

University of Halabja  
College of Basic Education  
Department of English



# **Syllabus of: Written Translation**

## **Semester: 5<sup>th</sup>**

Lecturer's name: Nsar W. Mustafa  
Academic year: 2024-2025

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## Course Book Outline

1. Course name	Written Translation
2. Lecturer in charge	Nsar Wali Mustafa
3. department/ college	English/basic education
4. Contact	E-mail: Nsarnostalgia@yahoo.com
5. Time (in hours) per week	Theory: 2 hours
6. Office hours	
7. Course code	
8. teacher's academic profile	<p>I would like to brief my work experience as below:</p> <ul style="list-style-type: none"> <li>• Legal translator</li> <li>• Influencer (on social platforms)</li> <li>• Present college / university teaching professional /Halabja university, Halabja (Iraq)</li> <li>• I taught English learning courses and IELTS preparation courses to different levels of students.</li> <li>• Education and training</li> <li>• 01/09/2009–01/09/2013 b.a in english language sulaimani university, Halabja(Iraq)</li> <li>• 01/07/2019–01/06/2021 m.a in tefl , Kurdistan university, Sanandaj (Iran)</li> <li>• 1/2/2022–1/12/2022 teacher training course Halabja university, Halabja(Iraq)</li> </ul>
9. Keywords	Translation, text, Kurdish, English

## **Course Overview:**

Teaching written translation involves providing students with the knowledge, skills, and strategies necessary to effectively and accurately translate written texts from one language to another. Here's an overview of what is typically covered in a written translation course:

**Translation Theory:** Students are introduced to the fundamental concepts and theories in translation studies. This includes understanding translation as a linguistic and cultural process, examining different translation approaches (such as literal translation, dynamic equivalence, and cultural adaptation), and exploring the challenges and ethical considerations in translation.

**Translation Techniques:** Students learn various translation techniques and strategies to handle different types of texts and linguistic challenges. This includes strategies for dealing with idiomatic expressions, cultural references, technical terminology, and nuances of meaning. Students also learn to effectively research and use reference materials, such as dictionaries, glossaries, and translation memory tools.

**Linguistic Analysis:** A strong foundation in linguistic analysis is crucial for translators. Students study the grammatical structures, vocabulary, syntax, and stylistic features of both the source and target languages. They learn to analyze the structure and meaning of sentences, identify key elements, and understand how to convey the intended message accurately in the target language.

**Cultural Competence:** Translators must be aware of cultural nuances and adapt their translations accordingly. Students learn about cultural differences in language use, customs, and beliefs. They explore the impact of culture on translation decisions and develop the ability to make culturally appropriate choices to ensure the target text is culturally relevant and understandable to the target audience.

**Textual Genres and Specialized Translation:** Students are exposed to various textual genres, such as legal, medical, technical, literary, and journalistic texts. They learn the specific conventions, vocabulary, and stylistic features associated with each genre. Specialized translation courses may focus on specific fields like legal translation, scientific translation, or literary translation, providing in-depth knowledge and practice in those domains.

**Revision and Editing:** Students learn the importance of revising and editing their translations for accuracy, clarity, and fluency. They develop skills in self-revision and peer review, learning how to identify and correct errors, improve readability, and ensure consistency in terminology and style.

**Technology and Translation Tools:** Students are introduced to translation software, computer-assisted translation (CAT) tools, and machine translation (MT) systems. They learn how to effectively utilize these tools to enhance their translation workflow, improve productivity, and maintain consistency in translation projects.

**Professional Practices and Ethics:** Students explore the professional aspects of translation, including client communication, time management, confidentiality, and ethical considerations. They learn about professional organizations, industry standards, and best practices in the translation field.

Practical Exercises and Projects: Students engage in hands-on translation exercises and projects that simulate real-world translation scenarios. They work on a variety of texts to practice their translation skills, receive feedback, and refine their abilities to produce high-quality translations.

Throughout the course, students may also engage in discussions, case studies, and analysis of translated texts to deepen their understanding of translation strategies and challenges.

It's important to note that the specific curriculum and emphasis of a written translation course may vary depending on the institution, program, and level of study.

