اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	Text Analysis for Translation Purposes
Course Code:	TRAN 316
Program:	English Language Program
Department:	Department of Translation
College:	College of Languages
Institution:	Princess Nourah bint Abdul Rahman University

Table of Contents

A. Course Identification

1. Credit hours: 4 hours	

2. Course type

a.	University	☐	College	☐	Department	☐	Others ☑
b.		Required ☑		Elective ☐			

3. Level/year at which this course is offered:
Level Seven\3rd Year

4. Pre-requisites for this course (if any)**:**
None

5. Co-requisites for this course (if any)**:**
None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	**Traditional classroom**	40	100%
2	**Blended**	NA	NA
3	**E-learning**	NA	NA
4	**Distance learning**	NA	NA
5	**Other**	NA	NA

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	**Lecture**	40
2	**Laboratory/Studio**	NA
3	**Tutorial**	NA
4	**Others** (specify)	NA
	Total	40

B. Course Objectives and Learning Outcomes

1. Course Description

Text Analysis for Translation Purposes (TRAN 316) is designed to equip students with the necessary analytic skills needed in the pre-translation stage. Students will be trained to analyze different types of texts on different levels: lexical, grammatical, pragmatic, stylistic, textual, and thematic. Different kinds of analysis will also be introduced to students to deal with different text types, including critical discourse analysis, and functionalist analysis. Text analysis helps students to get a better understanding of texts before the translating process, sensitizes them to the peculiar features of these texts, and helps them identify the challenging elements in different text types. The ultimate goal is to maximize translation accuracy.

2. Course Main Objective

1) introduce the following to the students: the concepts of text typology, text analysis, lexical analysis; grammatical analysis; pragmatic analysis; stylistic analysis; textual analysis, and translation problems.

2) train them to analyze texts on different levels: lexical, grammatical, pragmatic, stylistic, textual and thematic.

3) train them to identify translation problems on the different levels based on text analysis.

4) train them to translate different types of texts with a variety of translation problems at different levels.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding**	
1.1	Define the concepts of text analysis, text typology, and the theoretical tools employed in text analysis.	K2
1.2	Realize the different potential problems on the different text levels, based on text analysis.	K1
1.3	Explain the possible sources for the problems that may arise in translation.	K3
2	**Skills:**	
2.1	Analyze texts on different levels: lexical, grammatical, pragmatic, stylistic, textual, etc.	S3
2.2	Identify different translation problems on different levels.	S3
2.3	Suggest solutions to translation problems.	S1
2.4	Address potential translation problems based on text analysis in a research project.	S4
3	**Values:**	
3.1	Apply her theoretical knowledge and text analysis skills in different textual contexts.	C1
3.2	Commit herself to research and translation ethics and the expected level of professionalism.	C2
3.3	Integrate her knowledge and skill in a collaborative way in work teams.	C3
3.4	Identify her community needs and show responsibility and commitment to societal development.	C4

C. Course Content

No	List of Topics	Contact Hours
1	Week 1: Concept, types, and importance of text typology and text analysis.	4
2	Week 2: Linguistic analysis (phonological level)	4
3	Week 3: Linguistic analysis (morphological level)	4
4	Week 4: Linguistic analysis (syntactic level)	4
5	Week 5: Linguistic analysis (semantic level)	4
6	Week 6: Linguistic analysis (pragmatic level)	4
7	Week 7: Linguistic analysis (stylistic level)	4
8	Week 8: Textual analysis (cohesion and coherence)	4
9	Week 9: Critical discourse analysis	4
10	Week 10: Functionalist text analysis	4

	Total		40

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**		
1.1	Define the concepts of text analysis, text typology, and the theoretical tools employed in text analysis.	▪ Lectures ▪ Presentations ▪ Class and online discussions of various topics related to text analysis, using web-based material	▪ Participation ▪ Direct questions in class ▪ Assignments ▪ Midterm exams ▪ Final exams The mark assigned to this theoretical knowledge represents 30% of the total grade.
1.2	Realize the different potential problems on the different text levels, based on text analysis.	▪ Lectures ▪ Presentations ▪ Class and online discussions of various topics related to text analysis, using web-based material	▪ Participation ▪ Direct questions in class ▪ Assignments ▪ Midterm exams ▪ Final exams The mark assigned to this theoretical knowledge represents 30% of the total grade.
1.3	Explain the possible sources for the problems that may arise in translation.	▪ Lectures ▪ Presentations ▪ Class and online discussions of various topics related to text analysis, using web-based material	▪ Participation ▪ Direct questions in class ▪ Assignments ▪ Midterm exams ▪ Final exams The mark assigned to this theoretical knowledge represents 30% of the total grade.
2.0	**Skills**		
2.1	Analyze texts on different levels: lexical, grammatical, pragmatic, stylistic, textual, etc.	▪ Raising questions to encourage students to think critically about	▪ Participation ▪ Direct questions in class ▪ Assignments ▪ Midterm exams

