



Philadelphia University
Faculty of Arts - Department of English
First Semester, 2018/2019

Course Syllabus

Course Title: General Translation Prerequisite: 120271	Course Code: 120372 Credit Hours: 3 Lecture Time: Sundays, Tuesdays & Thursdays 1:10-2:00
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Instructor's Name: Dr. Dima Malahmeh Rank: Assistant Prof. Office Number: 413 Office Hours: Sun., Tues. & Thurs. 10:10-11:00 Mon. & Wed. 9:30 – 10:30 Phone: + 962-64799000 Ext: E-mail: dmalahmeh@philadelphia.edu.jo
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“Each language articulates or organizes the world differently. Languages do not simply name existing categories, they articulate their own.”
—Jonathan culler

"Translation is not a matter of words only: it is a matter of making intelligible a whole culture."
— Anthony Burgess

Course Description:

This course aims at providing students with a foundation in the theory, practice, and ethics of translation. Specifically, the course will briefly address the history of translation; types of translation—semantic or literal translation versus communication- or target-language-driven translation; translation ethics; and the business of translation. Students will develop translation judgment first by learning how to analyze texts in the source language

The course is meant to be engaging and comprehensive. We hope that students will investigate some of the most effective translation strategies in various fields, including the field of mass communication, politics, economics, literature, diplomacy, and legal.

Aims:

Students are expected to:

- Acquire a range of theoretical approaches to translation;
- Identify problems and use the appropriate theory to tackle these problems;



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- Demonstrate the processes and competencies in translating various texts from Arabic into good, idiomatic English and vice versa;
- Conduct basic research in translation.

Teaching Methods:

Teaching methods will focus on a wide variety of student-centered activities. They will include individual student translations with analytical student participation, discussion, analysis, pair and group work, peer editing, and feedback to stimulate students' desire to translate and provide them with skills and tools to tackle a wide range of texts. Major learning tools will be monolingual and bilingual dictionaries, thesaurus, as well as the internet. There will be an ongoing assessment to monitor and measure students' progress; however, students will have a number of assignments, and will take two tests and a final exam.

Contribution to Program Learning Outcomes:

A5, B1, C1, C5, D1, D2, D3

Intended Learning Outcomes:

a. Knowledge & Understanding:

At the end of this course, students will be able to:

- Acquire good knowledge of the various translation theories and strategies;
- Articulate the strategy they would use to translate a text;
- Translate a variety of texts from Arabic into good, idiomatic English and vice versa.

b. Intellectual Skills (Thinking & Analysis):

At the end of this course, students will be able to:

- Observe the style, format, and presentation of various discourses in English and Arabic;
- appreciate differences in values and cultures;
- Use a range of strategies in addressing difficulties in translation in terms of textual ambiguity and culture-bound terms.

c. Communicative Skills (Personal and Academic)

At the end of this course, students will be:



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- Better equipped to comprehend a text, analyze its components, decide on key issues, and translate it;
- More able to put the translation into an organic whole, observing cohesion, coherence, paragraphing, diction, discourse markers, etc.

d. Practical and Subject Specific Skills (Transferable Skills)

At the end of this course a student will be:

- Able to communicate effectively complex ideas, using the appropriate translation strategy;
- Able to apply their acquired knowledge to actual translation projects on the ground.

Modes of Assessment	Score	Date
First Exam	20	Week 6
Second Exam	20	Week 12
Assignments / Seminars / Projects / Quizzes / Tutorials, Reports, Research Projects, Presentations	20	
Final Exam	40	Week 16
Total	100	

Documentation and Academic Honesty

Students are expected to complete all homework, papers and projects independently (unless otherwise specified); any work must be yours and yours alone. Working together for anything other than data collection, relying on students' work from previous semesters and/or plagiarizing published research is considered cheating.

Documentation Style (with illustrative examples)

Reference list styles

Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.

* Book

Trudgill, P. and Hannah, J. (1994, 3rd edn) *International English*, London, Edward Arnold.

Fodor, J.A. (1983) *The Modularity of Mind*. Cambridge, MA: MIT Press.

Harré, R. and Gillett, G. (1994) *The Discursive Mind*. London: Sage.



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* Chapter/ extract from an edited collection

Harris, J. (1993) 'The grammar of Irish English' in Milroy, J. and Milroy, L. (eds) *Real English: the grammar of English dialects in the British Isles*, London, Longman.

* Paper in a journal or magazine

Wales, L. (1994) 'Royalese: the rise and fall of "the Queen's English" ', *English Today*, vol. 10, no.3, pp. 3-10.

