



**ARA 4930 – SPECIAL TOPICS**  
**TRANSLATION METHOD: ARABIC TO ENGLISH**  
**FALL 2021**

**Class information:**

**Instructor:** Dr Sarra Tlili  
**Office:** 354 Pugh Hall  
**Phone number:** (352) 392-8678  
**E-mail address:** satlili@ufl.edu  
**Office Hours:** T & R 10:00 – 11:00 AM  
**Periods:** T | Period 5 - 6 (11:45 AM - 1:40 PM) MCCB 3124 (McCarty Hall B, 1676 McCarty DR)  
R | Period 5 (11:45 AM - 12:35 PM) FLI 0121 (Keene-Flint Hall, 80 Newell DR)

**COURSE OVERVIEW**

This is a course in translation from Arabic to English with a focus on method rather than theory. It trains students to become better translators by following a methodical approach based on reasoned analysis of textual features and the translation problems that they pose. The course follows a progressive structure with an overall movement from general genre-independent issues to specific genre-dependent ones. Students are consistently invited to actively think about and defend their translation strategies, taking into consideration the needs of the theoretical party commissioning the translation project, the target audience, and the salient features of the source text.

**STUDENTS' LEARNING OUTCOMES**

Students who complete this course successfully will be able to

- Identify, describe, and address common translation problems
- Formulate, explain, and defend translation strategies
- Provide idiomatic, clear, and faithful English translation for Arabic texts from a variety of genres

**COURSE ASSIGNMENTS**

*Overview*

Because this is a course on translation method, we will spend most of our preparation and class time translating texts and thinking critically about our translation strategies. Following the order of the textbook, we will proceed from foundational translation tasks, such as revising, editing, and compensation, moving to specific, text-contingent, and genre-dependent problems. Students are required to read the assigned chapters and complete the related practicals before coming to class and to come prepared to discuss the readings and to describe and defend their translation strategies.



### *Readings and practicals (20%)*

There are several translation assignments and one short reading per week. Students must complete the assigned materials and upload the written segment to Canvas by **11:59 PM on the eve of class days**. The written part varies, but in most cases, it consists of three components:

1. Description of the strategic translation problems posed by the text
2. Translation of the Arabic text to English
3. Explanation of the decisions of detail made in producing the translation

The “Schema of Textual Matrices” provided at the beginning of the textbook is an essential tool for the completion of this exercise. Your lowest two grades will be dropped.

### *Midterm: take-home test (25 %)*

The test consists of a written translation of a 200 300-word text to English, to be uploaded to Canvas by **11:59 PM on October 15<sup>th</sup>**.

### *Final project: 30%*

For this project, you need to translate a previously untranslated short Arabic work of fiction or a long opinion newspaper article, followed by a description of the translation problems posed by the text and the rationale of the adopted translation strategies. Students may choose to translate a shorter text (around 1000 Arabic words, around three pages), or opt for a rather longer one with the aim of publishing it. **The final draft is due at 11:59 PM on Friday, December 3<sup>rd</sup>**.

### *Presentation: 15%*

Students will share the source text and a draft of their final translation project with the class beforehand for other students to read and comment on it. The presenting student will then discuss their project with the class addressing the following questions:

1. Describe the textual and cultural features of the ST (Source Text)
2. Describe and assess the impact of the ST on the original audience
3. Highlight the linguistic, stylistic, and cultural problems posed by the translation
4. Describe the strategies adopted in addressing these problems
5. Describe the way the translation meets the expectations, educational background, and cultural awareness of the target audience
6. Highlight and justify translation loss

### *Class participation: 10%*

Students are expected to come fully prepared for class and to discuss their translations individually (addressing the class) and in groups. Although we will strive to apply predetermined strategies to various translation problems, much of our work is creative and involves weighing and choosing between multiple alternatives. Critical engagement and full participation are thus a key element of our learning activities.

Grade distribution at a glance:

Assignment	Percentage
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Readings and practicals	20%
Midterm	25%
Final	35%
Presentation	15%
Class participation	10%

**Grading Scale:**

<b>Letter Grade</b>	<b>Range:</b>	
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

**Attendance Policy**

Attendance is mandatory and will be assessed by roll call. You may miss 3 50-minute sessions without any penalty. Students will lose 1% from their final grade for each unexcused absence. Absences will be excused in accordance with UF policy. Acceptable excuses include illness, religious holidays, & military obligation. These need to be documented excuses. Should you miss a class for any reason, you are responsible for informing yourself as to the material covered. Except in the case of certified illness or other UF accepted excuse, there will be no make-up option for missed exams/assignments. Where possible, make-ups should be arranged prior to absence. Alternatively, students should contact me on return to classes. Arriving late or leaving early (before class is dismissed) is considered a half absence and results in minus 0.5% from the final grade. After 15 unexcused absences (equivalent of five weeks), a student is not allowed to attend class anymore and s/he will receive a failing grade. Students who do not miss class at all



will earn 5 extra-credit points toward the final exam/paper.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

