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الجمهوريـــة اليمنـــية وزارة التعليم العـالــي والبحث العلمي مجلس الاعتمـاد وضمان جـودة التعليم العالـي

ترجمة (٣)

Translation (3) Course Specification						
I. Course Identification and General In	nformation	n:				
Course Title:		Translation (3)				
Course Code and Number:						
	theory	seminar	practice	training	Total	
Credit Hours:	3				42	
Level & Semester:		Level	4, Second S	Semester		
Pre-requisites (if any):		Translation (1) and Translation (2)				
Co-requisites (if any):			None			
Program in which this course is	B	A in Englis	h Language	and Litera	ture	
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 custom-tailored to examine factors, problems and issues affecting the creation of a new act of communication resulting from translation. It highlights the types of pressure translation may have to go through under their own social, linguistic and cultural conditioning while trying to negotiate meaning between source text producer and target text receiver. Specific attention will be given to the issues listed below.

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

عمید الکلیة أ.م.د. عبدالملك محد عیسی نائب العميد لشئون الجودة د. حسين أحمد الورد

رئيس القسم

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a1- show competency in contrastive	Lecture; in-class and	Peer evaluation and			
textology;	home assignments	teacher evaluation			
a2- recognize competency in contrastive	Lecture; in-class and	Peer and teacher			
rhetorical studies;	home assignments	evaluation			
a3- describe proficiency in translation	Lecture; in-class and	Peer, group and			
criticism;	home assignments	teacher evaluation			
a4- express proficiency in post editing and	Lecture; in-class and	Peer, group and			
revision;	home assignments	teacher evaluation			
(D) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching					

(B) Alignment of Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment
		Strategies
b1- differentiate language analysis skills;	Lecture + in-class drills	Peer, group and
		teacher evaluations
b2- compare text-critical appreciation	Lecture + in-class drilling	Peer, group and
skills;		teacher evaluations
b3- distinguish contrastive rhetorical skills;	Lecture + in-class	Peer, group and
	assignments	teacher evaluations
b4- categorize post-editing and revision	Lecture and home	Peer, group and
skills.	assignments	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- employ professional delivery of	Lecture and in-class	Peer and teacher
professional translation assignments	training	evaluation
(expository);		
c2- utilize professional delivery of literary	Lecture and in-class	Peer and teacher
translation;	training	evaluation

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c3- apply professional delivery of technical	Lecture and in-class	Peer and teacher				
and legal translation;	training	evaluation				
c4- conduct professional delivery of	Lecture and in-class	Peer and teacher				
translation assignments focusing on	training	evaluation				
sensitive texts;						
(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching						
Strategies and Assessment Strategies:						

Strategies and Assessment Strategies:							
CILOs	Teaching Strategies	Assessment					
		Strategies					
d1- assess professional text deconstruction	Lecture and in-class	teacher and peer					
skills;	training	evaluation					
d2- evaluate professional text	Lecture + in-class training	teacher and peer					
reconstruction skills;		evaluation					
d3- review professional critical	Lecture + in-class training	teacher and peer					
assignments skills;		evaluation					
d4- manage professional post-editing	Lecture + in-class training	teacher and peer					
skills.		evaluation					

VI. Co	VI. Course Content:						
1	1-Theoretical Aspect:						
Order	Units/Topics	Sub-Topics	Number of Weeks	Cont act Hour s	Learning Outcomes		
1	Problems and issues in translation	An overview	first	3	a1, b2, c3		
2	Processes and products	Detailed listing and discussion of features affecting processes	Second	3	a1, b1, c1, c2, c3		
		Detailed listing and discussion of features	Third	3			

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		affecting products in			
		translation			
3	Poetic discourse	Trans(latability) issues	fourth	3	b1, b2
4	Author and reader centered translation	Problems and issues (1)	Fifth	3	a1, a4, b3, c1,c2, d1
	centered translation	Problems and issues (2)	Sixth	3	c1,c2, d1
5	Mid-term exam	Mid-term exam	Seventh	3	a1: d4
5	Linguistics & Translation	Impact of language studies on translation (1)	eighth	3	a3, b3, c2 d2
		Impact of language		3	
		studies on translation (2)	Ninth		
6	Machine translation	Structure verses	TD 41	3	a1, a3, b2, c3,
	virtual problems	meaning (1)	Tenth		d2
		Structure verses		3	
		meaning (2)	Eleventh		
7	Language system	Issues on artificial	101	3	b3, b4, c3, d2,
	contrasts	intelligence	twelfth		d3
8	Intention and	Issues and debates	TOTAL CONTRACTOR OF THE PARTY O	3	b3, b4, c3, d2,
	understanding		Thirteent	n	d3
9	Final exam	Final exam	Fourteen	th 3	a1: d4
Numbe	er of Weeks and Conta	ct Hours per Semester:	14	42	
2	2. Practical Aspect (if a	ny):			
Order	Order Tasks/Experiments		Number	Contact	Learning
			of	Hours	Outcomes
			Weeks		
1	In-class training with f	ocus on expository texts	3	9	b1, b2
2	In-class training with f	3	9	b3, b4	

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narrative texts

In-class training with focus on poetic and

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b2, d2, d3

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Number of Weeks and Contact Hours per Semester:		14	42	
5	In-class training with focus on sensitive texts	2	6	b2, d2, d3
	texts			
4	In-class training with focus on argumentative	3	9	b2, d2, d3

VII. Teaching Strategies of the Course
Lectures
Individual in-class presentations and discussions
Group discussion
Presentations
Techer '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	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: d4		
2	Presentations and in-class Q & A	1-14	10	10%	a1: d4		
3	Mid-term exam	7	10	10%	a1: d4		
4	Final exam	14	70	70%	a1: d4		

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Total Mark	100	100%	

X. Learning Resources:

- A. Required Textbook(s) (maximum two):
- 1. Jermy, Munday. Introducing Translation Studies: Theories and Applications, Routledge, 2016.
- B: Essential References:
- 1- Translation and Empire, Do Robinson 2014 books.google.com
- C. Supplementary Materials:

Munday, J. (2001). Introducing Translation Studies: Theories and applications (end Edition). Routledge: New York, USA.