## **Course Objectives:**

The objectives of teaching written translation can vary depending on the specific course, level of study, and educational context. However, here are some common objectives that we as teachers aim to achieve when teaching written translation:

**Develop Translation Skills:** The primary objective is to develop students' translation skills and abilities. This includes improving their proficiency in both the source and target languages, enhancing their understanding of linguistic structures, and honing their ability to transfer meaning accurately and effectively between languages. Students should develop strong translation techniques, strategies, and problem-solving skills to handle various translation challenges.

**Enhance Cultural Competence:** Teaching written translation aims to enhance students' cultural competence. They should develop an understanding of the cultural aspects of both the source and target languages, including idiomatic expressions, cultural references, and social conventions. Students should learn to adapt translations in a way that is culturally appropriate and relevant to the target audience.

**Foster Critical Thinking:** Written translation instruction encourages students to think critically and analytically about the texts they are translating. They should be able to analyze the structure, meaning, and intent of the source text, make informed decisions about translation choices, and evaluate the effectiveness of their translations. Critical thinking skills are essential for producing accurate and high-quality translations.

**Promote Research Skills:** Students should develop strong research skills to support their translation work. This includes the ability to effectively search for and use reference materials, such as dictionaries, glossaries, and specialized resources. They should also be able to conduct research on specific terminology, cultural references, and background information related to the texts they are translating.

**Cultivate Professionalism:** Teaching written translation aims to instill professionalism in students. They should understand the ethical considerations and responsibilities of translators, including issues of confidentiality, accuracy, and respecting clients' needs. Students should also develop effective communication skills to interact with clients, colleagues, and other stakeholders in the translation process.

**Enhance Editing and Revision Skills:** Students should develop strong editing and revision skills to ensure the quality of their translations. They should be able to review and analyze their own work as well as provide constructive feedback to peers. Attention to detail, accuracy, and clarity are emphasized in the editing and revision process.

**Encourage Lifelong Learning:** Teaching written translation aims to foster a mindset of lifelong learning in students. They should understand the importance of continuous professional development, staying updated on language use, translation trends, and technological advancements in the field. Students should be motivated to further develop their translation skills beyond the classroom.

**Promote Awareness of Translation Ethics and Social Responsibility:** Students should be aware of the ethical dimensions of translation and the social responsibilities that come with the profession. They should consider the impact of their translations on various stakeholders, respect cultural diversity, and promote inclusive language practices.

By achieving these objectives, teaching written translation aims to equip students with the skills, knowledge, and ethical awareness necessary to become competent and professional translators in various domains and contexts.

## **Student's Obligation**

- Be present
- Take the quizzes
- Bring examples
- Show absolute understanding via participation

## **Forms of Teaching**

Data Show,

White Board, Colorful Markers

Pictures, Drawing, Diagrams, Visual tools

Group Works, Educational games , individual works

Handouts, Text Books, Quotations from Books,

## **Assessment of scheme**

7th Semester Average:

Quizzes and class participation: 30marks

Assignment and Seminars: 10 marks

Final Exam: %60

## **Course Reading List and References:**

- *A coursebook on translation MONA BAKER*
- *Interpreting-and-translation-coursebook by Xuan Thu Dang*
- *Online sources*

## **Useful References:**

1. "Translation: A Comprehensive Guide" by Snell-Hornby, Mary. This comprehensive guide provides an overview of translation theory, techniques, and strategies. It covers various aspects of translation, including cultural issues, linguistic analysis, and practical considerations.



2. "Foundations of Translation" by Mona Baker. This book offers a solid foundation in translation theory and practice. It covers topics such as equivalence, translation strategies, and the impact of culture on translation.
3. "The Translator's Invisibility: A History of Translation" by Lawrence Venuti. This book explores the history and role of translation, examining the cultural, social, and political aspects of the translator's work. It provides insights into the challenges and complexities involved in translating texts across different time periods.
4. "Translation and Localization Project Management: The Art of the Possible" by Keiran Dunne. This practical guide focuses on project management aspects of translation and localization. It covers topics such as workflow management, quality assurance, and client communication.
5. "The Translation Studies Reader" edited by Lawrence Venuti. This anthology brings together key texts and essays from translation studies, covering a wide range of topics including translation theory, cultural translation, and the role of the translator in society.
6. "Thinking Arabic Translation: A Course in Translation Method: Arabic to English" by James Dickins, Sándor Hervey, and Ian Higgins. This book is specifically tailored for Arabic-English translation. It provides practical exercises and examples to develop translation skills and linguistic analysis.
7. "Translation and Translating: Theory and Practice" by Roger T. Bell. This book offers a comprehensive introduction to translation theory and practice. It covers topics such as linguistic analysis, translation methods, and the challenges of translating different genres.
8. "Conference Interpreting: A Complete Course" by Robin Setton and Andrew Dawrant. While focused on interpreting, this book provides valuable insights into the principles and techniques of simultaneous interpretation, which can be relevant to written translation as well.
9. Online Resources: There are also various online resources available, such as translation blogs, forums, and websites dedicated to language-specific resources and translation tools. Examples include ProZ.com, TranslatorsCafe.com, and TranslationDirectory.com. Online dictionaries and terminology databases like WordReference and Linguee can also be helpful.