- **UF student honor code, original work, and plagiarism:**

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- UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this course.
  - Original thought, writing, and discussion is critical for core questions about our place in the natural world and for meaningful discussions about culture and nature. Please be thoughtful and meticulous in your citations. This video offers useful information for how to avoid plagiarism and cite appropriately.  
<https://mediasite.video.ufl.edu/Mediasite/Play/adaa44500eaf460a84f238e6b9a558f9> If you have any questions, please ask your instructor.
  - **Plagiarism on any assignment will result in a 0 for that assignment. A second incident of plagiarism will result in a failing grade (E) for the course.**
  - Accommodations for students:
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- Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.
  - **Online course evaluation by students:**
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- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.a.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from



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GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

- **Important Student Wellness Resources:**

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- ***U Matter, We Care:***

- If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

- ***Counseling and Wellness Center:***

- <https://counseling.ufl.edu/>, 392-1575; and the University Police Department:392-1111 or 9-1-1 for emergencies.

- ***Sexual Assault Recovery Services (SARS)***

- **Student Health Care Center**, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

- **Important Academic Resources:**

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- **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.

- **Career Connections Center**, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

- **Library Support**, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

- **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

- **Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

- **Student Complaints On-Campus:**

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

### **Required Course Materials:**

James Dickins, Sandor Hervey and Ian Higgins, *Thinking Arabic Translation: A Course in Translation Method – Arabic to English*, second edition (London: Routledge, 2017)

**TENTATIVE COURSE PLAN (Please note:** because this is the first time I teach this class, there may be substantial changes to meet the pace and needs of the class)

### **Part I: Translation Operation**



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*Week 1 (August 24 – 26) Translation as a process*

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**Tuesday:** Introductions

**Thursday:** read and be ready to discuss chap. 1, complete practicals 1.1 and 1.3

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*WEEK 2 (AUGUST 31 – SEPTEMBER 2) TRANSLATION AS A PRODUCT*

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**Tuesday:** read and be ready to discuss chap. 2, complete practical 2.1

**Thursday:** Complete practical 2.2

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*Week 3 (September 7 – 9) Revising and Editing*

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**Tuesday:** read and be ready to discuss chap. 3, complete practical 3.1

**Thursday:** Complete practical 3.2

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*Week 4 (September 14 – 16) Cultural Transposition*

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**Tuesday:** read and be ready to discuss chap. 4, complete practicals 4.1 and 4.2

**Thursday:** complete practical 4.3

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*Week 5 (September 21 – 23) Compensation*

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**Tuesday:** read and be ready to discuss chap. 5, complete practical 5.1

**Thursday:** complete practical 5.3



## Part II: Textual Features

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*Week 6 (September 28 – 30) Genre*

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**Tuesday:** read and be ready to discuss chap. 6, complete practicals 6.1 and 6.2

**Thursday:** complete practical 6.3

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*Week 7 (October 5 – 7) Denotative Meaning and Translation Issues*

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**Tuesday:** read and be ready to discuss chap. 7, complete practical 7.1

**Thursday:** complete practical 7.3

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*Week 8 (October 12 – 14) Connotative Meaning and Translation Issues*

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**Tuesday:** read and be ready to discuss chap. 8, complete practical 8.1, 8.2, and 8.3

**Thursday:** complete practical 8.4

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*Week 9 (October 19 – 21) Phonic/graphic and prosodic issues*

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**Tuesday:** read and be ready to discuss “Introduction to the Formal Properties of Text” (p. 108 – 110) and chap. 9, complete practical 9.1

**Thursday:** complete practical 9.2

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*Week 10 (October 26 – 28) Grammatical Issues*

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Tuesday: read and be ready to discuss chapter 10, complete practical 10.2  
Thursday: discuss final project (student's name: -----)

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*Week 11 (November 2 – 4) Parallelism*

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Tuesday: read and be ready to discuss chapter 11, complete practicals 11.1 and 11.2  
Thursday: discuss final project (student's name: -----)

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*Week 12 (November 9 – 11) Sentential Issues*

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Tuesday: read and be ready to discuss chapter 12, complete practicals 12.1  
Thursday: discuss final project (student's name: -----)

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*Week 13 (November 16 – 18) Discourse and Intertextual Issues*

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Tuesday: read and be ready to discuss chapter 13, complete practical 13.1  
Thursday: discuss final project (student's name: -----)

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*Week 14 (November 23 – 25) Language Variety: Register, Sociolect and Dialect*

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Tuesday: read and be ready to discuss chapter 15, complete practicals 15.3  
Thursday: discuss final project (student's name: -----)



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*Week 15 (November 30 – December 2) Technical Translation—Consumer-oriented  
Texts*

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Tuesday: read and be ready to discuss chapter 20, complete practicals 20.1 and 20.2

Thursday: No class

Week 16 (December 7)

Tuesday: discuss final project (students' names: -----)