COURSE DESCRIPTIONS

Faculty	Arts and Languages				
Department	Translation			**NQF level**	9
Course Title	Advanced Theories in Translation and its Application	**Code**	TRA103711	**Prerequisite**	
Credit Hours	3	**Theory**	Yes	**Practical**	
Course Leader	Dr. Mohammad Mehawesh	**email**	m.mehawesh@jadara.edu.jo		
Lecturers		**emails**			
Lecture time	9:00-12:00 Saturday	**Classroom**	F308		
Semester	2nd 2024/2025	**Production**	Sep 2021	**Updated**	24\02\ 2025
Awards	Master Degree			**Attendance**	Fulltime
Type of Teaching	Face to Face				

Short Description
This course is a survey of classic and contemporary translation theories. It is designed to introduce students to the notion of translation as a specific set of skills, situate the practice of translation within the context of relevant theories developed in the field of Translation Studies, and raise students' awareness of the role of translation and of translators in contemporary society.

Course Objectives

1. **Demonstrate knowledge and understanding of the main issues of translation studies;**
2. **Demonstrate knowledge and understanding of translation theory before the 20th century;**
3. **Demonstrate knowledge and understanding of equivalence and equivalent effect;**
4. **Demonstrate knowledge and understanding of functional theories of translation;**
5. **demonstrate knowledge and understanding of discourse and register analysis of translation;**
6. **Demonstrate knowledge and understanding of systems theories and cultural and ideological turns;**
7. **Demonstrate knowledge and understanding of the role of the translator including visibility and ethics;**
8. Demonstrate knowledge and understanding of the new directions from the new media.

Learning Outcomes

A. Knowledge - Theoretical Understanding
a1. Explain the main issues of translation studies (K1)

B. Knowledge - Practical Application
A2. Illustrate theories, cultural and ideological turns (K2)

C. Skills - Generic Problem Solving and Analytical Skills
b1. Illustrate the role of the translator including visibility and ethics. (S1)

D. Skills - Communication, ICT, and Numeracy

E. Competence: Autonomy, Responsibility, and Context
C1. Relate their theoretical knowledge to their translation.(C1)

Teaching and Learning Methods

✓ Face to Face Lectures ✓ Brain Storming ✓Synchronous remote   ☐ Asynchronous remote
✓ Using Video   ✓ Discussions   ☐ Research Project   ☐ Case Study
☐ Field visit   ✓ Problem solving

Assessment Methods

✓Formative Assessment   ☐ Quiz   ☐ Lab Exam   ✓ Homework
☐ Project Assessment   ✓ Oral Presentation ✓ Midterm   ✓ Final Exam

Course Contents

Week	Hours		Topics	Teaching & Learning Methods	Assessment Methods
1&2	6		Main Issues in Translation Studies\a1,a2,b1,c1	Lecture, Collaborative learning, Discussion groups	Assignments Class discussion Presentation
3.	3		Translation Theory before the 20th Century\a1,a2,b1,c1	Lecture, Collaborative learning, Discussion groups	Assignments Class discussion Presentation
4.	3		Equivalence and Equivalent Effect\a1,a2,b1,c1	Lecture, Collaborative learning, Discussion groups	Assignments Class discussion presentation
5.	3		Studying Translation Product and Process\a1,a2,b1,c1	Lecture, Collaborative learning, Discussion groups	Assignments Class discussion Presentation

