

e- Syllabus

1	Course title	Translation Criticism
2	Course number	2201749
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	
5	Program title	Master Degree in Translation / English Language
6	Program code	
7	Awarding institution	University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Level of course	Postgraduate/MA
11	Year of study and semester (s)	
12	Final Qualification	MA
13	Other department (s) involved in teaching the course	--
14	Language of Instruction	English
15	Teaching methodology	<input type="checkbox"/> Blended <input type="checkbox"/> Online <input type="checkbox"/> Face to face
16	Electronic platform(s)	<input type="checkbox"/> E-learning <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	November 2023

18 Course Instructor:

Name:

Office number:

Phone number:

Email:

e- Syllabus

Office Hours:

19 Other instructors:

Name:

Office number:-

Phone number:

Email:

20 Course Description:

This course deals with the extent to which translation theory is applied in published translation texts. Students will be trained in analyzing\ assessing critically various aspects of translation observed in SL and TL texts such as synonyms, antonyms, lexical universals, conceptual terminology, semantic fields, phatic and evaluative language, lexical\ syntactic accuracy... etc. Students will also be trained to propose appropriate translation methods in relation to source text writer's intention and translator's interpretation of the text.

21 Course aims and outcomes:

e- Syllabus

A- Aims: (PLOs)

- 1- Identify and discuss the major theories that apply to translation.
- 2- Describe the relationship between translation, interpreting, and other aspects of language use and communication.
- 3- Explain the theoretical basis for a scholarly analysis of translation.
- 4- Translate efficiently various types of texts from English into Arabic and vice versa.
- 5- Adapt theoretical information to help achieve the purpose of the translation in different fields.
- 6- Demonstrate the ability to undertake consecutive translation and simultaneous interpretation tasks with proficiency, and recognize the existing methods and approaches available for carrying out such tasks.
- 7- Discuss and choose problem-solving techniques and skills when translating specialized texts.
- 8- Create solutions based on knowledge of translation studies.
- 9- Work efficiently, both independently and collaboratively, and uphold social and professional responsibilities.
- 10- Demonstrate lifelong professional development appreciation and manifest serious commitment towards generating knowledge by using Information Communication Technology (ICT) efficiently.
- 11- Prepare and present seminars to a professional standard.
- 12- Design and carry out , interpret and critique research in the discipline and write theses or reports to a professional standard, equivalent in quality to that of publishable papers.

B- Intended Learning Outcomes (ILOs):

Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Outcomes											Assessment Tools												
		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10		
1	Demonstrate an understanding of the concept of translation criticism and its purposes.	X		X		X	X																		X
2	Identify the models of translation criticism.	X	X			X	X									X	X	X							X
3	Criticize translations according to criticism models developed in the light of translation theories.		X			X	X										X						X		

e- Syllabus

4	Develop awareness about all the factors and elements in the process of translation (translation as a communicative act: intention, function, text type, register, strategies, principles, constraints, audience).	X													X			X	X	X
5	Recognize and describe linguistic and non-linguistic differences that affect translation and interpretation from the source language into the target language.	X													X	X		X	X	X
6	Demonstrate advanced skills in evaluating translations.	X			X	X	X	X							X	X				X
7	Describe and evaluate the quality of a translation with more than a single attribute.	X			X	X	X						X		X					X
8	Identify the problems encountered in literary translation from Arabic into English and Vice-versa.	X	X		X	X							X		X				X	X

22. Topic Outline and Schedule:

Week	Lecture	Topic	Intended Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Introduction to translation criticism	1,4,8	In class	In-class tasks	Handout and Main book 1
2	2.1	The Potential of Translation Criticism	5, 6,8	In class	In-class tasks	Main book 1

e- Syllabus

3	3.1	Criticism and the target language text	5, 6,8	In class	In-class tasks	Main book1
4	4.1	Criticism and the source language text	5, 6,8	In class	In-class tasks	Main book1
5	5.1	The linguistic components and Extra-linguistic determinants	5, 6, 7	In class	In-class tasks	Main book1
6	6.1	The Limitations of Translation Criticism	5, 6, 7	In class	In-class tasks	Main book1
7	7.1	Objective and subjective limits of translation criticism	5, 6, 7, 8, 9	In class	In-class tasks	Main book1
8	8.1	Midterm Exam				
9	9.1	Midterm exam questions and answers discussion		In class		
10	10.1	The special function of translation	5, 6, 7, 8	In class	In-class tasks	Main book1
11	11.1	Translation Theory and Translation Quality Assessment	5, 6, 7	In class	In-class tasks	Main book2
12	12.1	Different Approaches to Translation Theory and Translation Quality Assessment	2, 5, 6, 7, 8, 9	In class	In-class tasks	Main book2

