

UMBC UGC Instructions for New Course Request Form (revised 4/2016)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 30 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

of credits: To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC New Course Request: Arabic 333: Introduction to Arabic translation

Date Submitted: 02/14/2018

Proposed Effective Date: Fall 2018

	Name	Email	Phone	Dept
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COURSE INFORMATION:

Course Number(s)	Arabic 333
Formal Title	Introduction to Arabic Translation
Transcript Title (≤30c)	Intro to Arabic translation
Recommended Course Preparation	
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	ARBC 202 with a grade of C or better
# of Credits Must adhere to the UMBC Credit Hour Policy	3 credits
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 credits This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input checked="" type="checkbox"/> Audit <input checked="" type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course introduces students to the fundamentals of English-Arabic and Arabic-English translation. The course focuses on translating genres related to different disciplines, in order to enrich students' vocabulary in various topics. This course provides clear explanations, discussion, examples and exercises that enable students to acquire the skills necessary to enhance their translation methods and understand translation issues. Examples are drawn from variety of sources including journalism, literature, politics, business, and law.

RATIONALE FOR NEW COURSE:

Arabic language has been offered at UMBC since 2004. This course will serve as an addition to series of upper level Arabic courses already offered at UMBC in order to offer additional elective courses for the Arabic minor at UMBC and as an upper level course for Arabic heritage learners.

This course can serve as an elective for a certificate/minor of Arabic (and a core course in Arabic major in the future) and an upper-level GEP course.

This course is an upper level course because students need to have the general basic requirements gained through the two years of the Modern Standard Arabic in order to facilitate a smooth transition in the learning of new level of vocabulary related to Arabic translation and interpretation.

The Arabic translation course can be offered as a regular grading method for students who desire to pursue a certificate or minor in Arabic and audit or P/F option for students who completed intermediate Arabic level and want to explore the Arabic translation and obtain an elective upper-level credit.

ATTACH COURSE SYLLABUS (mandatory):

1. Arabic 333: Introduction to Arabic Translation (3 credits)

1.1 Prerequisite

Completion of intermediate Arabic (2years of Arabic) with a grade of C or better

1.2 Objectives and learning outcomes of the course

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

- Understand and apply the basic principles and methods of translation
- Identify the various problems and difficulties that are likely to arise during translation
- Know the different approaches to translation problems
- Choose the best solutions to translation problems
- Know the rules of informative, communicative and accurate translation
- Attain a comprehensive awareness of the different translation tools available, especially dictionaries
- Access, evaluate, and e-translation sites and online dictionaries
- Translate passages from English to Arabic and vice versa
- Identify different types of mistakes in a translated text and correct them
- Illustrate linguistics and conceptual skills specific to interpretation and translation
- Attain writing proficiency in both Arabic and English

The primary objectives of the course are: to introduce students the experience of working with Arabic/English translation texts and interact with variety of topics related to listening and reading of up to date texts. Honing students' skill in interpreting is also one of the main objectives of this course. Enabling students to independently acquire accurate translation in Arabic in this course and in the course of their studies and beyond.

1.3 Scope and syllabus

The theoretical component of the course will cover the following topics: Text organization and the use of vocabulary in specific context. The utilization of Modern Standard Arabic (MSA) in the Arabic translation and its association to phonology, morphology, syntax and lexicon

Each week students will have the opportunity to develop the interpretation skills associated with a particular topic.

- **Class preparation and participation:** A substantial part of the grade for this class is determined by students' active participation and involvement in class. Additionally, students will be required to spend time weekly reading various topics in class and online before discussion and presentation, in addition to open discussions via weekly discussion board to exchange issues related to translation.
- **Portfolio:** Six major projects in translation: journalism, Literary and politics, legal and technical texts (birth/marriage/diploma certificates, curriculum vitae, example of medical bills, sites...etc)
- **Three quizzes:** Short texts to be translated in class of topic discussed in-class/online
- **Midterm:** one midterm related to vocabulary and articles and students' projects of topics discussed in class and online
- **Final presentation:** All students are required to present at least a 15-min summary of their portfolios in Arabic as an outcome of this course
- **Final Exam:** vocabulary and articles and students' projects of topics discussed in class and online

Intercultural Communicative Competency

All Arabic courses at UMBC involve learning the Arabic language in the framework of intercultural communicative competency. Arabic, like all languages, is embedded in specific cultures, and you will learn culturally appropriate ways to communicate with native speakers, who come from a variety of regions, including, Maghreb, Middle East, or Arabian Peninsula communities. By emphasizing interconnections between diverse cultural zones, our program helps you build the intercultural communicative competency you need to interact effectively with speakers from the many Arab cultures.

