

Republic of Iraq
Ministry of Higher Education & Scientific Research
Supervision and Scientific Evaluation Directorate
Quality Assurance and Academic Accreditation


Academic Program Specification Form For The Academic

University:

College :

Department :

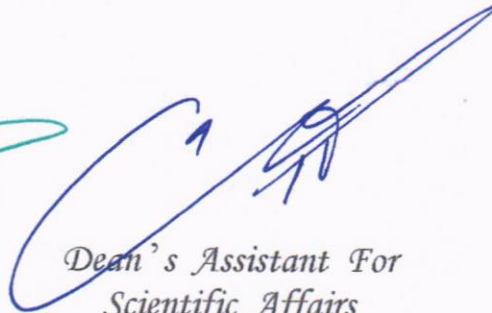
Date Of Form Completion :



Dean's Name

Date: / /

Signature



Dean's Assistant For
Scientific Affairs

Date: / /

Signature

Head of Department

Date: 24 / 10 / 2021

Signature 



Quality Assurance And University Performance Manager

Date: 21 / 10 / 2021

Signature 



Ministry of Higher Education and Scientific Research

Republic of Iraq

University: University Of Basrah

College: ??????

Department : ??????

شعار الكلية



Year : 2021-2022

Semester : First

SYLLABUS: < COURSE NAME >

INSTRUCTOR: ASSIST.PROF.FATIMA HUSSEIN AZIZ

Phone:07714953828

Hours: 3

Office: Dept. of Translation \ College of Arts

Home Page:

Email: fatima.hussin@uobasrah.edu.iq

COURSE OVERVIEW

Literary translation is a quite certain and specific kind of translation. It needs an explicit linguistic arrangement, abilities, skills, a specific affectability to language, a specific inventiveness and creativity, a decent capacity in the artistic and figurative exposition of language.

Strategies used in teaching literary Translation:

- 1 .The style of the source text is kept up with.
2. The writer's voice and emotionality are kept up with. It is the translator's obligation to do the translation in demands with the choice of the writer's lexicon, the word runs, and to look for expressions that are essentially equivalent and comparable to the source language.
3. An imaginative way to deal with translation. Notwithstanding, this does not imply that the translator can change the significance meaning or the potentially content of the first text. Imagination lies in the authority of picking - throughout translation - the right equivalents, appellations, allegories, so the target text is just about as regular and lucid as the source text.
4. Adaptation of the translated text to the cultural features, social qualities and attitude of the nation of the target language.

GOALS AND OBJECTIVES

A creative translator ought to have an exhaustive knowledge of the source and target languages, ought to be able to have the option to relate and identify the author of the book or the poem, to comprehend his culture and nation, and utilize a good technique for translating literary texts.



TEXTBOOK AND READINGS

- [1] Selected texts
- [2] All types of literary texts
- [3]

COURSE ASSESSMENTS

The course grade (50 points) will be based on the following elements:

	Points
Exams	20+20+50
Reading Checks	2
Participation	2
Attendance	2
Assignments	4

COURSE DESCRIPTION AND ASSIGNMENT SCHEDULE

This NO. -credit hour course is 15 weeks long. You should invest NO. hours every week in this course.

WK	DATE	TOPIC	READING	ASSIGNMENT
1				
2				
3				
4				
				Assignment 1
5				
6				
7				
8				Assignment 2
9				
10				
11				
12				Assignment 3
13				



14				
15	<i>Mid Exam</i>			

Is it possible to develop the curriculum <within the teaching authority 20%> to include vocabulary that serves sustainability

1- Yes, it is possible (point an appropriate aspect)