e- Syllabus

13	13.1	The Original House Model of Translation Quality Assessment and Implementation of the Original House Model	2, 5, 6, 7,8	In class	In-class tasks	Main book2
14	14.3	Towards a New Integrative Model of Translation Quality Assessment	1-12	In class		Main book2
15	15.1	Revision and concluding remarks	1-12	In class	Discussion	Main book2

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Participation+ Presentation+ Project	30	Term papers and critiques	1-10	1-14	On campus
Midterm Exam	30	Lectures 1-7 content	1-10	1-7	On campus
Final Exam	40	Lectures 1-14 content	1-10	1-14	On campus

24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

25 Course Policies:

e- Syllabus

- A- Attendance policies:
- B- Absences from exams and submitting assignments on time:
- C- Health and safety procedures:
- D- Honesty policy regarding cheating, plagiarism, misbehavior:
- E- Grading policy:
- F- Available university services that support achievement in the course:

26 References:

A- Required book(s), assigned reading and audio-visuals:

1. Reiss, Katharina. (2000). *Translation Criticism—The Potentials and Limitations; Categories and Criteria for Translation Quality and Assessment*. Manchester: St. Jerome.
2. House, J. (2014). *Translation Quality Assessment: Past and present*. Routledge: New York.

Recommended books, materials, and media:

Bittner, H. (2020). *Evaluating the Evaluator: A Novel Perspective on Translation Quality Assessment*. Routledge: New York.

27 Additional information:

28. Rubric for correcting writing tasks:

Quality	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	reveal an in-depth analysis of the documents -make insightful	-convey a thorough understanding of the documents -make clear and explicit	convey a basic understanding of the text -make implicit connections between information and	convey a basic understanding of the documents* -make few or superficial connections	convey a vague or inaccurate understanding of the documents -allude to the text but make unclear or unwarranted	provide no evidence of understanding -make no connections between information in the

e- Syllabus

	connections between information and ideas in the documents and the assigned task	connections between information and ideas in the documents and the assigned task	ideas in the text and the assigned task	and ideas in the documents and the assigned task	connections to the assigned task	text and the assigned task
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the documents	-develop ideas clearly and consistently. Using relevant and specific details from the documents	develop ideas inconsistently, using relevant details from the text	develop ideas simply, using some details from the documents	are largely undeveloped, hinting at ideas that are sketchy, vague, irrelevant, or repetitive	are minimal, with no evidence of development
Organization: the extent to which the response exhibits direction, shape, and coherence	-maintain a clear and appropriate focus -exhibit a logical and coherent structure through effective use of appropriate devices and transitions	-maintain a clear and appropriate focus -exhibit a logical sequence of ideas through the use of appropriate devices and transitions	maintain a clear and appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies	establish, but fail to maintain, an appropriate focus -exhibit uneven organization	lack an appropriate focus, but suggest some organization	show no focus or organization
Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	-are stylistically sophisticated, using original and precise language with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences for effect	use language that is fluent and engaging, with some awareness of audience and purpose -show consistent use of sentences that are varied in length and structure	-use appropriate language, with some awareness of audience and purpose -occasionally vary length and structure of sentences	-rely on language from the documents and basic vocabulary -rely on sentences that are unvaried in length and structure	use language that is imprecise or unsuitable for the audience or purpose -rely on sentences that lack variety and may be constructed incorrectly	are minimal -use language that is incoherent or inappropriate
Conventions: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	-demonstrate control of the conventions	-demonstrate control of the conventions, with very few minor errors that have no effect on comprehension	demonstrate partial control, exhibiting some sentence-level errors that do not hinder comprehension	demonstrate partial control, exhibiting errors that occasionally hinder comprehension	demonstrate a lack of control, exhibiting many errors that make comprehension difficult	are minimal -may be illegible or not recognizable as English

e- Syllabus

<http://www.tnellen.com/westside/rubric.html>

Name of Course Coordinator: Aseel Zibin Signature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----