



COURSE DESCRIPTIONS

<b>Faculty</b>	Arts & Languages				
<b>Department</b>	English language and Translation		<b>NQF level</b>	7	
<b>Course Title</b>	Journalistic Translation	<b>Code</b>	103385	<b>Prerequisite</b>	General Translation (1) from English to Arabic
<b>Credit Hours</b>	3	<b>Theory</b>	Theory	<b>Practical</b>	Practical
<b>Course Leader</b>	Dr. Marvet Bani Mustafa	<b>Email</b>	<a href="mailto:m.hmaidan@jadara.edu.jo">m.hmaidan@jadara.edu.jo</a>		
<b>Lecturers</b>	/	<b>Emails</b>	/		
<b>Lecture time</b>	08:30-10:00 Sun\ Mon	<b>Classroom</b>	C 405	<b>Attendance</b>	Fulltime
<b>Semester</b>	Summer 2023-2024	<b>Production</b>	08/07/2022	<b>Updated</b>	30/06/2024
<b>Type of Teaching</b>	<input type="checkbox"/> Blended				

**Short Description**

This course is designed to acquaint the students with the journalistic idioms and jargons that may be encountered in the English local and foreign newspapers and magazines. The student will also be trained to translate a variety of texts handling news, views, articles and whatever issues tackled by the press from English into Arabic.

**Course Objectives**

1. Understanding the differences between types of texts
2. Fostering the knowledge of the features of journalistic texts in English
3. Learning the appropriate methods of translating journalistic texts.

4. Promoting the skills of translating from English into English
5. Developing the skill of differentiating between ideologies and cultures.
6. Developing the vocabulary wealth of journalism.

<b>Learning Outcomes</b>	
<b>A. Knowledge - Theoretical Understanding (a) ( K )</b>	
a1. Understand the main techniques of translating media texts from English into Arabic (K1)	
<b>B. Knowledge - Practical Application (a) ( K )</b>	
a2. Practice the main techniques of translating media texts from Arabic into English (K3)	
<b>C. Skills - Generic Problem Solving and Analytical Skills( b) ( S )</b>	
b1. Think critically and analytically. (S1)	
<b>D. Skills - Communication, ICT, and Numeracy (b) ( S )</b>	
<b>E. Competence: Autonomy, Responsibility, and Context( C ) ( C )</b>	
c1. Relate their knowledge to their Translation. (C2)	
<b>Teaching and Learning Methods</b>	
<input type="checkbox"/> Face to Face Lectures <input type="checkbox"/> Brain Storming <input type="checkbox"/> Synchronous remote <input type="checkbox"/> Asynchronous remote <input type="checkbox"/> Using Video <input type="checkbox"/> Discussions <input type="checkbox"/> Problem solving	
<b>Assessment Methods</b>	
<input type="checkbox"/> Formative Assessment <input type="checkbox"/> Quiz <input type="checkbox"/> Homework <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Midterm <input type="checkbox"/> Final Exam	

<b>Week</b>	<b>Hours</b>	<b>CLOs</b>	<b>Topics</b>	<b>Teaching &amp; Learning Methods</b>	<b>Assessment Methods</b>
1.	3	a1 a2	Orientation	Lectures Analyzing Class discussions Presentations	Participation Ask /Answer
2.	3	a1 a2	Features of media Texts	Lectures Analyzing Class discussions Presentations	Participation Ask/Answer

3.	3	a1 a2	Arabic and English Headlines	Lectures Analyzing Class discussions Presentations	Assignments/ Presentations/ Participation/ Essay Exams
4.	3	a1 a2 b1 c1	Practice	Lectures Analyzing Class discussions Presentations	Assignments/ Presentations / Participation
5.	3	a1 a2 b1 c1	Practice	Lectures Analyzing Class discussions Presentations	Assignments/ Presentations/ Participation/
6.	3	a1 a2 b1 c1	Practice	Lectures Analyzing Class discussions Presentations	Assignments/ Presentations/ Participation/
7.	3	a1 a2 b1 c1	Practice	Lectures Analyzing Class discussions Presentations	Assignments/ Presentations / Participation/
8.	3	a1 a2 b1 c1	Practice	Lectures Analyzing Class discussions Presentations	Assignments/ Presentations / Participation/

Infrastructure	
<b>Textbook</b>	<b>Munday, J.(2016) Introducing Translation Studies. Routledge.</b>  Supplementary: Students are to deal with updated texts of journalism on daily bases. From BBC, CNN
<b>References</b>	
<b>Required reading</b>	<b>Introduction to Linguistics.</b>
<b>Electronic materials</b>	<b>Translation Website</b>
<b>Other</b>	

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

Plagiarism
<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 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.</p>

**Problems in Translating English Journalistic Texts into Arabic:  
Examples from the Arabic Version of *Newsweek***

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**1. Introduction**

This paper investigates the problems encountered in the translation of English journalistic texts into Standard Arabic (henceforth SA). The analysis presented in this study clearly shows that the most common problems in journalistic translation are attributed to: (a) the inappropriate selection of the equivalent TL word or expression, (b) the inability to observe the syntactic and stylistic differences between the SL and the TL and (c) the translated text may contain violations of some TL rules.

By drawing the attention of translators to the translational problems that await them, we can immensely enhance the quality of the output text. There is another reason for our interest in the translation of journalistic texts: translation is regarded by purists “as a bigger menace to the purity of Arabic language than that of the Colloquial dialects.” (Abdelfattah 1996:134); for instance, journalistic translation may pave the way for foreign-language influence on SA in “the domain of syntax, style, and lexicon” (Abdelfattah 1996:134). Thus most of the changes that occur in the style and structure of Arabic occur through the Arab journalists who are familiar with European languages, especially English and through the Arab translators who render English journalistic texts into Arabic. As Holes (1995:255) puts it,

Today, more than ever, it is in the language of the press, Television and radio that external influences on Arabic are most obvious, and constant exposure to this ‘media MSA’ seems to be having reaching effects on the vocabulary, grammar and phraseology of the Arabic used by educated Arabs in many other contexts written or spoken .

Thus Arabic passive sentences in which the agent is explicitly expressed are said to be the result of literal translation. Khafaji (1996:27) points out