaning, on the one hand, and translation and pragmatics/discourse, on the other.
6. Enable students to practice translating texts from English into Arabic and vice-versa.
7. Help students become more cognizant of the differences in using TL and SL apart from the syntactic complexities peculiar to each one of them.
8. Train students to produce alternative forms of expressing a given idea.
9. Acquaint students with the contribution of some major translation scholars.

3. Course Learning Outcomes

CLOs	Aligned PLOs

		CLOs	Aligned PLOs
1		**Knowledge:**	
1.1		Recognize and describe linguistic and cross-cultural differences that affect translation and interpretation from the source language into the target language and the other way around.	1.2
1.2		Define Translation, Interpretation and Translation Studies.	1.1
1.3		See and identify the condensed syntactic structured used in model texts.	1.1, 1.2
1.4		Develop a particular awareness of the syntactic, semantic, morphological, pragmatic and discoursal differences between English and Arabic.	1.1, 1.3
1.5		Outline the contributions of some prominent translation thinkers and scientists (e.g. *Nida, Catford, Newmark, Mona Baker, Holmes, Munday,* etc.).	1.4
2		**Skills :**	
2.1		Use Contrastive Analysis (CA) knowledge in practical translation.	2.3, 2.4
2.2		Produce alternative forms of expressing a given idea.	2.5, 2.6
2.3		-Translate texts from English into Arabic. -Translate texts from Arabic into English.	2.5, 2.6
2.4		Practice some back-translations and recognize the significance of the process of 'back-translations'*(transforming a translated text back into the source(original) language)*	2.5, 2.6, 2.1
2.5		Discuss the impact of technology on translation and translation studies (and describe some new trends in this respect).	2.1, 2.2
2.6		Differentiate between various translation approaches and types(scientific, literary , legal, religious, business, etc.). Discuss the *equivalence vs. variations* problem together with other problems.	2.1, 2.2
2.7		Apply linguistic and conceptual skills related to translating activities and context.	2.1, 2.2.
3		**Competence:**	
3.1		Illustrate examples to relate theory to practice	3.1, 3.2
3.2		Express opinions and share views	3.1
3.3		Conduct an online research	3.2, 3.3
3.٤		Give an oral PowerPoint presentation	3.1

C. Course Content

No	List of Topics	Contact Hours
1	**Course Introduction:** Introduction to Translation and Translation Studies.	2
2	**Translation Theories and Approaches** (basic terms, concepts, theories, strategies and approaches of translation) (*product-based, process-based , function-based translation studies, other*	4

	approaches to translation studies, etc.).	
3	**Translation and Contrastive Analysis** English vs. Arabic (morphological, syntactic, pragmatic and discourse comparisons and contrasts). -Writing versus Speech	4
4	**Translation, Linguistics, Communication and Meaning.** (translation problems, challenges and complexities of meaning) *-Relevant Translation Practice*	٢
5	**Translation, Pragmatics, Discourse and Stylistics** *-Relevant Translation Practice*	٢
6	**Back-translation** (definition, history, significance, etc.). *Relevant Back-translation Practice*	2
7	**Handling some Particular Problems in Translation** (the problem of equivalence vs. variations, ambiguity, untranslatability, culture-bound expressions/texts, etc.). Mid-term	٢
8	**More Focus on Some Particular Types of Translation** Scientific Translation: Model Texts Business and Legal Translation: Model Texts Literary Translation: Model Texts Scripture/Religious Translation: Model Texts	٢
	Translation, Technology and the New Trends in Translation Advantages and Disadvantages, New Types of Translation: *collaborative* **translation,** *crowdsourcing* **translation and** *scanlation* **(the latter forms will also be taken up further in** *ENGL 324 Computer-aided Translation).* *-Relevant Translation Practice*	2
	More Practice (on various forms and types of translation).	4
	Contributions of some Major Scholars of Translation *(Nida, Catford, Newmark, Mona Baker, Holmes, Munday,*etc.).	2

