



Sana'a University
Faculty of Arts and Humanities
Department of English and Literature

Translation (2) Course Specification

I. Course Identification and General Information:					
Course Title:	Translation (2)				
Course Code and Number:					
Credit Hours:	theory	seminar	practice	training	Total
	3				42
Level & Semester:	Level 4, First Semester				
Pre-requisites (if any):	Translation (1)				
Co-requisites (if any):	None				
Program in which this course is offered:	BA in English Language and Literature				
Language of teaching the course:	English				
Location of teaching the course:	Faculty of Arts and Humanities				
Prepared by:	Professor Abdulrahman Abdrabou				
Date of Approval:	2020/2021				

II. Course Description:
<p>This course is designed to strengthen senior students' knowledge of the principles and methods governing translation activities at the process and product levels. To fulfill this objective, students will be exposed to a variety of methods, approaches and techniques in discourse processing for translation purpose with specific focus on the goals listed below.</p>

IV. Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs)	
PILOs	CILOs
(A) Knowledge & Understanding:	
Upon the completion of the BA program, students are expected to be able to:	Upon the completion of this course, students are expected to be able to:
A1: show knowledge and understanding of different linguistic and literary theories and	a1- show competency in discourse processing in reading;



schools of thought in English and American linguistics/literature;	
A2: express a knowledge of social values and traditions common in other cultures;	a2- express competency in discourse processing in writing;
A3: show a solid background of various communication skills, be it reading, writing, speaking, or translation skills;	a3- describe proficiency in discourse processing in listening;
A4: show knowledge and understanding of modern research tools and methods, including the employment of technology;	a4- show proficiency in discourse processing in speaking;
(B) Intellectual Skills	
B1: distinguish different literary forms and currents as well as their distinct characteristics;	b1- compare source text deconstruction skills;
B2: evaluate linguistic and cultural phenomena and suggest explanations for them;	b2- differentiate source text discourse analysis skills;
B3: compare different literary, linguistic and translation theories and strategies;	b3- distinguish target text reconstruction skills;
B4: distinguish different language skills in terms of reading, writing, and speaking and listening;	b4- categorize post-editing & revision skills;
(C) Professional & Practical Skills	
C1: employ theories, terms and concepts common in literature, linguistics and translation studies;	c1- apply professional delivery of short translation assignments (expository);
C2: employ different language skills in order to read and write different texts in English and translate them from English into Arabic and vice versa;	c2- employ professional delivery of short translation assignments (expressive);
C3: use research tools and methods to collect research data, analyze them, and present them in a scientifically appropriate manner;	c3- utilize professional delivery of short translation assignments (argumentative);
C4: make use of basic technological applications to facilitate learning and research process;	
(D) Transferrable Skills	



D1: make use of the linguistic and cultural knowledge acquired in order to interact efficiently and appropriately with people from different cultures;	d1- evaluate professional reading skills;
D2: manage time, work under pressure, and involve in team activities;	d2- assess professional text analysis skills;
D3: pursue knowledge to improve self-learning;	d3- review professional text reconstruction skills;
D4: involve creatively in social and academic activities.	d4- review post-editing & revision.

V. Alignment of Course Intended Learning Outcomes (CILOs)		
(A) Alignment of Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
a1- show competency in discourse processing in reading;	Lecture; in-class assignments	Peer evaluation to teacher evaluation
a2- define competency in discourse processing in writing;	Lecture; in-class assignments	Peer + teacher evaluation
a3- describe proficiency in discourse processing in listening;	Lecture; in-class assignments	Peer + teacher evaluation
a4- explain proficiency in discourse processing in speaking;	Lecture; in-class assignments	Peer + teacher evaluation
(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:		
CILOs	Teaching Strategies	Assessment Strategies
b1- compare source text deconstruction skills;	Lecture + in-class drills	Peer and teacher evaluations
b2- differentiate source text discourse analysis skills;	Lecture + in-class drilling	Peer and teacher evaluations
b3- distinguish target text reconstruction skills;	Lecture + in-class assignment's	Peer and teacher evaluations
b4- categorize post-editing & revision skills;	Lecture and in-class assignments	Peer + teacher evaluations
(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:		



CILOs	Teaching Strategies	Assessment Strategies
c1- apply professional delivery of short translation assignments (expository);	Lecture + in-class training	Peer + teacher evaluation
c2- employ professional delivery of short translation assignments (expressive);	Lecture + in-class training	Peer + teacher evaluation
c3- utilize professional delivery of short translation assignments (argumentative);	Lecture + in-class training	Peer + teacher evaluation

(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment Strategies
d1- evaluate professional reading skills;	Lecture + in-class training	teacher + peer evaluation
d2- assess professional text analysis skills;	Lecture + in-class training	teacher + peer evaluation
d3- review professional text reconstruction skills;	Lecture + in-class training	teacher + peer evaluation
d4- review post-editing & revision	Lecture + in-class training	teacher + peer evaluation

