



Course Specifications

| | |
|----------------------|---|
| Course Title: | Introduction to Interpreting |
| Course Code: | TRAN 221 |
| Program: | English Language Program |
| Department: | English Language Program |
| College: | College of Languages |
| Institution: | Princess Nourah bint Abdulrahman University |



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A. Course Identification

| | | | |
|---|--|-----------------------------------|--|
| 1. Credit hours: 4 | | | |
| 2. Course type | | | |
| a. | University <input type="checkbox"/> | College <input type="checkbox"/> | Department <input type="checkbox"/> Others <input checked="" type="checkbox"/> |
| b. | Required <input checked="" type="checkbox"/> | Elective <input type="checkbox"/> | |
| 3. Level/year at which this course is offered: Level 4 | | | |
| 4. Pre-requisites for this course (if any): None | | | |
| 5. Co-requisites for this course (if any): None | | | |

6. Mode of Instruction (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|-----------------------|---------------|------------|
| 1 | Traditional classroom | 40 | 100% |
| 2 | Blended | NA | NA |
| 3 | E-learning | NA | NA |
| 4 | Distance learning | NA | NA |
| 5 | Other | NA | NA |

7. Contact Hours (based on academic semester)

| No | Activity | Contact Hours |
|----|-------------------|---------------|
| 1 | Lecture | 30 |
| 2 | Laboratory/Studio | 10 |
| 3 | Tutorial | NA |
| 4 | Others (specify) | NA |
| | Total | 40 |

B. Course Objectives and Learning Outcomes

1. Course Description

This course is designed to build students' interpreting competence by providing them with the fundamental theoretical and practical backgrounds to deliver accurate and fluent interpretations.

2. Course Main Objective

1. Differentiate between translation and interpreting.
2. Define interpreting modes and contexts.
3. Develop interpreting skills (e.g., anticipation, attentive listening, paraphrasing:

working memory).

4. Apply appropriate interpreting strategies to overcome interpreting problems.
5. Identify the linguistic and extra-linguistic differences between Arabic and English languages.
6. Demonstrate critical thinking and interpersonal skills (public speaking skills, peer evaluation, etc.)
7. Interpret short speeches in different modes, that is sight translation, consecutive and simultaneous interpreting from Arabic into English and vice versa.
8. Explain the importance of paralinguistic features (e.g. body language, fluency, voice and intonation) when delivering interpretations.

3. Course Learning Outcomes

| CLOs | | Aligned PLOs |
|----------|--|--------------|
| 1 | Knowledge and Understanding | |
| 1.1 | Identify the differences between translation and interpreting and sight, consecutive and simultaneous interpreting modes. | K1 |
| 2 | Skills : | |
| 2.1 | Analyze the lexical, grammatical, syntactic, and cultural differences when interpreting from English to Arabic or vice versa. | S2 |
| 2.2 | Employ interpreting techniques when encountering linguistic and extra-linguistic problems to re-express the original speaker's ideas in the target language. | S2 |
| 3 | Values: | |
| 3.1 | Take responsibility in collective activities with fellow students, either as a member or a leader of a team. | V3 |

C. Course Content

| No | List of Topics | Contact Hours |
|----|--|---------------|
| 1 | Differences between translation and interpreting/interpreting modes and settings | 4 |
| 2 | Processes and skills required for interpreting | 4 |
| 3 | Intralingual and interlingual exercises on speech writing, memory techniques, note-taking, shadowing, chunking anticipation...etc. | 4 |

| | | |
|--------------|--|-----------|
| 4 | Mid-term Exam (Theoretical Content) | 4 |
| 5 | Sight Translation practice I and Sight Translation practice II | 4 |
| 6 | Consecutive Interpreting practice I and Consecutive Interpretation practice II | 4 |
| 7 | Oral Exam (Sight Translation and Consecutive Interpreting) | 4 |
| 8 | Simultaneous Interpreting practice I | 4 |
| 9 | Simultaneous Interpreting practice II | 4 |
| 10 | Revision and Lab practice for various interpreting modes | 4 |
| Total | | 40 |