Revision, Project and Final Exam	٤
Total	٣٠

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	Apply linguistic and conceptual skills related to translating activities and context.	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	Recognize and describe linguistic and cross-cultural differences that affect translation and interpretation from the source language into the target language and the other way around.		
1.3	Define Translation, Interpretation and Translation Studies.		
1.4	See and identify the condensed syntactic structured used in model texts.		
1.5	Develop a particular awareness of the syntactic, semantic, morphological, pragmatic and discoursal differences between English and Arabic.		
1.6	Outline the contributions of some prominent translation thinkers and scientists (e.g. *Nida, Catford, Newmark, Mona Baker, Holmes, Munday,*etc.).		
2.0	**Skills**		
2.1	Use Contrastive Analysis (CA) knowledge in practical translation.	conventional instruction methods, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, tutoring (when necessary), self/ peer	exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, projects
2.2	Produce alternative forms of expressing a given idea.		
٢,٣	-Translate texts from English into Arabic. -Translate texts from Arabic into English.		
٢,٤	Practice some back-translations and recognize the significance of the process of 'back-translations'*(transforming a translated text back into the source(original) language)*		
٢,٥	Discuss the impact of technology on translation and translation studies (and		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	describe some new trends in this respect).		
٢,٦	Differentiate between various translation approaches and types(scientific, literary , legal, religious, business, etc.). Discuss the *equivalence vs. variations* problem alongside other problems.		
3.0	**Competence**		
3.1	Illustrate examples to relate theory to practice.	conventional instruction methods, brain storming, classroom discussions, elicitation, pair/group work, cooperative learning, tutoring (when necessary), self/ peer	exams (mid/final), quizzes, homework, class participation, oral presentations, written assignments, projects
3.2	Express opinions and share views.		
٣,٣	Conduct an online research on a translation-related topic.		
٣,٤	Give an oral PowerPoint presentation on a translation-related topic.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterm(s)	6 & 12	30%
2	Assignments and participation	All the way through	10%
3	Projects/ papers/ presentations/ reflections	All the way through	20%
4	Final Exam		40%
5			
6			
7			
8			

*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	Bassentt, S. (2002). **Translation Studies**. Routledge. London & New York. Najeeb,E.M. (2005). **Translation from English into Arabic and Vice Versa**. Cairo Munday, Jeremy. (2012). **Introducing Translation Studies**. London; Routledge.
Essential References Materials	Ismael, S.H. (2006). Fundamentals of Arabic /English Translation: Theory and Application. Cairo: NaderMisr Ghazala, H. (2008). Translation as Problems and Solutions. Dar Alelmlelmalym: Beirut. Bassentt, S. (2002). **Translation Studies** .Routledge. London & New York. Newmark, Peter (1981) *Approaches to Translation,* New York: Pergamon Press. *Enani (2001) On Translating Arabic: a Cultural Approach, Cairo: GEBO* Baker, M. (2011). **In Other Words**. London: Routledge. Hatim, B. &Munday, J. (2004). "**Translation: an Advanced Resource Book**". Routledge. عناني، محمد. نظرية الترجمة الحديثة، الشركة المصرية العالمية للنشر – لونجمان، ٢٠٠٣ Nida, E., Chales, T., (1969). *The Theory and Practice of Translation.* Brill Leiden: Boston - 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. Robinson, Douglas (2012), **Becoming a Translator**, 3rd ed., London and New York:
Electronic Materials	*http://www.translationjournal.net* http://a4esl.org http://www.manythings.org http://esl-lab.com/guide.htm.

Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Enough space is available at college for accommodating the students: • Lecture rooms can accommodate up to 50 students. • Laboratories accommodate up to 32 students.
Technology Resources (AV, data show, Smart Board, software, etc.)	• 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)	• **Current resources are sufficient.**

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for Obtaining Student Feedback on Effectiveness of Teaching	Lecturers and coordinators	#A "Course evaluation" questionnaire done by the students on the university portal at the end of each term. #A "Students' academic experience evaluation" questionnaire done by the students at the end of each term. # A "Program evaluation" questionnaire done by the students at the end of each term.
Other Strategies for Evaluation of Teaching by the Instructor or by the Department	Instructors and coordinators	# Revising study plans of the department by the college committee of Academic Study Plans. # Quality check by colleagues and Head of the Department.

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 Board/Council; Academic Board and Committee for Course/Curricula Development
Reference No.	
Date	