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		translation problems. ▪ Giving students assignments where they have to use the skills they ac-quire: texts to be analyzed using different types of text analysis.	▪ Final exams ▪ Evaluating student's ability to complete certain tasks and assignments that require employing the skills ac-quired in the course (analyzing texts, identifying problems) The mark assigned to this applied part rep-resents 60% of the total grade.
2.2	Identify different translation problems on different levels.	▪ Raising questions to encourage students to think critically about translation problems. ▪ Giving students assignments where they have to use the skills they ac-quire: texts to be analyzed using different types of text analysis.	▪ Participation ▪ Direct questions in class ▪ Assignments ▪ Midterm exams ▪ Final exams ▪ Evaluating student's ability to complete certain tasks and assignments that require employing the skills ac-quired in the course (analyzing texts, identifying problems) The mark assigned to this applied part rep-resents 60% of the total grade.
2.3	Suggest solutions to translation problems.	▪ Raising questions to encourage students to think critically about translation problems. ▪ Giving students assignments	▪ Participation ▪ Direct questions in class ▪ Assignments ▪ Midterm exams ▪ Final exams ▪ Evaluating student's ability

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		where they have to use the skills they ac-quire: texts to be analyzed using different types of text analysis.	to complete certain tasks and assignments that require employing the skills ac-quired in the course (analyzing texts, identifying problems) The mark assigned to this applied part rep-resents 60% of the total grade.
2.4	Address potential translation problems based on text analysis in a research project.	▪ Raising questions to encourage students to think critically about translation problems. ▪ Giving students assignments where they have to use the skills they ac-quire: texts to be analyzed using different types of text analysis.	▪ Participation ▪ Direct questions in class ▪ Assignments ▪ Midterm exams ▪ Final exams ▪ Evaluating student's ability to complete certain tasks and assignments that require employing the skills ac-quired in the course (analyzing texts, identifying problems) The mark assigned to this applied part rep-resents 60% of the total grade.
3.0	**Values**		
3.1	Apply her theoretical knowledge and text analysis skills in different textual contexts.	▪ Assigning group work to students. ▪ Encouraging students to brainstorm in class so as to enhance their creativity and foster competitiveness.	▪ Evaluating their individual and team work. ▪ Evaluating their acceptance of criticism. ▪ Evaluating their ability to cooper-ate with the other

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			members in the team. The mark assigned to these skills represents 10% of the total grade.
3.2	Commit herself to research and translation ethics and the expected level of professionalism.	▪ Assigning group work to students. ▪ Encouraging students to brainstorm in class so as to enhance their creativity and foster competitiveness.	▪ Evaluating their individual and team work. ▪ Evaluating their acceptance of criticism. ▪ Evaluating their ability to cooper-ate with the other members in the team. The mark assigned to these skills represents 10% of the total grade.
3.3	Integrate her knowledge and skill in a collaborative way in work teams.	▪ Assigning group work to students. ▪ Encouraging students to brainstorm in class so as to enhance their creativity and foster competitiveness.	▪ Evaluating their individual and team work. ▪ Evaluating their acceptance of criticism. ▪ Evaluating their ability to cooper-ate with the other members in the team. The mark assigned to these skills represents 10% of the total grade.
3.4	Identify her community needs and show responsibility and commitment to societal development.	▪ Assigning group work to students. ▪ Encouraging students to brainstorm in class so as to enhance their creativity and	▪ Evaluating their individual and team work. ▪ Evaluating their acceptance of criticism. ▪ Evaluating their ability to

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		foster competitiveness.	cooper-ate with the other members in the team. The mark assigned to these skills represents 10% of the total grade.

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	3	10%
2	Midterm exam	6	30%
3	Participation in class	Weekly	5%
4	Project	9	15%
5	Final exam		40%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:
Faculty members dedicate at least four hours a week to meet the students. Also, students are welcome to contact their course instructors and academic advisors via email.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	The course consists of material compiled by the instructor based on the following books: Elewa, A. (2016). Levels of Translation. Qalam. Darul-Qalam. Ghazala, H. (2008). Translation as problems and solutions Nord, C. (2005). Text Analysis in Translation. Theory, Method and Didactic Application of a Model for Translation Oriented Text Analy-sis. Amsterdam/Atlanta GA: Rodopi. T.A. Volkova, (2014). TRANSLATION MODEL, TRANSLATION ANALYSIS, TRANSLATION STRATEGY: AN INTEGRATED METHODOLOGY Peter Newmark, (2003) A Textbook of Translation. Mona Baker. (2011) In Other Words. A Coursebook on Translation. Roza Ayupova. (2014) Pretranslation Text Analysis as a Part of Trans-lation Process. Wolfgang Lörscher, (2002) A MODEL FOR THE ANALYSIS OF TRANSLATION PROCESSES WITHIN A FRAMEWORK OF SYSTEMIC LINGUISTICS. Barbe, Katharina. (2000) Translation and Text-Analysis.

