



Course Specifications

Course Title:	Consecutive Interpreting
Course Code:	TRAN 323
Program:	English Language Program
Department:	Department of Translation
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 checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	
3. Level/year at which this course is offered: Level 8 / 3 rd Year			
4. Pre-requisites for this course (if any): Introduction to Interpreting (Tran 221)			
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	50	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	5
2	Laboratory/Studio	45
3	Tutorial	NA
4	Others (specify)	NA
	Total	50

B. Course Objectives and Learning Outcomes

1. Course Description <p>This course is designed to qualify students for becoming consecutive interpreters. Students will be exposed to intralingual and interlingual exercises to acquire interpreting competence and integrate the acquired skills when delivering consecutive interpretations.</p>
2. Course Main Objective <p>By the end of the course, students will be expected to:</p> <ol style="list-style-type: none"> 1. Apply consecutive interpreting skills (e.g. note-taking, good memory, content analysis and crisis management, etc.); 2. Employ intermediate to advanced interpreting strategies acquired in previous interpreting modules (segmentation, generalization, deletion, etc.);



3. Experiment various systems and approaches of note-taking to construct their own note-taking system;
4. Integrate interpreting skills and strategies to interpret, consecutively, a whole array of recent and specialized oral discourse;
5. Solve interpreting linguistic and extra-linguistic problems professionally;
6. Describe the importance of paralinguistic features, that is, body language, fluency, voice and intonation when delivering interpretations;
7. Produce linguistically and para-linguistically accurate interpretations.

3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	Identify types and characteristics of interpreting	K3
2	Skills :	
2.1	Deliver accurate interpretations	S1
2.2	Imitate the paralinguistic features in the original speeches (e.g., body language, pitch, intonation)	S1
2.3	Employ intermediate to advanced note-taking and interpreting techniques when encountering linguistic and extra-linguistic problems	S1
3	Values:	
3.1	Demonstrate punctuality and responsibility.	V2
3.2	Accept constructive feedback from the teacher and peers	V3

C. Course Content

No	List of Topics	Contact Hours
1	Introducing consecutive interpreting modes and settings Basic skills required for consecutive interpreting (note-taking, memory mnemonics, content analysis, summarization etc.)	5
2	Consecutive interpreting practice 1 in the field of administrative sciences +Quiz	5
3	Consecutive interpreting practice 2 in the field of administrative sciences	5
4	Consecutive interpreting practice 3 in the field of administrative sciences	5
5	Consecutive interpreting practice 1 in the field of Medicine	5
6	Consecutive interpreting practice 2 in the field of Medicine	5
7	Consecutive interpreting practice 3 in the field of Medicine + Mid-term exam	5
8	Consecutive interpreting practice 1 in the field of Politics	5
9	Consecutive interpreting practice 2 in the field of Politics	5
10	Consecutive interpreting practice 3 in the field of Politics	5
Total		50

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 types and characteristics of interpreting	Group discussion Lectures	1 Midterm and final exam



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		Class and group discussion	1 Quiz Assignments, project
2.0	Skills		
2.1	Deliver accurate interpretations	Class and home assignments Group discussions.	1 Midterm, and final exam 1 Quiz Assignments, Project.
2.2	Employ intermediate to advanced note-taking and interpreting techniques when encountering linguistic and extra-linguistic problems.		In-Class participation and activities Instructor's observation
2.3	Imitate the paralinguistic features in the original speeches (e.g., body language, pitch, intonation).	Individual, pair and group work Shadowing exercises	
3.0	Values		
3.1	Demonstrate punctuality and responsibility.	Individual, pair, and group work	Peer assessment Online assignments
3.2	Accept constructive feedback from the teacher and peers		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz (Theoretical lectures)	2nd	10%
2	Midterm	7th	30%
3	Participation	Weekly	10%
4	Project	8th	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	<p>Elewa, A. (2015) To be an Interpreter. Cairo: Alqalam for publishing.</p> <p>Enani, M. An Introduction to At Sight & Consecutive Translation & Interpretation.</p> <p>Jones, Roderick. Conference Interpreting Explained. UK: St. Jerome Publishing. 2002 (1 st ed. 1998)</p>
Essential References Materials	<p>Baker Mona. (2011). <i>In Other Words: A Course Book on Translation</i>. London and New York: Routledge.</p> <p>2. Gile D. (1991). “Methodological Aspects of Interpretation (and Translation) Research”. <i>Target</i> 3:2. 153-174.</p> <p>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.</p> <p>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.</p> <p>5. Setton, R. (1999), <i>Simultaneous Interpreting: A Cognitive-Pragmatic Analysis</i>, Manhattan Press: USA.</p>
Electronic Materials	<p>http://interpreters.free.fr/</p> <p>http://ec.europa.eu/dgs/scic/become-an-interpreter/resources-for-interpreting-students/index_en.htm</p> <p>http://speechpool.net/en/</p>
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
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.



Evaluation Areas/Issues	Evaluators	Evaluation Methods
Process for improvement of teaching	Colleagues	Peer teaching observation.

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 Translation Department Council College (17) Quality Assurance Committee College Council (12)
Reference No.	Translation Department Council (17) College Council (12)
Date	English Language Program Committee, 24/6/1441-19/2/2020 Translation Department Council (17), 30/6/1441-24/2/2020 College Quality Assurance Committee 7/2/1441-26/2/2020 College Council (12), 8/7/1441-3/3/2020