D. Electronic Materials and Websites (if any):

New Insights into Arabic Translation and Interpreting:

http://www.multilingualmatters.com

XI. (Course Policies:
1.	Class Attendance:
	It is s required and strongly emphasized.
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:
	In-class + home assignments
5.	Cheating:
	A course grade disqualifying factor
6.	Plagiarism:
	A course grade disqualifying factor

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أ.د.

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Place and phone number

Name:

I. Information about Course Lecturer







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Office Hours: 3/weekly

7.	Other Policies:
	To be specified by college Examination Control Authority

Translation (3) Course Specification

Place and phone number			Dept. of English (777)			
e-mail:						
II. Course Identification and General In	nformatio	n:				
Course Title:						
Course Code and Number:						
	theory	semin	ar	practice	training	Total
Credit Hours:						
Level & Semester:						
Pre-requisites (if any):						
Co-requisites (if any):						
Program in which this course is	BA	A in Eng	glisl	h Language	e and Litera	ture
offered:						
Language of teaching the course:	English					
Study system:	Regular / by semester					
Prepared by:						
Date of Approval:				2020/202	1	
	•					

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This course is custom-tailored to examine factors, problems and issues affecting the creation of a new act of communication resulting from translation. It highlights the types of pressure translation may have to go through under their own social, linguistic and cultural conditioning while trying to negotiate meaning between source text producer and target text receiver. Specific attention will be given to the issues listed below.

IV. Learning Outcomes

- a1- show competency in contrastive textology;
- a2- recognize proficiency in contrastive rhetorical studies;
- a3- describe proficiency in translation criticism;
- a4- express competency in post editing and revision;
- b1- differentiate language analysis skills;
- b2- compare text-critical appreciation skills;
- b3- distinguish contrastive rhetorical skills;
- b4- categorize post-editing and revision skills;
- c1- employ professional delivery of professional translation assignments (expository);
- c2- utilize professional delivery of literary translation;
- c3- apply professional delivery of technical and legal translation;
- c4- conduct professional delivery of translation assignments focusing on sensitive texts;
- d1- assess professional text deconstruction skills;
- d2- evaluate professional text reconstruction skills;
- d3- review professional critical assignments skills;
- d4- manage professional post-editing skills.

VI. Co	ourse Content:				
1	1-Theoretical Aspect:				
Orde r	Units/Topics	Sub-Topics	Number of Weeks	Cont act Hour s	Learning Outcomes

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1	Problems and issues in translation	An overview	first	3	a1, b2, c3	
2	Processes and products	Detailed listing and discussion of features affecting processes	Second	3	a1, b1, c1, c2, c3	
		Detailed listing and discussion of features affecting products in translation	Third	3		
3	Poetic discourse	Trans(latability) issues	fourth	3	b1, b2	
4	Author and reader centered translation	Problems and issues (1)	Fifth	3	a1, a4, b3, c1,c2, d1	
		Problems and issues (2)	Sixth	3	01,02, 01	
5	Mid-term exam	Mid-term exam	Seventh	3	a1: d4	
5	Linguistics & Translation	Impact of language studies on translation (1)	eighth	3	a3, b3, c2 d2	
		Impact of language studies on translation (2)	Ninth	3		
6	Machine translation virtual problems	Structure verses meaning (1)	Tenth	3	a1, a3, b2, c3, d2	
		Structure verses meaning (2)	Eleventh	3		
7	Language system contrasts	Issues on artificial intelligence	twelfth	3	b3, b4, c3, d2, d3	
8	Intention and understanding	Issues and debates	Thirteenth	3	b3, b4, c3, d2, d3	
9	Final exam	Final exam	Fourteenth	3	a1: d4	
Numb	per of Weeks and Contac	14	42			
	2. Practical Aspect (if any):					

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Orde	Tasks/Experiments	Number	Contact	Learning
r		of	Hours	Outcomes
		Weeks		
1	In-class training with focus on expository texts	3	9	b1, b2
2	In-class training with focus on technical texts	3	9	b3, b4
3	In-class training with focus on poetic and narrative	3	9	b2, d2, d3
	texts			
4	In-class training with focus on argumentative texts	3	9	b2, d2, d3
5	In-class training with focus on sensitive texts	2	6	b2, d2, d3
Numb	Number of Weeks and Contact Hours per Semester:		42	

VII. Teaching Strategies of the Course
Lectures
Individual in-class presentations and discussions
Group discussion
Presentations
Techer '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	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		
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	د. حسين أحمد الورد أ.م.د. عبدالملك محهد عيسي						

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1	assignments	1-14	10	10%	a1: d4
2	Presentations and in-class Q	1-14	10	10%	a1: d4
	& A				
3	Mid-term exam	7	10	10%	a1: d4
4	Final exam	14	70	70%	a1: d4
Total Mark		100	100%		

IX. Learning Resources:

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

1. Jermy, Munday. Introducing Translation Studies: Theories and Applications, Routledge, 2016.

B: Essential References:

1- Translation and Empire, Do Robinson – 2014 books.google.com

C. Supplementary Materials:

Munday, J. (2001). Introducing Translation Studies: Theories and applications (end Edition). Routledge: New York, USA.

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