

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

COURSE SPECIFICATION

Revised March 2007

Course Specification

Institution	King Saud University
College/Department	English Department

A Course Identification and General Information

1. Course title and code: Eng 411 (Translation 2)
2. Credit hours: 2 hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) BA in English
4. Name of faculty member responsible for the course Prof. Moheiddin A. Homeidi
5. Level/year at which this course is offered: level six
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

B Objectives

<p>1. Summary of the main learning outcomes for students enrolled in the course.</p> <ol style="list-style-type: none"> 1. Introduce students to the main conceptual framework of translation. 2. Introduce students to the most useful tactics in translation. 3. Expand students understanding and awareness of translational analyses. 4. Introduce students to a range of theoretical and practical approaches in relation to the study of Translation. 5. Teach students how to carry out translational analyses.
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <ol style="list-style-type: none"> 1. Increased use of IT or web-based reference material 2. Use Web-CT for uploading material 3. Consistently change the list of readings. 4. Use of www.wiki.com and www.moodle.com for more information. 5. Include e-books such as those from Gutenberg

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

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
<p>Introduction to the field of Translation. Introducing the course book: "Selected Texts with A Rather Long Introduction On How To Translate" Compiled by the Teacher.</p> <p>A Class Room Methodology For Teaching Translation</p>	Week1 -4	8 hours
<p>Selected texts from the course book to discussed, analysed and translated in the class.</p>	Week 9-18	20 hours
As above	Weeks 9-18	hours
As above	Week 9-18	hours

As above	Week 9-18	hours
As above	Week 9-8	hours

2. Course components (total contact hours per semester):			
Lecture: 36 hours	Tutorial: 34 hours	Practical/Fieldwork /Internship: None	Other: 2 exams None

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) 2 hours per week
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4. Development of Learning Outcomes in Domains of Learning For each of the domains of learning shown below indicate: <ul style="list-style-type: none"> • A brief summary of the knowledge or skill the course is intended to develop; • A description of the teaching strategies to be used in the course to develop that knowledge or skill; • The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.
a. Knowledge
(i) Description of the knowledge to be acquired 1. Improve students' ability in doing translational analyses. 2. Introduce students' to the skills required for doing translational analyses. 3. Expand students' understanding of the linguistic analyses needed for translation. 4. Introduce students to a range of theoretical and practical concepts in the field. 5. Teach students how to practice all what they have done in a practical way when they graduate
(ii) Teaching strategies to be used to develop that knowledge

<ol style="list-style-type: none"> 1. Lectures 2. Class discussion 3. Translational analyses by students of both Arabic and English 4. Collaborative learning/Team work
<p>(iii) Methods of assessment of knowledge acquired</p> <ol style="list-style-type: none"> 1. Class participation 2. Quizzes 3. Class presentations. 4. Midterms/Essay questions 5. Research papers 6. Final written exam
<p>b. Cognitive Skills</p>
<p>(i) Cognitive skills to be developed</p> <ol style="list-style-type: none"> 1. Ability to think critically and analytically 2. Ability to use standard and academic English and to translate Arabic texts into it 3. Ability to make sound judgements after reading some information. 4. Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ol style="list-style-type: none"> 1. Lectures/teaching students how to read attentively and critically. 2. Class discussions/teaching students to think independently and engage in group discussions 3. Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor
<p>(iii) Methods of assessment of students cognitive skills</p> <ol style="list-style-type: none"> 1. Class participation 2. Presentations 3. Research papers 4. Midterms and exams 5. Group assignments

<p>c. Interpersonal Skills and Responsibility</p>
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <ol style="list-style-type: none"> 1. Students can complete both reading and writing translation assignments in due time 2. Students can participate in class discussion and think critically. 3. Students can act responsibly and ethically in carrying out individual as well as group projects 4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <ol style="list-style-type: none"> 1. Lectures in which students are made aware of the significance of time management. 2. Discussions with students on ethical behaviour in conducting research. 3. Individual counselling on research projects and writing difficulties. 4. Group assignments where much of the most effective learning comes from the student explaining, discussing and defending his own ideas with his/her peers.
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ol style="list-style-type: none"> 1. Active class participation reflects the students ability to keep up with the reading schedule 2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines 3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours
<p>d. Communication, Information Technology and Numerical Skills</p>
<p>(i) Description of the skills to be developed in this domain.</p> <ol style="list-style-type: none"> 1. Use of electronic journals and data basis 2. Web CT 3. Use of PowerPoint and laptop – projector systems 4. Introduction to blogging 5. Experience wiki / moodle to develop collaborative writing skills
<p>(ii) Teaching strategies to be used to develop these skills</p> <ol style="list-style-type: none"> 1. Encourage students to make extensive use of material on the web 2. Encourage students to consult the specialist in the computer lab for help on web-

<p>based material</p> <p>3. Demand the use of PowerPoint when giving presentations</p> <p>4. Demonstrate and give blogging and wiki / moodle assignments and coach students in how to carry them out</p>
<p>(iii) Methods of assessment of students numerical and communication skills</p> <p>1. Allot marks for the use of web-based material in students' presentations.</p> <p>2. Distribute rubric at beginning of assignment so students know what they will be evaluated on</p>
<p>e. Psychomotor Skills (if applicable)</p>
<p>(i) Description of the psychomotor skills to be developed and the level of performance required</p> <p>Not Applicable</p>
<p>(ii) Teaching strategies to be used to develop these skills</p> <p>Not Applicable</p>
<p>(iii) Methods of assessment of students psychomotor skills</p> <p>Not Applicable</p>

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	1 st midterm	Middle of term	15%
2	Participation	All along	5%
3	Quizzes	All along	5%
4			

	Presentations and/or papers	At the end	5%
5	2 nd midterm	Week 13	20%
6	Final	Week 14	50%
7			
8	total		100 marks

D. Student Support

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

1 hour per course per week

E. Learning Resources

1. Required Text(s)

The course book compiled by the teacher.

2. Essential References

Baker. The Translation Studies Reader, Routledge, 2000

Dicken, et al, Thinking Arabic translation, Routledge, 2002

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

So many books are on the topic of Translation.

4-.Electronic Materials, Web Sites etc

Resources on the Web:

- Chaudhuri, University of Alberta.
- [Web-Cite](http://www.questia.com) www. Questia.com
- Purdue On-Line Writing Lab – <http://owl.english.purdue.edu/oldindex.html>

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

Signed Student Code of honour explained during student orientation to university to protect against plagiarism

The use of Turn-it-in.com software program to detect plagiarism

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

Lecture rooms should be large enough to accommodate 50 students

2. Computing resources

Laptop computer - projector system

3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)

Data show to facilitate going over student papers in class

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
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 each others' students on specific points outlined by the department and the instructor being evaluated

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

1. Peer evaluation to asses ability of faculty members to work with their colleagues
2. Cass observations by supervisors

3 Processes for Improvement of Teaching

1. Training sessions

<ul style="list-style-type: none"> 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
<p>4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)</p> <ul style="list-style-type: none"> 1. Check marking of a sample of examination papers either by a resident or a visiting faculty member 2. Arrange with another institution to have two common test items included on an exam and compare marks given 3. Students who believe they are under graded can have their papers checked by a second reader
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> 1. Compare syllabi and course description with other universities (including those on the net) 2. Biannual meetings of faculty members to discuss improvement 3. Have a curriculum review committee to review the curriculum periodically and suggest improvements