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الجمهوريـــة اليمنـــية وزارة التعليم العالــي والبحث العلمي مجلس الاعتمـاد وضمان جـودة التعليم العالــي

ترجمة (٢) Translation (2) Course Specification

I. Course Identification and General Information:					
Course Title:	Translat	Translation (2)			
Course Code and Number:					
	theory	seminar	practice	training	Total
Credit Hours:	3				42
Level & Semester:		Leve	l 4, First Se	emester	
Pre-requisites (if any):	Translation (1)				
Co-requisites (if any):	None				
Program in which this course is	BA in English Language and Literature				
offered:					
Language of teaching the course:	English				
Location of teaching the course:	Faculty of Arts and Humanities				
Prepared by:	Professor Abdulrahman Abdrabou				
Date of Approval:			2020/202	1	

II. Course Description:

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.

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:			

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A1: show knowledge and understanding of	a1- show competency in discourse processing	
different linguistic and literary theories	in reading;	
and schools of thought in English and		
American linguistics/literature;		
A2: express a knowledge of social values and	a2- express competency in discourse	
traditions common in other cultures;	processing in writing;	
A3: show a solid background of various	a3- describe proficiency in discourse	
communication skills, be it reading,	processing in listening;	
writing, speaking, or translation skills;		
A4: show knowledge and understanding of	a4- show proficiency in discourse processing	
modern research tools and methods,	in speaking;	
including the employment of technology;		
(B) Intellectual Skills		
B1: distinguish different literary forms and	b1- compare source text deconstruction skills;	
currents as well as their distinct		
characteristics;		
B2: evaluate linguistic and cultural	b2- differentiate source text discourse analysis	
phenomena and suggest explanations for	skills;	
them;		
B3: compare different literary, linguistic and	b3- distinguish target text reconstruction	
translation theories and strategies;	skills;	
B4 : distinguish different language skills in	b4- categorize post-editing & revision skills;	
terms of reading, writing, and speaking		
and listening;		
(C) Professional	& Practical Skills	
C1: employ theories, terms and concepts	c1- apply professional delivery of short	
common in literature, linguistics and	translation assignments (expository);	
translation studies;		

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C2: employ different language skills in order	c2- employ professional delivery of short
to read and write different texts in English	translation assignments (expressive);
and translate them from English into	
Arabic and vice versa;	
C3: use research tools and methods to	c3- utilize professional delivery of short
collect research data, analyze them, and	translation assignments (argumentative);
present them in a scientifically	
appropriate manner;	
C4: make use of basic technological	
applications to facilitate learning and	
research process;	
(D) Transfe	rrable Skills
D1: make use of the linguistic and cultural	d1- evaluate professional reading skills;
knowledge acquired in order to interact	
efficiently and appropriately with people	
from different cultures;	
D2: manage time, work under pressure, and	d2- assess professional text analysis skills;
involve in team activities;	
D3: pursue knowledge to improve self-	d3- review professional text reconstruction
learning;	skills;
D4 : involve creatively in social and academic	d4- review post-editing & revision.
activities.	

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	Lecture; in-class	Peer evaluation to	
in reading;	assignments	teacher evaluation	

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a2- define competency in discourse	Lecture; in-class	Peer + teacher
processing in writing;	assignments	evaluation
a3- describe proficiency in discourse	Lecture; in-class	Peer + teacher
processing in listening;	assignments	evaluation
a4- explain proficiency in discourse	Lecture; in-class	Peer + teacher
processing in speaking;	assignments	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	Peer and teacher
	drills	evaluations
b2- differentiate source text discourse analysis	Lecture + in-class	Peer and teacher
skills;	drilling	evaluations
b3- distinguish target text reconstruction	Lecture + in-class	Peer and teacher
skills;	assignment's	evaluations
b4- categorize post-editing & revision skills;	Lecture and in-class	Peer + teacher
	assignments	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	Lecture + in-class	Peer + teacher
translation assignments (expository);	training	evaluation
c2- employ professional delivery of short	Lecture + in-class	Peer + teacher
translation assignments (expressive);	training	evaluation
c3- utilize professional delivery of short	Lecture + in-class	Peer + teacher
translation assignments (argumentative);	training	evaluation

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

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

VI. Co	VI. Course Content:					
1	1-Theoretical Aspect:					
Order	Units/Topics	Sub-Topics	Number of Weeks	Conta ct Hours	Learning Outcomes	
1	Introduction	General issues and surveys	first	3	a1, b2, c3	
2	Text	Methods,	Second	3	a1, b1, c1, c2, c3	
	Analysis	techniques & procedures	Third	3		
3	Translation Process	Language theories Translation processes	fourth	3	b1, b2	
4	Language	Expressive, expository	Fifth	3	a1, a4, b3, c1,c2, d1	
	Functions	argumentative, etc.	Sixth	3		
5	1	Mid-term exam	1	Seven th	a1: c3; d1: d4	
6	Translation Methods	Author versus reader- oriented (1)	eighth	3	a3, b3, c2 d2	
		Author versus reader-		3		
		oriented (2)	Ninth			
7	Discourse Analysis	Methods, Cohesion coherence text unity	Tenth	3	a1, a3, b2, c3, d2	