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|--|--|--|
| 1.0 | Knowledge and Understanding | | |
| 1.1 | Identify the differences between translation and interpreting and sight, consecutive and simultaneous interpreting modes. | Lectures Individual and Pair work Group work and discussion Presentations Listening to Clips | In-Class participation and activities Assignments and presentations Project planning and conducting Mid-Term & Final Exams |
| 2.0 | Skills | | |
| 2.1 | Analyze the lexical, grammatical, syntactic, and cultural differences when interpreting from English to Arabic or vice versa. | Class and home assignments Group discussions | In-Class participation and activities |
| 2.2 | Employ interpreting techniques when encountering linguistic and extra-linguistic problems to re-express the original speaker's ideas in the target language. | Individual, pair and group work Shadowing exercises | Assignments and presentations Exams Self-reflection essay In-Class participation and activities Instructor's observation |
| 3.0 | Values | | |
| 3.1 | Take responsibility in collective activities with fellow students, either as a member or a leader of a team. | Presentations Individual, pair, and group work | In-Class participation and activities |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|--------------------------|---------------------|-------------------------------|
| | | | Assignments and presentations |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|--|-----------------|--------------------------------------|
| 1 | Midterm | Week 6 | 30% |
| 2 | Quiz | Week 7 | 10% |
| 3 | Project | Week 8 | 10% |
| 4 | Class Participation and Home Assignments | Weekly | 10% |
| 5 | Final Exam | End of Semester | 40% |

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

Faculty members dedicate at least four hours a week to meet the students. Also, students are welcome to contact their course instructors and academic advisors via email

F. Learning Resources and Facilities

1. Learning Resources

| | |
|---------------------------------------|--|
| Required Textbooks | <ul style="list-style-type: none"> • Elewa, A. (2015) To be an Interpreter. Cairo: Alqalam for publishing • Enani, M. An Introduction to At Sight & Consecutive Translation & Interpretation. • Jones, Roderick. Conference Interpreting Explained. UK: St. Jerome Publishing. 2002 (1st ed. 1998). |
| Essential References Materials | <ol style="list-style-type: none"> 1. Baker Mona. (2011). In <i>Other Words: A Course Book on Translation</i>. London and New York: Routledge. 2. Gile D. (1991). "Methodological Aspects of Interpretation (and Translation) Research". <i>Target</i> 3:2. 153-174 3. Pistillo, G. (2004). "The Interpreter as Cultural Mediator", In Allwood J. and Dorriots B. (Eds.), <i>International Communication at Work, papers from the 10th NIC Symposium on Intercultural Communication</i>, University of Göteborg, Department of Linguistics. 4. Roy, C. (2000). "Training interpreters- past, present, and future". In C. Roy (Ed.) <i>Innovative Practices for Teaching Sign Language Interpreters</i> (pp. 1-14). Washington, D.C: Gallaudet University Press. 5. Setton, R. (1999), <i>Simultaneous Interpreting: A Cognitive-Pragmatic Analysis</i>, Manhattan Press: USA. |

| | |
|---------------------------------|--|
| Electronic Materials | <ul style="list-style-type: none"> • http://interpreters.free.fr/ • http://ec.europa.eu/dgs/scic/become-an-interpreter/resources-for-interpreting-students/index_en.htm |
| Other Learning Materials | <ul style="list-style-type: none"> • Bilingual interpreting corpora • International Code of Conduct for Interpreters |

2. Facilities Required

| Item | Resources |
|--|--|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | <ul style="list-style-type: none"> • Booths. • Computer labs. |
| Technology Resources (AV, data show, Smart Board, software, etc.) | <ul style="list-style-type: none"> • Interpreting software. • Data show projector. |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | NA |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|--|---|
| Effectiveness of teaching and assessment | Students | Mid-term surveys-Indirect |
| Evaluation of Teaching by the Instructor or by the Department | Students/ Course Coordinator/ Head of the Department | end-of-year surveys to be assessed by independent body-Indirect |
| Processes for Improvement of Teaching | Colleagues | Peer teaching observation - Indirect |

