



## Course Specifications

<b>Course Title:</b>	Sight and Bilateral Interpretation
<b>Course Code:</b>	TRAN 322
<b>Program:</b>	English Language Program
<b>Department:</b>	Department of Translation
<b>College:</b>	College of Languages
<b>Institution:</b>	Princess Nourah bint Abdul Rahman University

## Table of Contents

<b>A. Course Identification</b>	<b>3</b>	
6. Mode of Instruction (mark all that apply)		3
<b>B. Course Objectives and Learning Outcomes</b>	<b>3</b>	
1. Course Description		3
2. Course Main Objective		3
3. Course Learning Outcomes		3
<b>C. Course Content</b>	<b>4</b>	
<b>D. Teaching and Assessment</b>	<b>4</b>	
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods		4
2. Assessment Tasks for Students		4
<b>E. Student Academic Counseling and Support</b>	<b>5</b>	
<b>F. Learning Resources and Facilities</b>	<b>5</b>	
1. Learning Resources		5
2. Facilities Required		5
<b>G. Course Quality Evaluation</b>	<b>5</b>	
<b>H. Specification Approval Data</b>	<b>6</b>	



## A. Course Identification

<b>1. Credit hours:</b> 4			
<b>2. Course type</b>			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input checked="" type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> 3rd year/ Level 7			
<b>4. Pre-requisites for this course (if any):</b> Introduction to Interpreting (TRAN 221)			
<b>5. Co-requisites for this course (if any):</b> 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	50
2	Laboratory/Studio	0
3	Tutorial	0
4	Others (specify)	0
	<b>Total</b>	<b>50</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

Sight and Bilateral Interpretation (TRAN 322T) is mandatory and given within the English Translation program in 2 sessions of 2 hours per week. It is designed to train students to conduct sight and bilateral interpretations in different fields from English to Arabic and vice versa. The theoretical part introduces students to the processes, strategies and skills included in sight interpretation, and basic concepts in this mode of interpretation are covered. Then, students will be exposed to intralingual exercises to enable them to use less effort to process information in the source text. After that, intensive training is provided in the form of interlingual exercises whereby students sight translate texts from English to Arabic and vice versa in two or three different fields. The second part of the course is devoted to bilateral interpretation. Similarly, a theoretical lecture is offered. Then students practice many exercises by interpreting interviews and dialogues taken from different fields.



## 2. Course Main Objective

This course aims to give students an understanding of the processes, stages, issues, strategies, and techniques related to Sight and Bilateral Interpretation, and to enable them to acquire and develop professional skills to deliver sight and bilateral interpretations accurately and professionally. The course enhances students' ability to employ confidently a variety of interpreting methods and techniques commonly used in Sight and Bilateral Interpretation, to apply appropriate problem-solving strategies when encountering linguistic and extra-linguistic problems, and to imitate the paralinguistic features in the original speeches (e.g., body language, pitch, intonation).

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Identify Sight and Bilateral Interpreting as two specific types of communication different from translation.	K3
1.2	Explain the processes, stages, problems, strategies, and techniques related to Sight and Bilateral Interpretation.	K2
1.3	Describe the fundamental skills required for sight and bilateral interpreting (such as body language, anticipation, active listening, message analysis, memory techniques, and note-taking).	K2
<b>2</b>	<b>Skills :</b>	
2.1	Produce interpretations that are accurate and equivalent to the source text/speech.	S1
2.2	Employ confidently a variety of interpreting methods and techniques commonly used in Sight and Bilateral Interpretation.	S1
2.3	Demonstrate their skills in making use of interpreting equipment.	S3
2.4	Critically analyze their interpretations and interpretations of their peers.	S2
<b>3</b>	<b>Values:</b>	
3.1	Accept constructive feedback from the teacher and peers.	V3
3.2	Take responsibility in collective activities with fellow students, either as a member or a leader of a team.	V3
3.3	Show respect and commitment to the code of professional conduct established for interpreters.	V2

