Course Syllabus

1	Course title	Linguistics and Translation Strategies
2	Course number	2201757
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/Co-requisites	
5	Program title	Master`s Degree in Linguistics
6	Program code	011
7	Awarding institution	The University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Course level	Graduate
11	Year of study and semester (s)	2023/2024, First Semester
12	Final Qualification	MA
13	Other department (s) involved in teaching the course	--
14	Language of Instruction	English
15	Delivery method	■Face to Face learning ☐Blended ☐Fully online
16	Electronic platform(s)	■E - Learning ☐Microsoft Teams ☐Skype ☐Zoom ☐Others…………
17	Issuing /Revision Date	December 2023

18 Course Coordinator:

Name:
Office number:-
Phone number:
Email

19 Other instructors:

Name:
Office number:-
Phone number:
Email:

20 Course Description:

The course provides an overview of where translation fits into the field of linguistics. Moreover, it offers a brief account of the various strategies and techniques which may be used in translating texts belonging to different genres from English into Arabic, and vice versa. Finally, the course provides training opportunities with regard to consecutive and simultaneous translations.

21 Course aims and outcomes:

A- Aims: Program learning out comes (PLO`s)

Upon successful completion of the Master's Program in Linguistics, students should be able to:

1. Discuss and Evaluate current linguistic theories, research methods, and their applications in professional contexts in a way that reflects his deep understanding of language structure and discourse.
2. Compare and contrast language systems, including grammar, phonetics, phonology, morphology, syntax, Semantics, pragmatics, and language acquisition in a manner that demonstrates comprehensive understanding of linguistic diversity.
3. Apply computational tools efficiently in linguistic research, lexicography, and language teaching, effectively harnessing technology to support language analysis and processing.
4. Systematize, critically analyze, and interpret extensive linguistic data from corpora, demonstrating the ability to extract valuable insights from linguistic sources.
5. Synthesize and analyze linguistic theory and data, using this knowledge to construct well-structured and evidence-based scholarly arguments.
6. Design and conduct linguistic research, interpreting its results, demonstrating the ability to write a master's thesis proficiently, and producing reports of publishable quality.
7. Prepare and deliver professional and specialized seminars, and work efficiently both independently and collaboratively while upholding social and professional responsibilities.
8. Demonstrates proficiency in using information and communication technology, employing it to generate new knowledge and enhance intellectual and professional capabilities and skills.

B- Course Learning Outcomes (CLOs):

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	1	2	3	4	5	6	7	8	9	10
1	Identify and understand the basic linguistic concepts and theories that are relevant to translation	X			X				X					X			X		X		X
2	Analyze the impact of linguistics on translation and their interdependence.			X			X							X			X		X		X

3	Examine and ascertain the fundamental issues and limitations of various translation texts by employing pertinent linguistic theories.	X			X		X			X		X	X	X
4	Create efficacious translation strategies and propose practical resolutions by employing pertinent linguistic theories.	X	X			X				X		X	X	X
5	Analyze and identify the basic problems and constraints of different types of translation texts using related linguistic theories			X	X	X				X		X	X	X
6	Analyze the influence of linguistics on translation and their interconnected relationship			X	X					X		X	X	X

22. Topic Outline and Schedule:

Week	Topic	Course Learning Outcomes	Teaching Methods*/ platform	Evaluation Methods**	References
1	Meaning, semantics and translation	1	Face to face	Exams, presentations, and term papers	Assigned book
2	Grammar, syntax and translation	1, 2,3	Face to face	Exams, presentations, and term papers	Assigned books

3	Cohesion, coherence, and translation	2,3,4	Face to face	Exams, presentations, and term papers	Assigned books	
4	Systemic functional linguistic approach	1,2,3,4,6	Face to face	Exams, presentations, and term papers	Assigned books	
5	Discourse/text type analysis and translation	1,2,3,4,5	Face to face	Exams, presentations, and term papers	Assigned books	
6	Discourse/text type analysis and translation	1,2,3,4,5	Face to face	Exams, presentations, and term papers	Assigned books	
7	**Midterm exam**	1,2,3,4,5,6	Face to face		Assigned books	
8	Cognitive linguistic approach and translation	1,2,3,4	Face to face	Exams, presentations, and term papers	Assigned books	
9	Cognitive linguistic approach and translation	1,2,3,4,5,6	Face to face	Exams, presentations, and term papers	Assigned books	