6.	3		Functional Theories of Translation\a1,a2,b1,c1	Lecture, Collaborative learning, Discussion groups	Assignments Class discussion Presentation
7.	3		Discourse and Register Analysis Approach\a1,a2,b1,c1	Lecture, Collaborative learning, Discussion groups	Assignments Class discussion Presentation
8.	3		System Theories \a1,a2,b1,c1	Lecture, Collaborative learning, Discussion groups	Assignments Class discussion Presentation
9.	3		Culture and Ideological Turns\a1,a2,b1,c1	Lecture, Collaborative learning, Discussion groups	Assignments Class discussion Presentation
10.	3		The Role of the Translator: Visibility, ethics and Sociology\a1,a2,b1,c1	Lecture, Collaborative learning, Discussion groups	Assignments Class discussion Presentation
11.	3		Philosophical Approaches to Translation\a1,a2,b1,c1	Lecture, Collaborative learning, Discussion groups	Assignments Class discussion Presentation
12.	3		New Directions from the New Media\a1,a2,b1,c1	Lecture, Collaborative learning, Discussion groups	Assignments Class discussion Presentation
13&14	3		Research and Commentary Projects\a1,a2,b1,c1	Lecture, Collaborative learning, Discussion groups	Assignments Class discussion Presentation
Infrastructure					

Textbook	**Munday, Jeremy (2016).** *Introducing Translation Studies: Theories and Applications.* **London and New York: Routledge.**
References	1. Baker, Mona 1992. *In Other Words*. London: Routledge. 2. Beaugrande, R. de and Dressler, W. (1981) Introduction to Text Linguistics. London: Longman. 3. Bell, A. (1984) 'Language style as audience design'. Language in Society 13: 145–204. 4. Bell, R. (1991) Translation and Translating. London: Longman. 5. Brinton, Ethel (1981). *Translation Strategies*. Oxford: Macmillan Education. 6. Dickins, James, Hervey, Sandor and Ian Higgins (2002). Thinking Arabic Translation: A Course in Translation Method: Arabic to English London and New York: Routledge.
Required reading	A good historical account of systems-based theories can be found in the first chapters of Theo Hermans' Translation in Systems (1999). The proceedings of the various conferences in Bratislava in 1968 (ed. Holmes, de Haan, Popovi č, 1970), Leuven in1976 (ed. Holmes, Lambert, van den Broeck, 1978), Tel Aviv in 1978 (ed. Even-Zohar and Toury 1981) are full of ad hoc insight into the disjointed development of the paradigm, although the books are hard to find. The same could be said of the seminal collection The Manipulation of Literature (ed. Hermans 1985), which is rather more profound than its misleading title. Anyone undertaking empirical research on translations should have tackled Gideon Toury's Descriptive Translation Studies and beyond (1995), if only to use it as a point of reference. Numerous papers on various aspects of methodology are available onlin e at the sites of Itamar Even-Zohar (http://www.tau.ac.il/~itamarez/) and Gideon Toury (http://www.tau.ac.il/~toury/). Amore entertaining descriptive approach to literary translation is André Lefevere's Translation, Rewriting, and the Manipulation of Literary Fame (1992). For insights on the various sociocultural aspects of descriptive studies, see the selection of José Lambert's articles in Functional Approaches to Culture and Translation (ed.Delabastita, D'hulst & Meylaerts, 2006). For a critical account of systems and norms,see Pym (1998a). A broad update on recent work in the descriptive paradigm can begleaned from the volume Beyond Descriptive Translation Studies (ed. Pym, Shlesinger, Simeoni, 2008). *(PDF) Exploring Translation Theories.* Available from: https://www.researchgate.net/publication/39728790_Exploring_Translation_Theories [accessed Feb 24 2025].
Electronic materials	
Other	

Course Assessment Plan							
Assessment Method	**Grade**			**CLOs**			
		a1	**a2**	**b1**	**c1**		
First (Midterm)	30	10		10	10		
Second (if applicable)							
Final Exam	40	10	10	10	10		
Coursework	30	10		10	10		

Coursework assessment methods							
Assignments				5	5		
Case study							
Discussion and interaction				5	5		
Group work activities							
Lab tests and assignments							
Presentations				5	5		
Quizzes							
Total	100	30	10	30	30		

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 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.

Fourth edition

INTRODUCING TRANSLATION STUDIES

Theories and Applications