* Journal article:

Roulet, E. (1997). 'A Modular Approach to Discourse Structures'. *Pragmatics* 7(2), 125–46.

* Book article:

Sinha, Chris. (1999). 'Grounding, mapping and acts of meaning'. In T. Janssen and G. Redeker (Eds.), *Cognitive Linguistics, Foundations, Scope and Methodology*, Berlin: Mouton de Gruyter, pp. 223-256.

* Magazine article:

Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 673-674.

* Daily newspaper article:

'New drug appears to sharply cut risk of death from heart failure'. (1993, July 15). *The Washington Post*, p. A12.

* Entry in an encyclopedia:

Bergman, P. G. (1993). 'Relativity'. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

* Documenting Web Sources

Burka, Lauren P. 'A Hypertext History of Multi-User Dimensions.' *MUD History*. 1993. <<http://www.ccs.neu.edu/home/lpb/mud-history.html>> (5 Dec. 1994).

For more about MLA Style for Citing Print and Web Sources, see:

<http://owl.english.purdue.edu/owl/resource/557/01>

1. Guidelines for Typewritten Work

All of your work must be typed and should follow these MLA or APA formatting guidelines:

- Double-spaced, including identifying information
- Times New Roman 12-point font
- 1-inch margins on all four sides
- Title is centered and printed in bold
- Stapled in upper-left corner and thoroughly proofread for spelling and grammatical errors (i.e. read your work more than once)
- Last name and page number in upper-right heading of each page, including the first page
- Double-spaced identifying information in upper-left corner of first page.



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*Please note that work not adhering to these guidelines will be returned unread and ungraded.

2. Protection of Copyright

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Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

3. Plagiarism

Plagiarism is a serious academic offense that is illegal and unethical and will result in your failing the course. “Plagiarism” means stealing words and/or ideas and passing them off as your own. This includes ideas you read (in books, journals, on the internet...), but also getting someone to write your essays for you or to substantially edit them.

Course Outline

Week	Material to be covered	Homework/Reports and their due dates
(1)	Introduction	
(2)	Definition, equivalence, context	
(3)	Types of translation	
(4)	Translation strategies	
(5)	Using the dictionaries	
(6)+(7)+(8)	Sentence division and types	
(9)	emotiveness	
(10)	Monitoring and managing	
(11)	The cultural aspect	
(12)	Presentations of sample translation	
(13)+(14)+(15)	applications	

Participation



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Just attending class and turning in your work on time are not enough. I expect you to read the assigned material and engage with course readings and each other, to respond to questions in class and to share ideas with peers. You should always come to class having completed all assignments, reading or writing. In other words, you need to come to each class meeting prepared to be an active participant. Participation in class will provide you with opportunities to practice your English and improve your listening as well as speaking skills. Speaking up during class is easier for some than others. I can help out if you don't know how to enter the conversation—contact me, and we will find a way to tackle the issue.

Course Policies:

1. Absence from lectures and /or tutorials shall not exceed 15%. *Seven* absences are permitted on Sundays/ Tuesdays/ Thursdays. Exceeding this limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college /faculty will result in failing the course.
2. Coming late to lectures will not be tolerated.
3. Students should independently do their homework, presentations and projects unless stated otherwise. Any work submitted or presented must be their *own* work. Any reliance on previous students' work is considered cheating.
4. Plagiarism or stealing other people's ideas or viewpoints and claiming that they are your own without acknowledging them is considered a serious misdemeanor. Depending on plagiarism will result in course failure.
5. Participation is vital in classrooms. It is not only coming to class; it also requires preparing the material in advance, doing the required homework, and being active in the classroom, etc.
6. Make-up exams will be offered for valid reasons if only they are accepted by the Dean.

Course Components:

I. Required Text

- Baker, Mona. *In Other Words: A Coursebook on Translation*. London: Routledge, 1992.
- Farghal, M. and Shunnaq, A. *A Translation with Reference to Arabic and English: A Practical Guide*. Jordan: Dar Al-Hilal for Translation, 1999.

II. Supplementary Readings

- Aziz, Yowell Y. and Muftah S. Lataiwish. *Principles of Translation*. Dar Annahda Alarabiya
- Jackson, Howard. *Words and Their Meaning*. London: Longman, 1988.



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- Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. London: Routledge, 2001.
- Newmark, Peter. *Approaches to Translation*. Oxford: Pergamon Press, 1982.