1- Fighting poverty 2- No hunger 3- Developing life-long learning and education 4- Green chemistry 5- Sustainable development 6- Water purification 7- Water recycling for agriculture 8- Creativity and production 9- Sustainable energy (wind Sun and organic energy) -10- Environmental development- 11- pollution measurement -12- child care program-13- public health development program-14- measuring the efficiency of health institutions-15- gender equality-16- non-extremism-17- drug efficiency 18- Food efficiency for infants, children, adults and the elderly -19- Efficiency of the overall environment -20- Waste recycling-21- Heavy water disposal mechanisms-22- Literacy program-23- Mechanisms for preserving biodiversity-24- Mechanisms for spreading peace and justice in society- 25- Developing life in the seas and oceans-26- Studying the level of university education and the mechanisms for its development-27- Mechanisms for developing the local industry in Iraq-28- Mechanisms for developing infrastructure in Iraq-29-Reducing racial discrimination in all its forms-30-The basics of sustainable cities- 31- Mechanisms to reduce consumption and increase production- 32- Mechanisms to provide job opportunities for all-33- Study aspects of developing green areas-34- Study climatic phenomena in the country-35- Mechanisms for obtaining good health and well-being.

2- Suggest aspect that serves sustainability





Ministry of Higher Education and Scientific Research

Republic of Iraq

University: University Of Basrah

College: Arts

Department : Translation



Year : 2021-2022

Semester : First

SYLLABUS: < COURSE NAME >

INSTRUCTOR: SALWA ADNAN HALEEM

Phone:07705712547

Hours: 3

Office: ??????

Home Page:

Email: salwa.adnan@Uobasrah.edu.iq

COURSE OVERVIEW

TRANSLATION INTO ARABIC FOR SECOND YEAR STUDENTS. THIS SUBJECT IS IMPORTANT TO ENHANCE THE STUDENTS' SKILL IN TRANSLATING ENGLISH TEXTS OF DIFFERENT FIELDS WHETHER LITERARY, SCIENTIFIC, LEGAL, MEDIA, POLITICS AND HISTORICAL TEXTS. ALSO STUDENTS STUDY A THEORETICAL PART THAT HELPS THEM OVERCOME THE DIFFICULTIES OF TRANSLATION FROM ENGLISH INTO ARABIC AND PAY ATTENTION TO THE DIFFERENCES BETWEEN THE TWO LANGUAGES.

GOALS AND OBJECTIVES

- Enhancing the students' skill in translating from English into Arabic
- Overcoming the obstacles they naturally find when translating whether syntactic or cultural .
- Having some theoretical information about this type of translation.

TEXTBOOK AND READINGS

[1]No specific text book. Selected texts and some theoretical

[2]

[3]



COURSE ASSESSMENTS

The course grade (100points) will be based on the following elements:

	Points
Exams	60
Reading Checks	10
Participation	10
Attendance	10
Assignments	10

COURSE DESCRIPTION AND ASSIGNMENT SCHEDULE

This NO. -credit hour course is 15 weeks long. You should invest NO. hours every week in this course.

WK	DATE	TOPIC	READING	ASSIGNMENT
1		Theoretical part:	Word for word translation Literal translation	
2		Literary text: translation		
3		Literary text: translation		
4		Scientific text: translation		
				Assignment 1: watching a film and trying to write a paragraph about it and translate what is written
5		Media text: translation		
6		Historical text: translation		
7		Media text: translation		
8		Theoretical part	Syntactic problems in translating literary texts	Assignment 2 translating a literary text and writing about the syntactic problems they faced when they attempted to do this translation
9		Scientific text: translation		
10		Political text: translation		
11		Political text: translation		
12		A short story: translation		Assignment 3
13		Media text: translation		
14		A discussion around what was studied and trying to answer students questions about any difficulty they have before the exam		
15		<i>Mid Exam</i>		



Is it possible to develop the curriculum <within the teaching authority 20%> to include vocabulary that serves sustainability

1- Yes, it is possible (point an appropriate aspect)

We can ask students to select certain programs or films , watch them, write a short paragraph about them and try to translate part of what they watched like for example a dialogue or an essay to be more acquainted to the way native speakers of English speak, learn how to listen, and spell the words, in addition they will find it interesting and have the freedom to choose the thing they find of certain joy, not boring. I did this with students last year and found that they were very interested and happy to do this assignment.