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8	Technical	Variety of technical writing		3	b3, b4, c3, d2, d3
	Translation		Eleventh		
9	Literary	Poetry, short stories	twelfth	3	b3, b4, c3, d2, d3
	Translation	Novels, plays	Thirteenth	3	
10	Final exam	Final exam	Fourteenth	3	a1: c3; d1: d4
Numb Semes		nd Contact Hours per	14	42	

2. Practical Aspect (if any):

Order	Tasks/Experiments	Number of Weeks	Contact	Learning
			Hours	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

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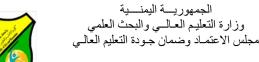
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Teacher's commentary

Feedback

No.	Activities/Assignments	Aligned	Week	Mark
		CILOs	Due	
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	d4	2	5%
	evaluation			

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):

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XI.	Course Policies:
1.	Class Attendance:
	It is s 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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Sana'a University
Faculty of Arts and Humanities
Department of English and Literature

Translation (2) Course Specification

I. Information about Course Lecturer							
Name:	Professor Abdulrahman Abdulla Abdrabou Office Hours: 3/weel						
Place and phone nu	mber	Dept. of English (777248064)					
e-mail:							
II. Course Identification and General Information:							

II. Course Identification and General Information:							
Course Title:	Translat	ion (2)					
Course Code and Number:							
	theory	seminar	practice	training	Total		
Credit Hours:	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	BA in English Language and Literature						
offered:							
Language of teaching the course:	English						
Study system:	Regular / by semester						
Prepared by:	Professor Abdulrahman Abdrabou						
Date of Approval:	2020/2021						

II. Course Description:

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.

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IV. Learning Outcomes

- a1- show competency in discourse processing in reading;
- 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;
- d2- assess professional text analysis skills;
- d3- review professional text reconstruction skills;
- d4- review post-editing & revision.

VI. Co	VI. Course Content:						
1	-Theoretical A	spect:					
Order	Units/Topics	Sub-Topics	Number of Weeks	Conta ct Hours	Learning Outcomes		
1	Introduction	General issues and surveys	first	3	a1, b2, c3		
2	Text	Methods,	Second	3	a1, b1, c1, c2,		
	Analysis	techniques & procedures	Third	3	c3		
3	Translation Process	Language theories Translation processes	fourth	3	b1, b2		
4	Language	Expressive, expository	Fifth	3	a1, a4, b3,		

عميد الكلية

نائب العميد لشئون الجودة

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	Functions	argumentative, etc.	Sixth	3	c1,c2, d1
5		Mid-term exam	Seventh	1	a1: c3; d1: d4
	Translation	Author versus reader-		3	
6	Methods	oriented (1)	eighth		a3, b3, c2 d2
		Author versus reader-		3	
		oriented (2)	Ninth		
7	Discourse	Methods, Cohesion		3	a1, a3, b2, c3,
	Analysis	coherence text unity	Tenth		d2
8	Technical	Variety of technical writing		3	b3, b4, c3, d2,
	Translation		Eleventh		d3
9	Literary	Poetry, short stories	twelfth	3	b3, b4, c3, d2,
	Translation	Novels, plays	Thirteenth	3	d3
10	Final exam	Final exam	Fourteenth	3	a1: c3; d1: d4
Numb		nd Contact Hours per	14	42	
.5					

2. Practical Aspect (if any):

Order	Tasks/Experiments		Number	Contact Hours		Learning
			of Weeks			Outcome
						S
1	In-class training with focus on			9	b1, ł	02
	source text deconstruction	first Se	cond &Third			
2	In-class training with focus on			9	b1, ł	02
	target text reconstruction	fourth	Fifth & Sixth			
3	In-class training using speech	Seventh eighth & Ninth		9	b3, ł	54
	act analysis					
4	In-class training using theme-	Tenth	Eleventh &	9	b2, c	d2, d3
	rheme analysis	twelfth				
5	In-class training using	Thirteenth &		6	b2, o	d2, d3
	componential analysis	F	ourteenth			

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Number of Weeks and	14	42	
Contact Hours per Semester:			

VI. Teaching Strategies of the Course
Lectures augmented with individual in-class presentations and discussions
Group discussions
Presentations
Teacher's commentary
Feedback

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

IX. S	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:		
2	Presentations and in-class Q & A	1-14	10	10%	a1: c3; d1:		
3	Mid-term exam	7	10	10%	a1: c3; d1:		

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4	Final exam	14	70	70%	a1: c3; d1: d4
Total Mark		100	100%		

IX. 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):

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