



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</i>, papers from the 10th NIC Symposium on Intercultural Communication, 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

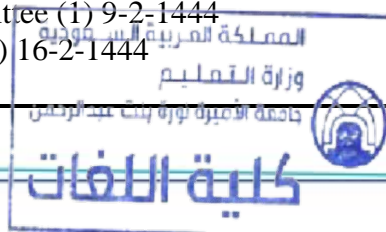
Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

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