2- Suggest aspect that serves sustainability



وزارة التعليم العالي والبحث العلمي - جمهورية العراق

الجامعة : جامعة البصرة

الكلية : الاداب

القسم : الترجمة



الفصل الدراسي : الأول

العام الدراسي : 2021-2022

< THEORIES OF TRANSLATION > : مفردات المنهج

رقم الموبايل : 07733993247	أسم التدريسي : افانين عبد الواحد يعقوب
عدد وحدات الدرس : 3	جهة الانتساب :
رابط الصفحة الرسمية :	الايميل الرسمي
https://faculty.uobasrah.edu.iq/faculty/en/2415	afaneen.aldirawi@uobasrah.edu.iq:

نظرة عامة

1. Enabling translation students to benefit from translation theories in practicing the translation activities.
2. Diagnosing text-types based on their distinctive features to select the appropriate translation method that is suitable to the text under translation.
3. Trying to find solutions to translation difficulties for texts or parts of texts.

الأهداف والغايات

The present course is concerned with introducing B.A. students with the history of translation theory and the developments it has gone through across the latest decades. In addition, the fruits of translation theories to practicing and professional translators fall within the immediate concern of the present course.

المصادر

- [1] Almann, Ali (2014) *Translation Theories Exemplified from Cicero to Pierre Bourdieu: A coursebook on Translation*. London: Sayyab Books Publishing House.
- [2] Alyas, Asim (1985) *Translation Theories for Students of Translation*. Mousl: Mousl University Press.
- [3]

التقييمات المعتمدة

تعتمد درجة المادة (قيمة الدرجة) موزعة على الجوانب التالية :

الدرجة	التفاصيل
30	الامتحانات
5	درجة الاستيعاب
5	المشاركة
	الحضور
60	الدرجة الكلية

وصف الدرس وجدول التخصيص

يتضمن الدرس (2) ساعة - عدد الساعات الأسبوعية معتمدة موزعة على 15 أسبوعًا .

الامتحانات والتقييمات	القراءة في المصدر	الموضوع	التاريخ	الاسبوع
	Almanna	<ul style="list-style-type: none"> Historical background of translation as a human activity Types of equivalence 	11/10/2021	1
	Almanna	<ul style="list-style-type: none"> Nida's Formal Equivalence Vs Dynamic Equivalence Catford's Formal Correspondent Vs Textual 		2
	Almanna	<ul style="list-style-type: none"> Equivalent House's Overt Translation Vs Covert Translation 		3
	Almanna	<ul style="list-style-type: none"> Newmark's Semantic Translation Vs Communicative Translation Gutt's Direct Translation Vs Indirect Translation 		4
الامتحان 1				5
	Almanna	<ul style="list-style-type: none"> Venuti's Domestication Vs Foreignization Translation Process Ideological approach 		6
	Almanna	<ul style="list-style-type: none"> Linguistic approach Hermeneutic approach 		7
	Almanna	<ul style="list-style-type: none"> Interpretive approach Cognitive approach 		8



الامتحان 2				9
	Almanna	<ul style="list-style-type: none"> • Cultural approach / Translation of institutional and cultural terms • Normative approach • Sociological approach 		10
	Almanna	<ul style="list-style-type: none"> • Translation Strategies • J. P. Vinay & J. Darbelnet's strategies 		11
	Almanna	<ul style="list-style-type: none"> • Translation Brief & Macro Factors • Cultural clashes 		12
الامتحان 3				13
	Almanna	<ul style="list-style-type: none"> • Ideological and habitual considerations • Master discourse & dominant poetics of translation 		14
	Almanna	<ul style="list-style-type: none"> • Generic conventions • Purpose of translation (Skopos) • Readership 		15
امتحان نهاية الفصل				

هل يمكن تطوير المنهج > ضمن صلاحية التدريسي 20% < على ان تتضمن مفردات تخدم الاستدامة	
I can incorporate extra practical material to be applicable to the various theoretical approaches to translation.	1- نعم يمكن ضمن المحاور
	2- أقترح موضوع يخدم الاستدامة



Ministry of Higher Education and Scientific Research

Republic of Iraq

University: University Of Basrah

College: ARTS

Department : TRANSLATION



Year : 2021-2022

Semester : First

SYLLABUS: < COURSE NAME >

INSTRUCTOR: AHMED FAKHIR MAJEED

Phone: 07716922223

Hours: 2

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Email: ahmedmajeed@uobsarah.edu.iq

COURSE OVERVIEW

THIS COURSE IS MAINLY WRITTEN FOR COLLEGE STUDENTS WHO HAVE SOME KNOWLEDGE OF ENGLISH AND ARABIC GRAMMARS. THE COURSE PROVIDE ENOUGH MATERIAL ON ENGLISH AND ARABIC GRAMMARS FOR ONE ACADEMIC YEAR. IT COMPRISES NINE CHAPTERS. AT THE END OF EACH CHAPTER THERE IS A SECTION DEVOTED TO COMPARISON OF THE MAIN POINT DISCUSSED IN THE CHAPTER.