VI. Course Content:

1-Theoretical Aspect:

Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	Introduction	General issues and surveys	first	3	a1, b2, c3
2	Text Analysis	Methods,	Second	3	a1, b1, c1, c2, c3
		techniques & procedures	Third		
3	Translation Process	Language theories Translation processes	fourth	3	b1, b2
4	Language Functions	Expressive, expository	Fifth	3	a1, a4, b3, c1, c2, d1
		argumentative, etc.	Sixth	3	



5	Mid-term exam		1	Seventh	a1: c3; d1: d4
6	Translation Methods	Author versus reader-oriented (1)	eighth	3	a3, b3, c2 d2
		Author versus reader-oriented (2)	Ninth	3	
7	Discourse Analysis	Methods, Cohesion coherence text unity	Tenth	3	a1, a3, b2, c3, d2
8	Technical Translation	Variety of technical writing	Eleventh	3	b3, b4, c3, d2, d3
9	Literary Translation	Poetry, short stories	twelfth	3	b3, b4, c3, d2, d3
		Novels, plays	Thirteenth	3	
10	Final exam	Final exam	Fourteenth	3	a1: c3; d1: d4
Number of Weeks and Contact Hours per Semester:			14	42	

2. Practical Aspect (if any):

Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning Outcomes
1	In-class training with focus on source text deconstruction	first Second & Third	9	b1, b2
2	In-class training with focus on target text reconstruction	fourth Fifth & Sixth	9	b1, b2
3	In-class training using speech act analysis	Seventh eighth & Ninth	9	b3, b4
4	In-class training using theme-rheme analysis	Tenth Eleventh & twelfth	9	b2, d2, d3
5	In-class training using componential analysis	Thirteenth & Fourteenth	6	b2, d2, d3
Number of Weeks and Contact Hours per Semester:		14	42	



VII. Teaching Strategies of the Course

Lectures augmented with individual in-class presentations and discussions

Group discussions

Presentations

Teacher's commentary

Feedback

VIII. Activities/Assignments

No.	Activities/Assignments	Aligned CILOs	Week Due	Mark
1	In-class Q & A sessions	a3, a4	4	10%
2	In-class individual presentations	b2, b4	4	10%
3	Group presentations	a2	4	5%
4	In-class peer and teacher's evaluation	d4	2	5%

IX. Schedule of Assessment Task for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
1	assignments	1-14	10	10%	a1: c3; d1: d4
2	Presentations and in-class Q & A	1-14	10	10%	a1: c3; d1: d4
3	Mid-term exam	7	10	10%	a1: c3; d1: d4
4	Final exam	14	70	70%	a1: c3; d1: d4
Total Mark			100	100%	

X. Learning Resources:

A. Required Textbook(s) (*maximum two*):

1. Newmark, Peter. (Latest edition). A Textbook of Translation, prentice Hall, UK.

B: Essential References:

1- The Translator, Saint Jerome Publications, UK.

C. Supplementary Materials:

1- Piotr Kuhiwczak and Karin Littau (2007). A Companion to Translation Studies: Topics in Translation: 34 Multilingual Matters LTD: Clevedon.

D. Electronic Materials and Websites (if any):



Translating Dish Names: Food Cultural Representation in Hong Lou Meng:
<http://creativecommons.org>

XI. Course Policies:

XI. Course Policies:	
1. Class Attendance:	It is a requirement. Attendance and classroom participation are required as they account for 30 % of the course final grade.
2. Tardy:	It is inadmissible
3. Exam Attendance/Punctuality:	A student must attend the exams on time; after half of the exam time finished a student is not allowed to sit for the exam.
4. Assignments & Projects:	Must be submitted on due time
5. Cheating:	A course grade disqualifying factor
6. Plagiarism:	A course grade disqualifying factor
7. Other Policies:	To be specified by college Examination Control Authority

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Translation (2) Course Specification

I. Information about Course Lecturer		
Name:	Professor Abdulrahman Abdulla Abdrabou	Office Hours: 3/weekly
Place and phone number	Dept. of English (777248064)	
e-mail:		

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Study system:	Regular / by semester				
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- a2- express competency in discourse processing in writing;
- a3- describe proficiency in discourse processing in listening;
- a4- show proficiency in discourse processing in speaking;
- b1- compare source text deconstruction skills;
- b2- differentiate source text discourse analysis skills;
- b3- distinguish target text reconstruction skills;
- b4- categorize post-editing & revision skills;
- c1- apply professional delivery of short translation assignments (expository);
- c2- employ professional delivery of short translation assignments (expressive);
- c3- utilize professional delivery of short translation assignments (argumentative);
- d1- evaluate professional reading skills;
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