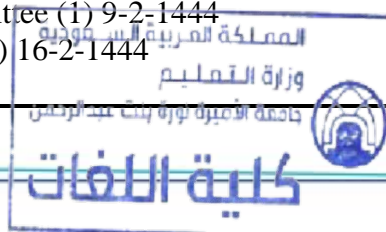
Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

| | |
|----------------------------|--|
| Council / Committee | English Language Program Committee (1) Translation Department Council (3) College Council (2) |
| Reference No. | English Language Program Committee (1) Translation Department Council (3) College Council (2) |
| Date | English Language Program Committee (1) 9-2-1444 Translation Department Council (3) 16-2-1444 College Council (2) 22-2-1444 |



Attachment 1

Alignment of CLO and PLO Performance Indicators and Rubrics

| Knowledge and Understanding | | | | |
|--|---|--|--|---|
| CLO | | | | Aligned PLO |
| 1.1 Identify the differences between translation and interpreting and sight, consecutive and simultaneous interpreting modes. | | | | K1 |
| CLO Performance Indicators | SATISFACTORY | DEVELOPING | UNSATISFACTORY | Aligned PLO Performance Indicators |
| 1.1.1 Identifying the differences between translation and interpreting | To identify all of the differences between translation and interpreting | To identify some of the differences between translation and interpreting | To fail to identify the differences between translation and interpreting | K1 |
| 1.1.2 Identifying different modes of interpreting | To thoroughly distinguish between different modes of interpreting | To moderately distinguish between different modes of interpreting | To fail to distinguish between different modes of interpreting | K1 |
| 1.1.3 Recognizing the essential interpreting skills and techniques | To thoroughly identify the essential interpreting skills and techniques | To moderately identify the essential interpreting skills and techniques | To fail to identify the essential interpreting skills and techniques | K1 |
| Skills | | | | |
| CLO | | | | Aligned PLO |
| 2.1 Analyze the lexical, grammatical, syntactic and cultural differences when interpreting from English to Arabic or vice versa. | | | | S2 |
| CLO Performance Indicators | SATISFACTORY | DEVELOPING | UNSATISFACTORY | Aligned PLO Performance Indicators |
| 2.1.1 Producing a commentary (oral in discussion or written) to rationalize the selected interpreting techniques. | To accurately produce a commentary on the selected interpreting techniques. | To fairly produce a commentary on the selected interpreting techniques. | To fail to produce a commentary on the selected interpreting techniques. | S2.1 |

| CLO | | | | Aligned PLO |
|--|--|---|--|---|
| 2.2 Employ interpreting techniques when encountering linguistic and extra-linguistic problems to re-express the original speaker's ideas in the target language. | | | | S2 |
| CLO Performance Indicators | SATISFACTORY | DEVELOPING | UNSATISFACTORY | Aligned PLO Performance Indicators |
| 2.2.1 Delivering an interpreting product that is accurate at the linguistic level | To effectively use language components in terms of lexis, structure, syntax, style, cohesion and coherence. Minor or no edits needed. | To moderately use language components in terms of lexis, structure, syntax, style, cohesion and coherence. Minor edits needed. | To fail to use language components in terms of lexis, structure, syntax, style, cohesion and coherence. Major edits needed. | S2.2 |
| 2.2.2 Delivering an interpreting product that takes into account the extra-linguistic aspects | To reflect almost all pragmatic, ideological, cultural, phonetic aspects in the end product. | To reflect most pragmatic, ideological, cultural, phonetic aspects in the end product. | To fail to reflect pragmatic, ideological, cultural, phonetic aspects in the end product. | S1.3 |
| Values | | | | |
| CLO | | | | Aligned PLO |
| 3.1 Take responsibility in collective activities with fellow students, either as a member or a leader of a team. | | | | V1 |
| CLO Performance Indicators | SATISFACTORY | DEVELOPING | UNSATISFACTORY | Aligned PLO Performance Indicators |
| 3.1.1 Meeting deadlines | To submit tasks and assignments on time. | - | No or late submission of tasks or assignments. | V1.1 |
| 3.1.2 Take part in group interpreting activities | To engage in almost all interpreting activities. | To engage in some interpreting activities. | To fail to engage in interpreting activities. | V1.1 |