اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	Research Methodologies in Translation
Course Code:	TRAN 351
Program:	English Language Program
Department:	Department of Translation
College:	College of Languages
Institution:	Princess Nourah bint Abdul Rahman University

VISION
2030
KINGDOM OF SAUDI ARABIA

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Table of Contents

A. Course Identification

1. Credit hours: 4
2. Course type
a. University ☐ College ☐ Department ☑ Others ☐
b. Required ☑ Elective ☐
3. Level/year at which this course is offered: Year 3 / Level 8
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**	0
3	**Tutorial**	0
4	**Others** (specify)	0
	Total	40

B. Course Objectives and Learning Outcomes

1. Course Description

The course is designed to equip students with the basic knowledge and skills needed to write a research paper in the field of translation. Students will have a hands-on experience developing a research paper, starting from contextualizing the research problem, surveying the relevant literature and finding a research gap, formulating a research question, choosing the appropriate methodology, collecting and analyzing data, and finally interpreting and discussing the results. Particular attention is also given to research ethics, academic writing conventions, and using information resources. At the end of the course, students are expected to present a fully developed research paper/proposal and an academic poster.

2. Course Main Objective

The course is designed to familiarize students with the following:
1) Basic concepts related to research such as: academic research, research methods, literature review, data collection, etc.
2) The different stages of academic research and the requirements of academic writing.
3) How to plan and design a research paper and give proper consideration to research ethics.
4) How to develop specific research questions and review relevant literature.
5) How to use information resources and compile a bibliography.
6) How to collect, analyze, and interpret research data.

7) How to report research findings in a paper, PPT presentation, and a poster.

3. Course Learning Outcomes

	CLOs	Aligned-PLOs
1	**Knowledge and Understanding**	
1.1	Differentiate between the different research areas, types, and models in translation.	K2
1.2	Distinguish between the different types of research data and methods.	K3
2	**Skills :**	
2.1	Produce a research paper with clear research questions using an appropriate method for data collection, theoretical framework, and research design.	S4
2.2	Make an academic poster	S4
3	**Values:**	
3.1	Clarify ethical issues that may be involved in the research project.	V2
3.2	Work collaboratively with classmates.	V3

C. Course Content

No	List of Topics	Contact Hours
1	Introducing key terms (research, theories, models, etc.), areas and types of research in translation studies, and planning a research project.	4
2	Selecting a research topic, contextualizing it, formulating and operationalizing research questions, describing research significance.	4
3	Surveying literature, keeping a record of references, revisiting the research questions	4
4	Choosing theoretical framework and research methodology.	4
5	Collecting data and managing ethical issues.	4
6	Interpreting data and discussing the findings	4
7	Writing the introduction and the conclusion, compiling the bibliography	4
8	Publishing in academic journals.	4
9	Oral presentations of research (PPT presentations)	4
10	Presenting research in posters.	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	Differentiate between the different areas, types, and models of research in translation.	Lectures Active learning techniques Class discussions Peer review writing tasks Concept maps	Midterm exam Assignments Participation
1.2	Distinguish between the different types of research data and methods.		
2.0	**Skills**		
2.1	Produce a research paper with clear research questions using an appropriate method for data collection, theoretical framework, and research design.	Lectures Active learning techniques Class discussions Peer review writing tasks	Weekly assignments Final paper

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2.2	Make an academic poster	Concept maps Jigsaw projects Anonymous peer feedback PPTs	Final presentation and poster
3.0	**Values**		
3.1	Clarify ethical issues that may be involved in the research project.	Lectures Active learning techniques Jigsaw projects	Weekly assignments
3.2	Work collaboratively with classmates.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Tasks assigned in developing the paper	Weekly	10%
2	Participation	Weekly	10%
3	Midterm	Week 7	30%
4	Poster and PPT presentation	Week 10	10%
5	Final paper	Weeks 11-12	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	● William, J. & Chesterman, A. 2002. The map: A beginner's guide to doing research in translation studies. Manchester: St. Jerome. ● Saldanha, G. & O'Brien, S. 2013. Research Methodologies in Translation Studies. Manchester and Kinderhook: St Jerome.
Essential References Materials	● Bailey, Stephen. 2011. *Academic writing. A handbook for international students,* 3rd ed. London: Routledge. ● Bazeley, P. 2013. Qualitative Data Analysis. Practical Strategies. London: SAGE Publications. ● Gile, Daniel. 2001. Useful research for students in T&I institutions. *Hermes* 26: 97–117. ● Hale, Sandra, and Jemina Napier. 2013. Research Methods in Interpreting. A Practical Resource. London: Bloomsbury. ● Heard, Stephen B. 2012. The scientist's guide to writing. Princeton: Princeton University press. ● Marco, Josep. 2009. Training translation researchers. An approach based on models and best practice. The Interpreter and Translator Trainer 3 (1): 13–35 ● McMillan, K. & Weyers, J. 2011. How to write Essays and Assignments. Essex: Pearson Education Ltd.

	• Mellinger, C. & Hanson, T.A. 2016. Quantitative Research Methods in Translation and Interpreting Studies. London & New York: Routledge. • Mellinger, Christopher, and Thomas Hanson. 2016. Quantitative research methods in Translation and Interpreting Studies. London: Routledge. • Olohan, M. 2004. Introducing Corpora in Translation Studies. London & New York: Routledge. • Pym, Anthony. 2013. Research skills in translation studies: What we need training in. Across Languages and Cultures 14 (1): 1–14. DOI 10.1556/Acr.14.2013.1.1 • Vandepitte, S.2013. Research competences in Translation Studies. Babel 59 (2): 125–148. DOI 10.1075/babel.59.2. • Veit, Richard: 2004, Research: The Student's Guide to Writing Research Papers, 4th, Pearson Education, 0-321-19834-4.
Electronic Materials	• https://apastyle.apa.org/ • https://www.scribbr.com/category/research-paper/ • https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjLjd_Ev4z2AhVPzRoKHeMBABA4ChAWegQIDxAB&url=https%3A%2F%2Fwww.potsdam.edu%2Fsites%2Fdefault%2Ffiles%2Fdocuments%2Fsupport%2Ftutoring%2Fcwc%2F6-Simple-Steps-for-Writing-a-Research-Paper.pdf&usg=AOvVaw0_tHKFrnnl44KAhg-bg5Is • https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/index.html • https://www.wikihow.com/Write-a-Research-Paper • https://guides.lib.uoguelph.ca/c.php?g=130964&p=5000948 • https://library.concordia.ca/help/writing/literature-review.php • https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html •
Other Learning Materials	NA

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	- A lecture classroom - E-podium with internet access
Technology Resources (AV, data show, Smart Board, software, etc.)	- Projector and VGA wire
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	NA

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Mid-term surveys
Evaluation of Teaching by the Instructor or by the Department	Students/ Course Coordinator/ Head of the Department	End-of-year surveys to be assessed by independent body.
Processes for Improvement of Teaching	Colleagues	Peer teaching observation

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, College Quality Assurance Committee, College Council.
Reference No.	Translation Department Council, College Council.
Date	English Language Program Committee, Translation Department Council, College Quality Assurance Committee, College Council.