Blackboard

Students will need to develop and submit each section of the portfolio via “Assignments” under blackboard and as a hard portfolio the day of the presentation at the end of the semester

Note that in case of inclement weather or flu outbreak, we will continue our program online using BB and the Arab Academy grammar explanations.

Homework delivery

All activities are assigned deadlines that need to be respected to earn credit. Make sure to do your homework a bit ahead of time to allow for unforeseen delivery platform issues (BB is down, UMBC server has crashed, etc.)

IMPORTANT

CLASSROOM ETIQUETTE.

No laptop allowed in the classroom unless needed in specific projects.

Cell phones, tablets, I pods or any other electronic devices must be turned off and kept inside your school bag. During quizzes and exams, all classroom materials must also be put in your school bag.

Disrespectful behavior, as well as any writing, homework, online communication in Forum that do not follow netiquette or social etiquette (insults, extreme statements, offensive comments to other people beliefs, etc.) will result in a zero for the exercise and will be reported to the MLLI department for further disciplinary action.

The use of any web translator or any other correction devices will be considered to be an act of plagiarism

"By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. <http://www.umbc.edu/provost/integrity/faculty.html>)

TUTORING:

Sign up at LRC, Sherman Hall 345 if you need tutoring. It is a free service.

Suggested Key TEXT

- Handouts and other reading & listening materials will be provided to all students by instructor

Arabic/English Dictionary

Dickens, J., Sándor, H., & Higgins, I. (2002). *Thinking Arabic translation: A course in translation method: Arabic to English*. London: Routledge.

Further Reading

- 1- Dickens, Hervey and Higgins (2002). Thinking Arabic Translation. London: Routledge.
- 2- Holes, Clive (1995). Modern Arabic: Structures, Functions and Varieties. London& New York: Longman.
- 3- Hans Wehr(1980). A Dictionary of Modern Written Arabic. Beirut: Librarie du Liban.
- 4- Haywood& Nahmad (1965) A New Arabic Grammar. London: Lund Humphries
- 5- Quirk and Greenbaum (1973). A University Grammar of English. Harlow: Longman.
- 6- Bell, Roger (1991). Translation and Translating: Theory and Practice. London and New York: Longman.
- 7- Aziz Y. (1989) A Contrastive Grammar of English and Arabic. Baghdad: Ministry of Higher Education Press.
- 8- Dr. Rohi Baalabk (2002). Al-Mawrid: A Modern English-Arabic Dictionary. Lebanon: Dar Ellllm Limalayin.
- 9- Fawcett, P. (1997). Translation and Language: Linguistic Theories Explained. Manchester: St. Jerome Publishing.

Grade distribution:

- 10% Attendance & Participation
- 10% Homework & Preparation
- 15% Three Quizzes
- 15% Portfolio (6 projects)
- 10% Final Presentation
- 20% Midterm
- 20% Final Exam

This schedule is tentative and subject to change if necessary

Note:

To ensure you will benefit from the most effective learning environment, you will need to read ahead what you will be practicing in class, as well as making sure you have done all your homework on time, and have your book with you.

Week1

Introduction to translation, Concept and analysis

Week2/3

Chapter 1: Preliminaries to translation as a process

Week3/4

Chapter 2: Preliminaries to translation as a product

Week4/5

Chapter 3: Cultural Transportation

Week5/6

Chapter 4: Compensation

Week6/7

Chapter 5: Denotative meaning and translation issues

Week7/8

Chapter 6: Connotative meaning and translation issues

Week8/9

Chapter 7: Phonic/graphic and prosodic issues in translation

Week9/10

Chapter 8: Grammatical issues in translation

Week10/11

Chapter 9: Sentential issues in translation

Week12/13

Final and presentations