GOALS AND OBJECTIVES

- Explaining certain grammatical areas of the two languages.
- It concentrates on the practical aspects of the grammars of the two languages.
- Knowing the theoretical aspect via adequate examples.

TEXTBOOK AND READINGS

- [1] A CONTRASTIVE GRAMMAR OF ENGLISH AND ARABIC BY YOWELL Y. AZIZ
- [2] A CONTRASTIVE GRAMMAR OF ENGLISH AND ARABIC BY AZIZ M. KHALIL
- [3]



COURSE ASSESSMENTS

The course grade (**100** points) will be based on the following elements:

	Points
Exams	40 + 50 FINAL
Reading Checks	2
Participation	2
Attendance	2
Assignments	4

COURSE DESCRIPTION AND ASSIGNMENT SCHEDULE

This NO. -credit hour course is 15 weeks long. You should invest NO. hours every week in this course.

WK	DATE	TOPIC	READING	ASSIGNMENT
1	2021/10/12	CHAPTER ONE: INTRODUCTION		
2	2021/10/13	CHAPTER TWO: THE VERB PHRASE		
3	2021/10/19	FORMS AND COMBINATIONS OF VERBS IN ENGLISH		
4	2021/10/20	THE VERB PHRASE IN ARABIC		
		COMPARISON OF THE VERB PHRASE IN ENGLISH AND ARABIC		Assignment 1
5	2021/10/26	CHAPTER THREE: TIME AND TENSE		
6	2021/10/27	ENGLISH TENSES		
7	2021/11/2	ARABIC TENSES		
8	2021/11/3	COMPARISON OF TENSES IN ENGLISH AND ARABIC		Assignment 2
9	2021/11/9	CHAPTER FOUR: ASPECT		
10	2021/11/10	ENGLISH ASPECT		
11	2021/11/16	ARABIC ASPECT		
12	2021/11/17	COMPARISON OF ASPECTS IN ENGLISH AND ARABIC		Assignment 3
13	2021/11/23	THE FUTURE		
14	2021/11/24	COMPARISON OF FUTUTRE IN ENGLISH AND ARABIC		
15	Mid Exam			



Is it possible to develop the curriculum <within the teaching authority 20%> to include vocabulary that serves sustainability

<p>1- Yes, it is possible (point an appropriate aspect)</p>	<p>1- Fighting poverty 2- No hunger 3- Developing life-long learning and education 4- Green chemistry 5- Sustainable development 6- Water purification 7- Water recycling for agriculture 8- Creativity and production -9- Sustainable energy (wind Sun and organic energy) -10- Environmental development- 11- pollution measurement -12- child care program-13- public health development program-14- measuring the efficiency of health institutions-15- gender equality-16- non-extremism- 17- drug efficiency 18- Food efficiency for infants, children, adults and the elderly -19- Efficiency of the overall environment -20- Waste recycling-21- Heavy water disposal mechanisms-22- Literacy program- 23- Mechanisms for preserving biodiversity-24- Mechanisms for spreading peace and justice in society- 25- Developing life in the seas and oceans-26- Studying the level of university education and the mechanisms for its development-27- Mechanisms for developing the local industry in Iraq-28- Mechanisms for developing infrastructure in Iraq-29-Reducing racial discrimination in all its forms-30-The basics of sustainable cities- 31- Mechanisms to reduce consumption and increase production- 32- Mechanisms to provide job opportunities for all-33- Study aspects of developing green areas-34- Study climatic phenomena in the country-35- Mechanisms for obtaining good health and well-being.</p>
<p>2- Suggest aspect that serves sustainability</p>	

