ref# FR/P1/P1/1/v1



#### **COURSE DESCRIPTIONS**

Faculty	Arts and Languages					
Department	English Language ar	nd Literature/T	ranslation	NQF level	9	
Course Title	Advanced media and political translation	Code	103723	Prerequisite		
Credit Hours	3	Theory	yes	Practical		
Course Leader	Dr. Motasim Alshunnag	email	motasim.b@jadara.edu.jo			
Lecturers	Dr. Motasim Alshunnag	emails	motasim.b@jadara.edu.jo			
Lecture time	09:00 – 12:00 Sat	Classroom	D 313 Attendance Fulltime			
Semester	First-2023/2024	Production	1 24-10- 2023		24-10-2023	
Type of Teaching	✓ Face to Face	☐ Blended	□ Online			

## **Short Description**

This course introduces students to translation in the field of mass media and politics. It aims to provide students with an opportunity to procure a deeper understanding of mass media and political translation between English and Arabic, at both theoretical and practical levels. It also aims to produce graduates capable of operating professionally and reflectively in this rapidly developing media and political translation environment. Students shall also be introduced to what mass media is, and the skills needed to tackle issues in this field, such as structuring headlines, and analyzing articles. The course shall also address the challenges of translating texts from media outlets such as newspapers, magazines, and online articles.

### **Course Objectives**

- 1. Demonstrate solid understanding of key terms, concepts and topics in the field of media and political translation.
- 2. Demonstrate ability to analyze translated texts by responding to relevant tasks.
- 3. Demonstrate ability to formulate and employ appropriate translation strategies to overcome language and cultural barriers of media and political texts.
- 4. Translate with confidence media and political texts from English into Arabic.

# **Course Intended Learning Outcomes (CILOs)**

### A. Knowledge - Theoretical Understanding

a1. Understand the process of mass media and political translation between English and Arabic theoretically and practically. (K1)
B. Knowledge - Practical Application
a2. Apply the efficient techniques and skills in translating mass media and political texts from English into Arabic. (K 3)
C. Skills - Generic Problem Solving and Analytical Skills
b1. Utilize the critical thinking skill in solving the problems associated with translating mass media and political texts from English into Arabic. (S1)
D. Skills - Communication, ICT, and Numeracy
b2. b3.
E. Competence: Autonomy, Responsibility, and Context
c1. Relate their theoretical knowledge to their translation.(C2)
Teaching and Learning Methods
<ul> <li>✓ Face to Face Lectures ✓ Brain Storming</li> <li>□ Synchronous remote</li> <li>□ Using Video</li> <li>✓ Discussions</li> <li>✓ Research Project</li> <li>□ Case Study</li> <li>□ Field visit</li> <li>✓ Problem solving</li> </ul>
Assessment Methods
✓ Formative Assessment       □ Quiz       □ Lab Exam       ✓ Homework         ✓ Project Assessment       ✓ Oral Presentation       ✓ Midterm       ✓ Final Exam

	Course Contents						
Week	Hours	CILOs	Topics	Teaching & Learning Methods	Assessment Methods		
1.	3	a1 a2 b1 c1	<ul> <li>Features and translation of news headlines</li> <li>The translation and insertion of background information</li> </ul>	Face to Face Lecture Brain storming Discussions Problem solving	Oral presentation Formative Assessment Homework		
2.	3	a1 a2 b1 c1	<ul> <li>News sources, Hedging,</li> <li>and attribution</li> <li>Hedging devices in mass</li> <li>media written</li> <li>communication</li> </ul>	Face to Face Lectures Brain storming Discussions Problem solving	Oral presentation Formative Assessment Homework		
3.	3	a1 a2 b1	<ul><li>Sources of attribution</li><li>Types of sources</li></ul>	Face to Face Lectures Brain storming	Oral presentation Formative Assessment		

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1 a 2				ideology	Problem solving	
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4. 3 b1 - Figurative language			22	social correctness	Lectures	
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6. 3 b1 c1 Samples of English journalistic texts with translations and commentaries  1a Samples of English journalistic texts with translations and commentaries  1a Samples of English journalistic poiscussions  1a Samples of English journalistic texts with translations and commentaries  1a Samples of English journalistic texts with translations and commentaries  1a Samples of English journalistic texts with translations and commentaries  1a Samples of English journalistic texts with translations and commentaries  1a Samples of untranslated English journalistic texts with the meanings of some selected lexical items  1a Samples of untranslated English journalistic texts with the meanings of some selected lexical items  1a Samples of untranslated English journalistic texts with the meanings of some selected lexical items  1a Samples of untranslated English journalistic texts with the meanings of some selected lexical items  1a Samples of untranslated English journalistic texts with the meanings of some selected lexical items  1a Samples of untranslated English journalistic texts with the meanings of some selected lexical items  1b Discussions  1c Dral presentation Formative Assessment Homework	5.	3	b1		Discussions	
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6. 3 b1 c1 Discussions Assessment  7. 3 b1 c1 Draining Discussions Assessment  1						Homework
6. 3 b1 c1 Discussions Assessment  7. 3 b1 c1 Draining Discussions Assessment  1						
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8.			1 -	Samples of untranslated English	Face to Face	
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C1 Homework	8.		b1		Discussions	Assessment
Problem solving			c1			Homework
					Problem solving	

