



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	College of Science and Humanities
Academic Department:	EnglishLanguage.
Programme:	EnglishLanguage.
Course title and code:	ENGL 415 Special Topics in Translation and Interpretation
Specification Approved Date : / ... / H



Course Specifications

Institution: Faculty of Science and Humanities	Date:
College/Department : English Language	

A. Course Identification and General Information

1. Course title and code: ENGL 415 Special Topics in Translation and Interpretation																				
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 Language																				
4. Name of faculty member responsible for the course																				
5. Level/year at which this course is offered: Level 7																				
6. Pre-requisites for this course (if any): ENGL224 Introduction to Translation																				
7. Co-requisites for this course (if any):																				
8. Location if not on main campus: Rumah Campus																				
9. Mode of Instruction (mark all that apply):																				
<table style="width: 100%; border: none;"> <tr> <td style="width: 35%;">a. traditional classroom</td> <td style="width: 10%; text-align: center;"><input type="text"/></td> <td style="width: 30%;">What percentage?</td> <td style="width: 25%;">20%</td> </tr> <tr> <td>b. blended (traditional and online)</td> <td style="text-align: center;"><input type="text"/></td> <td>What percentage?</td> <td>20%</td> </tr> <tr> <td>c. e-learning</td> <td style="text-align: center;"><input type="text"/></td> <td>What percentage?</td> <td></td> </tr> <tr> <td>d. correspondence</td> <td style="text-align: center;"><input type="text"/></td> <td>What percentage?</td> <td>10%</td> </tr> <tr> <td>f. other</td> <td style="text-align: center;"><input type="text"/></td> <td>What percentage?</td> <td>50%</td> </tr> </table>	a. traditional classroom	<input type="text"/>	What percentage?	20%	b. blended (traditional and online)	<input type="text"/>	What percentage?	20%	c. e-learning	<input type="text"/>	What percentage?		d. correspondence	<input type="text"/>	What percentage?	10%	f. other	<input type="text"/>	What percentage?	50%
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Comments:

B Objectives

1. What is the main purpose for this course?

Upon the completion of this course students will be able to:

- 1- Translate passages from English into Arabic and vice versa.
- 2- apply the basic principles and methods of translation
- 3- Identify the various problems and difficulties that are likely to arise during translation.
- 4- Identify the most important and recent trends in interpretation.

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)
 - Conducting student centred classes.
 - Encouraging students to make use of online dictionaries.
 - Encouraging students to practice interpretation in their daily life.

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

Course Description:

This course focuses on specific topics in translation and interpretation that the students are supposed to be well acquainted with before starting their practical life after graduation. Students will be exposed to political, economic, media, conference and legal terminology. The course is helping them to encounter various topics and to deal with the difficulties and challenges that they might face in their practical life as translators and interpreters.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Introduction to various topics in translation and interpretation	1	3
Translation and Intertextuality	1	3
Translating Political topics	1	3

Economic topics	2	6
Translation for media	2	6
Legal Topics	2	6
Literary topics	2	6
Conference terminology for interpretation	2	6
Practical interpretation	2	6

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	39			6		45
	Actual	39			6		45
Credit	Planned	3					3
	Actual	3					3

3. Additional private study/learning hours expected for students per week. 2h

3. 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	Defining main approaches in translation studies.	Lectures	Discussion

1.2	Recognizing analytical, linguistic and crosscultural factors affecting interpretation and translation from English into Arabic and vice versa	Class discussion	Quizzes Mid term Final exam
2.0	Cognitive Skills		
2.1	Analyzing and synthesizing ideas by applying theories of translation to their reading.	Lecturing	Class participation
2.2	Examining, judging and translating various topics within different cultural and historical contexts.	Peer review	Quizzes
3.0	Interpersonal Skills & Responsibility		
3.1	Working in pairs/ threes/ group activities.	Group work	
3.2	Showing good responsibility on working independently.	Student centred classes	discussions
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrating team work	Student centred classes	discussions
4.2			
5.0	Psychomotor		
5.1			
5.2			

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	Mid-term 15.....20.....



2	Mid-term 2	10	20
3	Presentation	12	5
4	Practical interpretation	125.....
5	Final exam	15	50
7			
8			

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)

Office hours
meetings

E Learning Resources

1. List Required Textbooks
 - Dang, Suan Thu. (1999) Interpreting and translation course book

 - Ghazala, H. (2008). Translation as Problems and Solutions

2. List Essential References Materials (Journals, Reports, etc.)
 - Newmark, P.(1988) Approaches to Translation. Oxford: Pergamon
 - Any college level English dictionary and thesaurus such as Webster's New Collegiate,
 - The American Heritage Dictionary, Roget's International Thesaurus, or Roget's

Thesaurus

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- Jstor

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

- Media articles
- Political speeches
- Legal contracts

F. 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.)

2. Technology resources (AV, data show, Smart Board, software, etc.)

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Online surveys



2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Peer review

3. Processes for Improvement of Teaching

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)

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Name of Course Instructor:

Signature: **Date Specification Completed:**

Program Coordinator: Dr. Mukhlid Al Qaini

Signature: **Date Received:**

