Course Specification
— (Bachelor)

Course Title: Media and Tourism Translation	
Course Code: LANT1305	
Program: English Language	
Department: Languages and Translation	
College: Education and Arts	
Institution: University of Tabuk	
Version: 10. 2023	
Last Revision Date: 2022	

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A. General information about the course:

1. Course Identification

1. Credit hours: (2 hours)

3 hours

2. Course type

A.	☐ University	☐ College	☒ Department	☐ Track	☐ Others
B.	☒ Required			☐ Elective	

3. Level/year at which this course is offered: (Level 5)

4. Course general Description:

The course aims to equip students with the skills necessary to produce accurate translations in two specific linguistic registers: media and tourism. The course consists of two main components: (a) practical theoretical guidelines and (b) intensive translation practice at different discourse levels (sentence, paragraph, and text). The theoretical component is designed to guide students during their translation tasks and is not presented independently of practical translation exercises. Instead, it is incorporated into the translation practice.

5. Pre-requirements for this course (if any):

LANT1207

6. Pre-requirements for this course (if any):

None

7. Course Main Objective(s):

The aim is to provide students with a comprehensive understanding of translation theory and its practical application in two specific linguistic registers: media and tourism. The students will be able to apply practical theoretical guidelines and intensive translation practice at different discourse levels (sentence, paragraph, and text). They will also practice applying these theoretical components in translation texts. This integration aims to provide students with a comprehensive understanding of translation theory and its practical application in media and tourism texts.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	E-learning		
3	Hybrid ● Traditional classroom ● E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	14
2.	**Laboratory/Studio**	16
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify)**	
Total		30

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Recognize the linguistic features characterizing media and tourism discourse.	**K1**	Lectures Practical translation tasks Peer correction Class Discussions Group and pair work PPT presentations	Exams Project Written Assignments In-class discussion
1.2	Identify the challenges and the strategies in media and tourism translation texts.	**K2**		
2.0	**Skills**			
2.1	Apply the translation strategies on media and tourism texts and expressions.	**S2**	Lectures Practical translation tasks Peer correction Class Discussions Group and pair work PPT presentations	Exams Project Written Assignments In-class discussion
2.2	Evaluate translation output and several media and tourism translated documents.	**S4**		
3.0	**Values, autonomy, and responsibility**			
3.1	Adhere to academic and research values and ethics in translation practices.	**V1**	Lectures Practical translation tasks Class Discussion	Exams Project Written Assignments In-class discussion
3.2	Take on independent translation tasks with a	**V2**		

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	commitment to responsibility.			
3.3	Work collaboratively to achieve translation tasks with responsibility.	**V3**	Lectures Practical translation tasks Class Discussion	Exams Project Written Assignments In-class discussion

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to media and tourism text type and register in a translational context.	**2**
2	What is Tourism? Types of tourism	**2**
3	What is mass media and examples? Journalism. Social Media. Films. Television. Radio. Advertising. Public Relations.	**2**
4	Media text type and register in a translational context.	**2**
5	Major stylistic features of media texts.	**2**
6	Media translation techniques.	**2**
7	A practical and brief contrastive linguistic analysis of Arabic-English translation of media texts.	**2**
8	Register-bound terminology in media discourse.	**2**
9	Translating media textual excerpts: English-Arabic and vice versa	**2**
10	Tourism text type and register in a translational context.	**2**
11	Major stylistic features of tourism texts.	**2**
12	Tourism translation techniques.	**2**
13	A practical and brief contrastive linguistic analysis of Arabic-English translation of tourism texts.	**2**
14	Register-bound terminology in tourism discourse.	**2**
15	Translating tourism textual excerpts: Arabic-English and vice versa	**2**
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Assignment (1)	4	10%
2.	Classwork	Ongoing	10%
4.	First midterm exam	7	20%
5.	Second midterm exam	12	20%

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
6.	Final exam	16-17	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Almanna, Ali. (2018). *The Nuts and Bolts of Arabic-English Translation: An Introduction to Applied Contrastive Linguistics*. Cambridge Scholars Publishing. د. محمد علي الخولي Tourist Translation الترجمة الاعلامية من اللغة الانجليزية الى اللغة العربية (E®A) Mass - Media Translation Elewa, Abdelhamid. (2017). *Media Translation*. Cairo (Egypt): Qalam for Translation and Publication.
Supportive References	Hatim. Basil. (2001). *English-Arabic/Arabic-English Translation: A Practical Guide*. London: Saqi Books. Farghal, Mohammed and Shunnaq, Abdullah. (1999). *Translation with reference to English & Arabic: A Practical Guide.* Dar Al-Hilal for Translation: Irbid. Ghazala, Hasan S. (2006). *Translation as Problems and Solutions*. Cairo: Dar Al-Hilal.
Electronic Materials	Gambier, Yves and Luc van Doorslaer (eds.) (2010-2011- 2012). *Handbook of translation studies*. 3 vols. Amsterdam/Philadelphia: John Benjamins. Online at http://www.benjamins.com/online/hts/. www. المجلة الدولية لعلوم الترجمة واللغة. (جسور) Traductionmagazine.com www.arabswata.org الجمعية الدولية للمترجمين واللغويين العرب www.arabswata.info مجلة واتا للترجمة واللغات http://atida.org/main.php (عتيدة) جمعية الترجمة العربية وحوارات الثقافة List of online dictionaries: http://www.egyta.com/DictionariesDirectory.htm
Other Learning Materials	*Ethics of interpreting and translating: A guide to obtaining NAATI credentials*.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	- Optimal group size: 15—20 - Flexible seating arrangement for pair and group work.
Technology equipment (projector, smart board, software)	Video projector (data show), whiteboard, Blackboard interactive technology, video projection facilities.
Other equipment (depending on the nature of the specialty)	Intranet system allowing students in the same lab to share the master screen (operated by the instructor). This is useful in tasks requiring the automatic treatment of linguistic data in journalistic, legal, etc. textual registers as a stage of the translational act (e.g., Text Concordance or Sharp Text Analyzer are two efficient tools of computer-aided textual analysis.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students Exam results Program leaders	Students' evaluation. Instructor evaluation of the students' work, class discussions and exams' results. Program leaders judge the results of the students.
Effectiveness of Students assessment	Students, Instructor, Program Leaders, Peer Reviewer	Students' evaluation. Instructor evaluation of the students' work, class discussions and exams' results. Program leaders judge the results of the students. Cooperation with the peer reviewer.
Quality of learning resources	Students Instructors Program leaders University librarian Accreditation reviewers	Direct evaluation
The extent to which CLOs have been achieved	Program leaders Accreditation reviewers Students' performance in professional competition exams	CLOs are statistically calculated to see the percentage of progress of each CLO and areas of weaknesses.
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Council of Languages and Translation Department
REFERENCE NO.	**9/45**
DATE	15/4/1445