Essential References Materials	Amir Shojaei, A Critical Discourse Analysis of Political Ideology and Control Factors in News Translation. Mehdi Mahdiyan, Applying Critical Discourse Analysis in Translation of Political Speeches and Interviews Marina Manfredi. Translating Text and Context: Translation Studies and Systemic Functional Linguistics Inmaculada and Ponce. Proposal for the analysis of the ST in the comprehension phase of the translation process. Livy Maria Real Coelho y ʔlvaro Kasuaki Fujihara. TEXTUAL GENRES ON DISCOURSE ANALYSIS AND TRANSLATION FUNCTIONALISM Isabel García Izquierdo, The Concept of Text Type and Its Relevance to Translator Training
Electronic Materials	http://www.freewebs.com/dennis_rusu/A_Practical_Guide_for_Translators.pdf http://translationjournal.net/journal/38tools.htm http://en.wikipedia.org/wiki/Computer-assisted_translation http://www.hutchinsweb.me.uk/Compendium-14.pdf http://www.notisnet.org/resources/links/tilinks.html#General http://mygengo.com/talk/translation-resources/ http://www.language-resource.co.uk/ http://englisharabictranslators.blogspot.com/2008/03/httpunterm.html http://translationjournal.net/journal/00misc.htm http://pjdarabictranslation.com/resources/ http://www.translation.net/translation_resources.html#general http://www.mitinweb.org/Admin/Files/Resources%20%20for%20Interpreters%20and%20Translators.pdf http://www.lexicool.com/links_translators.asp http://www.artofprogramming.net/resources/associations-translators-inter.php http://www.atanet.org/ http://www.wataonline.net http://www.atida.org www.aot.org.lb ATN / APTS - Arab Professional Translators Society AITC - International Association of Conference Translators AIIC - International Association of Conference Interpreters avtranslators.org - Association of Audio-visual translators CIUTI - International Permanent Conference of University Institutes of Translators and Interpreters CEATL - European Council of Associations of Literary Translators CETL - Centre européen de traduction littéraire ESIST - European Association for Studies in Screen Translation EST - European Society for Translation Studies GALA - Globalization and Localization Association IATIS - International Association for Translation & Intercultural Stud-ies IFT - International Federation of Translators LISA - Localisation Industry Standards Association TLAXCALA - The Translators' Network for Linguistic Diversity Traductores sin Fronteras

	Translators for Peace
	TREMÉDICA - International Association of Translators and Editors in Medicine and Related Sciences
	http://www.iatis.org/
	http://www.est-translationstudies.org/
	http://www.arabtranslators.org/
	http://www.aitc.ch/index.php?newlang=english
	http://www.aot.org.lb/Home/index.php
	http://www.naati.com.au/an-index.html
	http://usuaris.tinet.cat/apym/publications/ETT/video_list.html
	http://www.kuleuven.be/cetra/index/
	http://www.at-turjuman.com/
	http://www.monabaker.com/
	http://www.beaugrande.com/
	http://www.almolltaqa.com/vb/forumdisplay.php?f=13
	http://www.benjamins.com/online/tsb/
	http://www.benjamins.com/online/hts/
	http://ezinearticles.com/?American-and-British-English:-Differences-in-Grammar&id=642477
	http://gdis.kacst.edu.sa:77/contact.html
	http://www.arabization.org.ma/Dictionnaire.asp
	http://www.aussieeducator.org.au/reference/general/dictionaries.html
	http://www.usingenglish.com/links/Dictionaries_Thesauri_and_Reference/index.html
	http://www.lib.lsu.edu/ref/readyref/dictionaries.php
Other Learning Materials	https://www.naati.com.au/media/1257/ethics_information_booklet.pdf http://www.atanet.org/governance/code_of_ethics_commentary.pdf http://www.iti.org.uk/attachments/article/154/Code%20of%20professional%20conduct%2008%2009%202013_Final.pdf

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	The course needs a regular classroom. The maximum number of students should not exceed 30 students.
Technology Resources (AV, data show, Smart Board, software, etc.)	Data show is needed. It is also preferable if a smart board can be available.
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	No other resources are needed.

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	▪ Instructors ☐☐Students	☐☐Students' test scores. ☐☐Students' evaluation of the course via questionnaires.
Evaluation of Teaching	▪ Program/Department Instructor	☐☐Self-evaluation.

Evaluation Areas/Issues	Evaluators	Evaluation Methods
		☐☐Students' general standard ☐☐Senior staff attending junior teachers' classes to evaluate and guide them.

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	English Language Program Committee Translation Department Council (17) College Quality Assurance Committee College Council (12)
Reference No.	Translation Department Council (17) College Council (12)
Date	English Language Program Committee, 24/6/1441-19/2/2020 Translation Department Council (17), 30/6/1441-24/2/2020 College Quality Assurance Committee 7/2/1441-26/2/2020 College Council (12), 8/7/1441-3/3/2020