					Midterm
9.	3	1a a2 b1 c1	Samples of untranslated English journalistic texts with the meanings of some selected lexical items	Face to Face Lectures Brain storming Discussions Problem solving	Oral presentation Formative Assessment Homework Midterm
10.	3	1a a2 b1 c1	Samples of untranslated English journalistic texts with the meanings of some selected lexical items	Face to Face Lectures Brain storming Discussions Problem solving	Oral presentation Formative Assessment Homework
11.	3	1a a2 b1 c1	Samples of untranslated English journalistic texts with the meanings of some selected lexical items	Face to Face Lectures Brain storming Discussions Problem solving	Oral presentation Formative Assessment Homework
12.	3	1a a2 b1 c1	Samples of untranslated English journalistic texts with no annotations	Face to Face Lectures Brain storming Discussions Problem solving	Oral presentation Formative Assessment Homework
13.	3	1a a2 b1 c1	Samples of untranslated English journalistic texts with no annotations	Face to Face Lectures Brain storming Discussions Problem solving	Oral presentation Formative Assessment Homework

14.	3	1a a2 b1 c1	Samples of untranslated English journalistic texts with no annotations	Face to Face Lectures Brain storming Discussions Problem solving	Oral presentation Formative Assessment Homework
15.	3	1a a2 b1 c1	Samples of untranslated English journalistic texts with no annotations	Face to Face Lectures Brain storming Discussions Problem solving	Oral presentation Formative Assessment Homework
16.	3	1a a2 b1 c1	Samples of untranslated English journalistic texts with no annotations	Face to Face Lectures Brain storming Discussions Problem solving	Oral presentation Formative Assessment Homework Final Exam

Infrastructure						
Textbook	El-Sakran, T. M. (2004). <i>News translation: Strategies and techniques</i> . Al-Ain: University Book House.					
References	<ol> <li>Crompton, P. (1997). "Hedging in academic writing: Some theoretical problems". The ESP Journal, Vol.10, pp.271-287.</li> <li>Ayish, M. (1992). Journalism Skills in English. Amman: Skukayer&amp; Akasheh.</li> <li>Reah, D. (1998). The Language of Newspapers. Routledge:London.</li> <li>Agee, W., Philip, A. and Edwin, E. (1983). Reporting and Writing the News. New York: Harper &amp; Row Publishers.</li> <li>Chaal, H. (2019). The journalistic discourse translating strategies: from English into Arab. World, 9(2).</li> <li>AL-Harahsheh, A. M. A., &amp; Obeidat, M. M. (2014). Semantic and Syntactic Challenges in Translating Political News Reports from</li> </ol>					

	<ol> <li>English into Arabic and vice versa: A Linguistic Approach. Arab World English Journal.</li> <li>Sharkas, H. (2022). Transformations in the Translation of Hard and Soft News Reports into Arabic. International Journal of Arabic-English Studies, 22(2), 43-64.</li> <li>Altarabin, M. (2020). The Routledge course on media, legal and technical translation: English-Arabic-English. Routledge.</li> <li>Abulhassan, B. (Ed.). (2019). Working with Different Text Types in English and Arabic: Translation in Practice. Cambridge Scholars Publishing.</li> <li>Lahlali, E. M. (2014). Advanced English-Arabic translation: A practical guide. Edinburgh University Press.</li> </ol>
Required reading	Dickins J. Hervey Sándor G. J & Higgins I. (2017). <i>Thinking Arabic translation: a course in translation method: Arabic to English</i> (Second). Routledge.
<b>Electronic materials</b>	
Other	

Course Assessment Plan								
Aggo	yamant Mathad	G 1	CILOs					
Asses	ssment Method	Grade	A1	<b>A2</b>	<b>B1</b>	C1		
First (	st (Midterm)         30         10         10         10           cond (if applicable)         40         10         10         15         5           ursework         30         15         15           Assignments         5         5           Case study         5         5							
Secon	d (if applicable)							
Final	Exam	40	10	10	15	5		
Cours	sework	30			15	15		
nt	Assignments				5	5		
sme	Case study							
sses	Discussion and interaction				5	5		
vork assemethods	Group work activities							
Coursework assessment methods	Lab tests and assignments							
	Presentations				5	5		
Ď	Quizzes							
	Total	100	20	20	40	20		

### **Plagiarism**

Plagiarism is claiming that someone else's work is your own. The department has a strict policy regarding plagiarism and, if plagiarism is indeed discovered, this policy will be applied. Note that punishments apply also to anyone assisting another to commit plagiarism (for example by knowingly allowing someone to copy your code).

Plagiarism is different from group work in which a number of individuals share ideas on how to carry out the coursework. You are strongly encouraged to work in small groups, and you will certainly not be penalized for doing so. This means that you may work together on the program. What is important is that you have a full understanding of all aspects of the completed program. In order to allow proper assessment that this is indeed the case, you must adhere strictly to the

 age individual under	 	 	