

## COURSE DESCRIPTIONS

|                      |   |                   |                         |                     |                         |
|----------------------|---|-------------------|-------------------------|---------------------|-------------------------|
| <b>Faculty</b>       | Arts and Languages                          |                   |                         |                     |                         |
| <b>Department</b>    | English Language and Literature/Translation | <b>NQF level</b>  | 7                       |                     |                         |
| <b>Course Title</b>  | General Translation (2) A-E                 | <b>Code</b>       | 103481                  | <b>Prerequisite</b> | General Translation (1) |
| <b>Credit Hours</b>  | 3   | <b>Theory</b>     | Yes                     | <b>Practical</b>    |                         |
| <b>Course Leader</b> | Dr. Motasim Alshunnag                       | <b>email</b>      | motasim.b@jadara.edu.jo |                     |                         |
| <b>Lecturers</b>     |   | <b>emails</b>     |                         |                     |                         |
| <b>Lecture time</b>  | 11:30-13:00<br>Monday / Wednesday           | <b>Classroom</b>  | C 306                   | <b>Attendance</b>   | Fulltime                |
| <b>Semester</b>      | First-2021/2022                             | <b>Production</b> | 16-10-2021              | <b>Updated</b>      |                         |

## Short Description

This course trains student to translate general texts in various fields from Arabic into English. It also trains students to choose the appropriate word (expression) to convey the required meaning in a specific context in order to be able to translate these expressions using coherent structures.

## Course Objectives

This course aims to enable students to translate general texts in various domains of knowledge from Arabic into English and to help them overcome the obstacles they face. It also aims to enable students to deal with his mother tongue in a professional manner.

## Course Intended Learning Outcomes (CILOs)

## A. Knowledge - Theoretical Understanding

a1. Translate general texts in various fields of knowledge from Arabic into English. (K1)

## B. Knowledge - Practical Application

a2. Apply the efficient techniques and skills of translating general texts in various fields of Knowledge from Arabic into English. (K 3)

## C. Skills - Generic Problem Solving and Analytical Skills

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| b1. Utilize the analytical and critical thinking in solving the problems associated with rendering a given general text from Arabic into English. (S1) |
| <b>D. Skills - Communication, ICT, and Numeracy</b>  |
| b2.<br>b3.   |
| <b>E. Competence: Autonomy, Responsibility, and Context</b>  |
| c1. Develop the ability to produce adequate, readable general English texts. (C2)  |
| <b>Teaching and Learning Methods</b>   |
| <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Collaborative learning</li> <li>• Discussion groups</li> </ul>                             |
| <b>Assessment Methods</b>  |
| <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Exams, class participation , class assignment</li> </ul>                          |

| Course Contents |       |                      |   |  |                     |
|-----------------|-------|----------------------|---|--|---------------------|
| Week            | Hours | CILOs                | Topics  | Teaching & Learning Methods                              | Assessment Methods  |
| 1.              | 3     | a1<br>a2<br>b1<br>c1 | Word-level translation problems:<br>-lexical gaps<br>-false equivalents | Lecture,<br>Collaborative learning,<br>Discussion groups | Class discussion    |
| 2.              | 3     | a1<br>a2<br>b1<br>c1 | Word-level translation problems:<br>-borrowing<br>-word frequency       | Lecture,<br>Collaborative learning,<br>Discussion groups | Class assignments   |
| 3.              | 3     | a1<br>a2<br>b1<br>c1 | Word-level translation problems:<br>-ambiguity<br>-semantic complexity  | Lecture,<br>Collaborative learning,<br>Discussion groups | Class participation |

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| 4. | 3 | a1<br>a2<br>b1<br>c1 | Word-level Translation strategies:<br><br>-translation by deletion  | Lecture,<br>Collaborative<br>learning,<br>Discussion<br>groups | Class<br>assignments   |
| 5. | 3 | a1<br>a2<br>b1<br>c1 | Word-level Translation strategies:<br><br>-translation by morphological<br>unpacking  | Lecture,<br>Collaborative<br>learning,<br>Discussion<br>groups | Class discussion       |
| 6. | 3 | a1<br>a2<br>b1<br>c1 | Word-level Translation strategies:<br><br>-translation by paraphrasing<br><br>-translation by transliteration                 | Lecture,<br>Collaborative<br>learning,<br>Discussion<br>groups | Class<br>participation |
| 7. | 3 | a1<br>a2<br>b1<br>c1 | Word-level Translation strategies:<br><br>- translation by substitution   | Lecture,<br>Collaborative<br>learning,<br>Discussion<br>groups | Class<br>participation |
| 8. | 3 | a1<br>a2<br>b1<br>c1 | Functional categories:<br><br>-temporal reference<br><br>-the simple aspects  | Lecture,<br>Collaborative<br>learning,<br>Discussion<br>groups | Class<br>assignments   |
| 9. | 3 | a1<br>a2<br>b1<br>c1 | Phrase-level translation problems:<br><br>-structural mismatches<br><br>- functional mismatches<br><br>- structural ambiguity | Lecture,<br>Collaborative<br>learning,<br>Discussion<br>groups | Class discussion       |