10	Pragmatics and Translation strategies	1,2,3,4	Face to face	Exams, presentations, and term papers	Assigned books	
11	Pragmatics and Translation strategies	1,2,3,4	Face to face	Exams, presentations, and term papers	Assigned books	
12	Presentations	1,2,3,4	Face to face	Exams, presentations, and term papers	Assigned books	
13	Presentations	1,2,3,4	Face to face	Exams, presentations, and term papers	Assigned books	
14	Presentations	1,2,3,4	Face to face	Exams, presentations, and term papers	Assigned books	

- **Teaching methods include**: Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **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 CLOs are provided through the following assessment methods and requirements:					
Evaluation Activity	**Mark**	**Topic(s)**	**Intended Learning outcome**	**Period (Week)**	**Platform**
Term paper	15	All topics covered	All		Face to Face
Presentations	15	All topics covered	All		Face to Face
Midterm Exam	30	All topics covered	All		Face to Face
Final Exam	40	All topics covered	All		Face to Face

Rubric for presentation tasks:

Criteria	15	13	12	10	8-0
Subject Mastery	Full knowledge of the topic is demonstrated and any questions from the audience are correctly answered and explained. A thesis is presented.	Understanding of the topic is demonstrated and most of the questions from the audience are answered correctly. A thesis is presented.	The content shows some understanding and comprehension of the topic, but questions from the audience aren't answered correctly. A thesis is somewhat presented.	The presentation has some information about the topic, but is mostly based on clichés and basic knowledge. No thesis is presented.	The presentation doesn't show any knowledge of the topic, it's short and has basic or no foundation. No thesis is presented.
Organization	It is presented in a logical, interesting sequence, and effective way that can be followed easily.	It is presented in a logical sequence which can be followed fairly easily.	The presentation is somewhat difficult to follow but the general idea and timeline is understood.	The presentation is difficult to follow because it jumps back and forth and it is difficult to understand.	The presentation has no sequence of information and is not understood.
Delivery	Maintains eye contact, doesn't read from notes, speaks loud with inflection, pronounces all words correctly, and is very effective and engaging.	Maintains eye contact throughout, rarely reads from notes, speaks with inflection, pronounces most words correctly, and is somewhat effective and engaging.	Maintains eye contact, reads from notes occasionally, speaks loud enough, pronounces some words correctly, and is somewhat effective and engaging.	Occasional eye contact, mostly reads from notes, speaks quietly and mispronounces.	No eye contact is made, reads from notes, a lot of mumbling and mispronunciation, and speaks quietly.
Creativity	Presentation is unique and innovative, with visual aids that are effectively used to	Presentation's information is highlighted with visual aids that are used in an interesting	Presentation is interesting, but unoriginal and there's a presence of visual aids that somewhat	Presentation is not unique or interesting, but uses of visual aids in a somewhat interesting	There is no true focus which leads to poor or no creativity. There are no visual aids.

	support or demonstrate the content. The focus chosen is original and inspired.	way. The focus chosen is original.	support the content. The focus chosen is somewhat interesting, but obvious.	way. Little or no interest is conveyed in the focus chosen.	

24 Course Requirements:

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

25 Course Policies:

A- Attendance policies:
As per the University Regulations.
B- Absences from exams and submitting assignments on time:
As per the University Regulations.
C- Health and safety procedures:
Please attend all exercise and follow the safety instructions on the walls and the student's booklet.
D- Honesty policy regarding cheating, plagiarism, misbehavior:
As per the University Regulations.
E- Grading policy:
As explained above in 23.
F- Available university services that support achievement in the course:
Please ask me or your academic advisor for any help or support.

26 References:

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

- Malmkjaer, K. (2005). Linguistics and the language of translation. Edinburgh Textbooks in
- Applied Linguistics.
- Baker, Mona. (2010) Critical readings in translation studies. London ; New York: Routledge
- Boase-Beier, Jean. (2006). Stylistic approaches to translation. Manchester: St. Jerome.

27 Additional information:

Course Syllabus

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

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

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

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

Dean: -- Signature: --