## The Topics of the First Semester:

No.	Title of the subject	weeks	Tutor's name
1-	Lecture One: Translation and scope of translation Translation as a process Translation VS. Interpretation	1	Lecturer: Nsar W.
2-	Lecture two: Translation approaches Equivalence in translation Challenges in Translation	2	Lecturer: Nsar W.
3-	Lecture three: Translation Ethics Language proficiency and cultural competence Introduction to translation resources	3	Lecturer: Nsar W.
4-	Lecture Four One to one relationship between word and meaning Introducing morphemes Lexical meaning	4	Lecturer: Nsar W.
5-	Lecture Five: Propositional vs. expressive meaning Presupposed meaning Evoked meaning	5	Lecturer: Nsar W.

6-	<p>Lecture Six</p> <p>The problem of non-equivalence</p> <p>Semantic field and lexical sets: the segmentation of experience</p>	6	Lecturer: Nsar W.
7-	<p>Lecture Seven</p> <p>Non-equivalence at word level and some strategies to deal with it</p>	7	Lecturer: Nsar W.
8-	<p>Lecture Eight</p> <p>Strategies used by professional translators</p>	8	Lecturer: Nsar W.
9-	<p>Lecture Nine</p> <p>Equivalence above word level</p> <p>-collocation</p> <ul style="list-style-type: none"> <li>• Collocational range and collocational markedness</li> <li>• Collocation and register</li> <li>• Collocational meaning</li> </ul>	9	Lecturer: Nsar W.
10-	<p>Lecture Ten</p> <p>Some collocation related pitfalls and problems in translation</p>	10	Lecturer: Nsar W.
11-	<p>Lecture Eleven</p> <p>Idioms and fixed expressions and the direction of translation</p> <p>The interpretation of idioms</p> <p>The translation of idioms : difficulties</p>	11	Lecturer: Nsar W.

12-	<p>Lecture Twelve</p> <p>The translation of idioms: strategies</p> <ol style="list-style-type: none"> <li>1. Using idiom of meaning and form</li> <li>2. Using similar idiom of similar meaning but different form</li> <li>3. Translation by paraphrase</li> <li>4. Translation by omission</li> </ol>	12	Lecturer: Nsar W.
13-	<p>Lecture Thirteen</p> <p>Grammatical Equivalence</p> <p>Grammatical vs. lexical categories</p> <p>The diversity of grammatical categories across languages</p> <ol style="list-style-type: none"> <li>1. Number</li> <li>2. Gender</li> <li>3. Person</li> <li>4. Tense and aspect</li> <li>5. voice</li> </ol>	13	Lecturer: Nsar W.

## **Coursework and Exams**

The way the exam will be marked is to take in the consideration their point of view about the Translation works, depth of ideas, clarity of expression, and finally up to date phrases as examples to support the answer. The argument and statement that the student makes will be thoroughly checked, in terms of coherence and cohesion, highlighting strengths and the points that would need to be developed more.

## **Peer Review**

I certify that:

- 1- I read and verify all requirements of teaching quality assurance are respected in this course book.
  - 2- The scientific contents are new, convenient and well organized for this stage.
  - 3- The order of chapters is well done.
  - 4- References are new and available for students.
- That's why I signed on this course book. And I take all responsibilities.

**Name:**

**Scientific title:**

**University:**

**College:**

**Department:**

**E-mail:**

**Mobile:**

**Date:**

**Signature:**

