COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	College of Education.
Academic Department :	English Department
Program:	English Language (B.A. Program)
Course Title and Code :	**Computer-Aided Translation (ENGL 324)**
Specification Approved Date :	00 /00/1440H, 00/00/2018

Course Specifications

Institution: Majmaah University	**Date:**
College/Department : College of Education, **Department of English**	

A. Course Identification and General Information

1. Course title and code: Discourse Analysis ENG 694
2. Credit hours:3 credit hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B.A. English
4. Name of faculty member responsible for the course Mohammad Iqbal Mohammad
5. Level/year at which this course is offered: 7th level
6. Pre-requisites for this course (if any): **ENGL 215 Introduction to linguistics** **ENGL 224 Introduction to Translation**
7. Co-requisites for this course (if any): **(NA)**
8. Location if not on main campus: **Main Campus**

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9 - Mode of Instruction (mark all that apply)			
A - Traditional classroom	√	What percentage?	**60 %**
B - Blended (traditional and online)	√	What percentage?	**30 %**
D - e-learning	√	What percentage?	**10 %**
E - Correspondence		What percentage?	……. %
F - Other		What percentage?	……. %

Comments:

B Objectives

What is the main purpose for this course?

By the end of the course, students are expected to:

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.

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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. Periodical review of the course to it update in consonance with the modern trends.
2. Using digital libraries
3. Analyzing the new studies to incorporate in the course
4. Uploading the materials like pdf books, web links and videos in the LMS' course contents.

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

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 toolsLand 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.

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

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planed	37				8	45
	Actual	39				3	42
Credit	Planed	45					45
	Actual	40					45

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

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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	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	**Cognitive 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	**Interpersonal Skills & Responsibility**		
3.1	Complete a collaborative translation project in groups	Lecturing, Class discussions & presentations. Relevant tasks	Response papers and assignments + Mid & Final exams.

3.2	Solve problems arising while translating with the use of computer and internet in pairs and groups	Mixed methods, lecturing, class discussion, collaborative class tasks.	A set of quizzes and response papers.
3.3	Developing team work skills.	Task-based teaching	Checking if tasks are completed successfully and in time.
3.4	Gaining time management skills.	Lecturing & task-based teaching.	Setting deadlines for assignments and response papers.
4.0	**Communication, Information Technology, Numerical**		
4.1	Developing and enhancing general communication skills in accomplishing translation tasks.	Lecturing & task-based teaching involving internet tasks. Demanding students use PowerPoint in presentations	Quizzes and response papers + Dada projector presentation
4.2	Using social media for translation tasks.	Lecturing & task-based teaching involving internet tasks. Giving wiki/ e-books/ e-journals assignments and coach students in how to carry them out.	Keeping check lists for completed tasks and a lot marks for the use of web-based materials in presentations and assignments.
5.0	**Psychomotor**		
5.1	Not applicable (NA)	Not applicable (NA).	Not applicable (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	Oral Presentations/Quizzes/Exercises	From 2nd to 13th	5
2	Midterm	10th	20
3	Research Summary or Response Paper	12-14th	5
4	Class Participation(including focus group discussions)	Over the term	2

5	Term Project	13-14th	8
6	Final Examination	15 weeks	60
7	Total		100
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)

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

E Learning Resources

1.List of 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

2. List of 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)

3. List of Recommended Textbooks and Reference Material :
- **Routledge Encyclopedia of Translation Studies   by Mona Baker and Gabriela Saldanha   Routledge, Year, 2011**
  ISBN-13: 978-0415609845
  ISBN-10: 0415609844,
  (Available in Central Library of Majmaah University)

4. List of 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.sdltrados.com/products/trados-studio/
- https://en.wikipedia.org/wiki/Machine_translation
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10. Other learning material :

- **Dictionaries**
- **Corpuses**
- **Concordancers**

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.)**

- **Larger and more convenient classrooms.**
- **Translation lab**

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

- **Laptop computer-projector system.**

Data show to facilitate going over students' papers in class

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

CDs/Flash memory materials

G   Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

1. Individual interviews and class discussions to identify strengths and weaknesses.

2. Informal course evaluation by students performed monthly over the term.
3. End of term college evaluation of course by students (to be collected by the department).
4. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better.

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2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :

- **Exchanged instructor (peer) visits encouraged by the department.**
- **Department seminars held fortnightly to discuss various teaching and linguistics issues arranged by the academic board of the department.**
- **An end-of-the-term course report required by the department Quality Unit**.

3 Processes for Improvement of Teaching :

- **Workshops and seminars (both inside and outside the department).**
- **A set of strategies to ensure variability, updatedness and flexibility of materials.**

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):

- **Adopting a regular system of marking peer checking**.
- **Having students' final exam sheets checked by and independent reviewer/marker.**
- **Holding regular workshops devoted partially or wholly to discussing testing criteria and problems.**
- **Students who believe they are under- graded may have their papers checked by a second reader/marker.**

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

- **Regularly   review   syllabi   and   course   descriptions   for   more**

improvement and updatedness (taking some reputable institutions as benchmarks/touchstones).

- **Holding regular meetings and workshops to discuss syllabus improvement.**
- **Checking course effectiveness via constantly seeking feedback from students and graduates/alumni (esp. those who have been recruited as school/college teachers).**

Name of Course Instructor: Mohammed Iqbal Mohammed

Signature: ………………………….   Date Specification Completed: 7 /3/1440H, 15/11/2018

Program Coordinator: Dr. AiedAlenizi   **Signature: …………………………..**
Date Received: 0 /0/1440H, 00/00/2018