

Course Specification

- Institution: King Saud University.
- College/Department: College of Languages and Translation/English Language and Translation

A Course Identification and General Information

1. Course title and code: Translation of Humanities Texts, TRNE 241
2. Credit hours 2
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) English Program
4. Name of faculty member responsible for the course: to be assigned
5. Level/year at which this course is offered: Six
6. Pre-requisites for this course (if any): N/A
7. Co-requisites for this course (if any): N/A
8. Location if not on main campus: N/A

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course. Translating specialized texts from and into Arabic language and implementing some concepts in theory, terminology and documentation.
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) Using texts related to the job market from known resources and specialized websites.

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

Training students to translate texts from Arabic into English and vice versa in the various fields of humanities such as the social, literary, historical and philosophical fields besides the problems related to the translation of such texts, their stylistic features and the dictionaries in the humanities fields.

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Topic 1	1	2
Topic 2	2	2
Topic 3	3	2
Topic 4	4	2
Topic 5	5	2
Topic 6	6	2
First Test	7	2
Topic 7	8	2
Topic 8	9	2
Topic 9	10	2
Topic 10	11	2
Topic 11	12	2
Second Test	13	2

Topic 12	14	2
Revision	15	2

2 Course components (total contact hours per semester):			
Lecture: 13	Tutorial: 8 Office Hours	Practical/Fieldwork/Internship:	Other:

<p>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):</p> <p>Understanding humanities texts and their translation. The issue of Arabicization and terminology. Developing the student's translation skills through effective participation and home assignments in addition to research related to terminology and documentation. Comparing translations and developing the student's critical skills.</p>
<p>4. Development of Learning Outcomes in Domains of Learning</p> <p>For each of the domains of learning shown below indicate:</p> <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.
<p>a. Knowledge</p>
<p>(i) Description of the knowledge to be acquired</p> <p>Translating humanities texts. Distinguishing the various types of texts. The problem of terminology</p>
<p>(ii) Teaching strategies to be used to develop that knowledge</p>

<p>A portfolio of documents and texts in the field of humanities from reliable sources, handed out to the students on the first lecture.</p> <p>Theoretical and empirical lectures.</p> <p>Defining humanities texts.</p> <p>Basic principles on translating humanities texts.</p> <p>Translation tools: documents and dictionaries.</p> <p>Types of texts.</p> <p>Text analysis and translation.</p> <p>Working in small groups using modern technologies.</p> <p>Encouraging the student to depend on himself to gain most of the skills</p>
<p>(iii) Methods of assessment of knowledge acquired</p> <p>Written tests along with continuous monitoring</p>
<p>b. Cognitive Skills</p>
<p>(i) Cognitive skills to be developed</p> <p>Understanding specialized texts.</p> <p>Gaining the basic skills to be able to figure out practical solutions in the field of specialized translation.</p> <p>The ability to work with different text types.</p> <p>The ability to understand and translate the texts from the second language to the student's native language.</p> <p>Understanding the cultural diversity.</p> <p>Focusing on the issue of translation quality.</p>
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <p>Working in small groups and participating with others to gain the necessary knowledge and skills. The teacher's role is essential as a mediator who explains and corrects mistakes but the initiative is from the student.</p>
<p>(iii) Methods of assessment of students cognitive skills</p> <p>Oral and written tests along with continuous monitoring.</p>
<p>c. Interpersonal Skills and Responsibility</p>
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</p> <p>The ability to communicate with others.</p> <p>The self-learning ability through reading.</p> <p>Translation skills.</p>
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <p>Encouraging the students to work in groups along with cooperative exercises and the use of the new</p>

language
(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility Through continuous attendance and participation and through oral and written tests.
d. Communication, Information Technology and Numerical Skills
(i) Description of the skills to be developed in this domain. The use of audio-visual resources.
(ii) Teaching strategies to be used to develop these skills Using computers and audio-visual resources.
(iii) Methods of assessment of students numerical and communication skills Through the students' participation.
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Inferring and comprehension. Bilingualism and cultural diversity. Written translation and using dictionaries and supporting documents.
(ii) Teaching strategies to be used to develop these skills Allowing the students to be creative in the class.
(iii) Methods of assessment of students psychomotor skills Class room participation and tests.

5. Schedule of Assessment Tasks for Students During the Semester			
Assess ment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	1 st Midterm Test	6	20%

2	2 nd Midterm Test	12	20%
3	Attendance and participation		20%
4	Final Test	16	40%

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)
Eight office hours.

E Learning Resources

1. Required Text(s): Texts related to the field of humanities from reliable sources.
2. Essential References: humanities specialized dictionaries.
3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List) Books related to the field of humanities in the social, literary, historical and philosophical fields.
4-.Electronic Materials, Web Sites etc Specialized websites.
5- Other learning material such as computer-based programs/CD, professional standards/regulations

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.) Laboratories and multipurpose classrooms
2. Computing resources Teaching Rooms are equipped with computers.
3. Other resources (specify --eg. 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

Confidential forms and questionnaires to assess the teacher's skills.

Discussions with the students to improve the course and overcome any gaps in the process.

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

Cooperation among the teachers and continuous monitoring of the students.

3 Processes for Improvement of Teaching

The organization of essential development and specialist teacher's courses

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)

Using the translation exams made by some of most famous institutions in the field of specialized translation.

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

Putting forward a work plan based on the results of the students' feedback