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| 10. | 3 | a1<br>a2<br>b1<br>c1 | Noncompositional meaning:<br><br>- Collocation<br><br>-Phrasal compound                                 | Lecture,<br>Collaborative<br>learning,<br>Discussion<br>groups | Midterm exam           |
| 11. | 3 | a1<br>a2<br>b1<br>c1 | Phrase-level Translation<br>strategies:<br><br>-morphological packaging<br><br>- phrasal reconstruction | Lecture,<br>Collaborative<br>learning,<br>Discussion<br>groups | Class<br>assignments   |
| 12. | 3 | a1<br>a2<br>b1<br>c1 | Phrase-level Translation<br>strategies:<br><br>Translation by deletion                                  | Lecture,<br>Collaborative<br>learning,<br>Discussion<br>groups | Class discussion       |
| 13. | 3 | a1<br>a2<br>b1<br>c1 | Functional categories:<br><br>-Complex aspects<br><br>Negation  | Lecture,<br>Collaborative<br>learning,<br>Discussion<br>groups | Class<br>participation |
| 14. | 3 | a1<br>a2<br>b1<br>c1 | Double negation<br><br>Contrastive negation   | Lecture,<br>Collaborative<br>learning,<br>Discussion<br>groups | Class discussion       |
| 15. | 3 | a1<br>a2<br>b1       | Modality<br><br>Double modality   | Lecture,<br>Collaborative<br>learning,<br>Discussion<br>groups | Class<br>participation |

|     |   |                      |  |  |            |
|-----|---|----------------------|--|--|------------|
|     |   | c1                   |  |  |            |
| 16. | 3 | a1<br>a2<br>b1<br>c1 | Modality and negation<br><br>Modality and temporal interpretations | Lecture,<br>Collaborative learning,<br>Discussion groups | Final exam |

| Infrastructure              |  |
|-----------------------------|--|
| <b>Textbook</b>             | Mughazy, M. (2016). <i>The Georgetown Guide to Arabic-English Translation</i> . Washington: Georgetown University Press. |
| <b>References</b>           |  |
| <b>Required reading</b>     |  |
| <b>Electronic materials</b> |  |
| <b>Other</b>                |  |

| Course Assessment Plan               |                            |       |       |    |    |    |
|--------------------------------------|----------------------------|-------|-------|----|----|----|
| Assessment Method                    |                            | Grade | CILOs |    |    |    |
|                                      |                            |       | a1    | a2 | b1 | c1 |
| <b>First (Midterm)</b>               |                            | 30    | 10    | 10 | 10 |    |
| <b>Second (if applicable)</b>        |                            |       |       |    |    |    |
| <b>Final Exam</b>                    |                            | 50    | 10    | 10 | 20 | 10 |
| <b>Coursework</b>                    |                            | 20    |       |    |    |    |
| <b>Coursework assessment methods</b> | Assignments                |       |       |    |    | 10 |
|                                      | Case study                 |       |       |    |    |    |
|                                      | Discussion and interaction |       |       |    | 5  |    |
|                                      | Group work activities      |       |       |    | 5  |    |
|                                      | Lab tests and assignments  |       |       |    |    |    |
|                                      | Presentations              |       |       |    |    |    |
|                                      | Quizzes                    |       |       |    |    |    |
| <b>Total</b>                         |                            | 100   | 20    | 20 | 40 | 20 |

| Plagiarism   |
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| <p>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).</p> <p>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</p> |

strictly to the course work requirements as outlined above and detailed in the coursework problem description. These requirements are in place to encourage individual understanding, facilitate individual assessment, and deter plagiarism.