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction to sight translation/ processes and skills required for sight translation. + Sight Translation Practice (anxiety).	5
2	Sight Translation Practice (Blood donation) + (Sunburn)	5
3	Sight Translation Practice (Legal field)	5
4	Introduction to bilateral interpretation/ processes and skills required for bilateral translation. + QUIZ	5
5	Bilateral interpretation Practice (Media and local politics)	5
6	Bilateral interpretation Practice (Media and local politics)	5
7	MIDTERM + Bilateral interpretation Practice (International politics)	5
8	Translation of selected texts in politics	5
9	PROJECT	5
10	Revision + makeup exams	5



<b>Total</b>	<b>50</b>
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## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Identify Sight and Bilateral Interpreting as two specific types of communication different from translation.	Theoretical lectures Group discussion Practical exercises	The course Project
1.2	Explain the processes, stages, problems, strategies, and techniques related to Sight and Bilateral.	Theoretical lectures Group discussion Practical exercises	The course Project
1.3	Describe the fundamental skills required for sight and bilateral interpreting (such as body language, anticipation, active listening, message analysis, memory techniques, and note-taking).	Theoretical lectures Group discussion	The course Project
<b>2.0</b>	<b>Skills</b>		
2.1	Produce interpretations that are accurate and equivalent to the source text/speech.	Interlingual exercises: Sight translation practice activities Bilateral interpretation practice activities.	Midterm The project Final exam
2.2	Employ confidently a variety of interpreting methods and techniques commonly used in Sight and Bilateral Interpretation.	Interlingual exercises: Sight translation practice activities Bilateral interpretation practice activities.	Midterm The project Final exam
2.3	Demonstrate their skills in making use of interpreting equipment.	Interlingual exercises: Sight translation practice activities Bilateral interpretation practice activities.	Midterm The project Final exam
<b>3.0</b>	<b>Values</b>		
3.1	Accept constructive feedback from the teacher and peers.	Group discussion emanating from practical exercises	Evaluating the way students react to feedback.
3.2	Take responsibility in collective activities with fellow students, either as a member or a leader of a team.	Course project conducted by students	Evaluation of the project based on specific criteria



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.3	Show respect and commitment to the code of professional conduct established for interpreters	Theoretical lectures Classroom activities Group discussion	Performance in practical exercises - Midterm -the project -Final exam

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	4	10%
2	Midterm	7	30%
3	Project	9	10%
4	Participation	Throughout the semester	10%
5	Final Exam	End of the 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:**

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

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>Gile, Daniel (2009): Basic concepts and models for interpreter and translator training.</li> <li>Anna Cardinaletti et al. (2011): Sight translation, sight interpreting meeting at the cross modes: Sign language interpreters as translators.</li> <li>Ian Mason (2018): Dialogue Interpreting (Translator Studies in Intercultural Communication).</li> <li>علي محمد الدرويش (2011): دليل الترجمان في مبادئ الترجمة الشفهية</li> </ul>
<b>Essential References Materials</b>	NA
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>SIGHT TRANSLATION HOW TO SAY WHAT YOU SEE <a href="https://www.massmedicalinterpreting.org/sites/massmedicalinterpreting.org/files/Sight%20Translation.pdf">https://www.massmedicalinterpreting.org/sites/massmedicalinterpreting.org/files/Sight%20Translation.pdf</a></li> <li>Training of Interpreters: Some Suggestions on Sight Translation Teaching <a href="https://www.translationjournal.net/journal/34sighttrans.htm">https://www.translationjournal.net/journal/34sighttrans.htm</a></li> <li>INTERPRETING COMPETENCES AS A BASIS AND A GOAL FOR TEACHING <a href="https://core.ac.uk/download/pdf/41171576.pdf">https://core.ac.uk/download/pdf/41171576.pdf</a></li> </ul>



	<a href="http://interpreters.free.fr/">http://interpreters.free.fr/</a> <a href="http://ec.europa.eu/dgs/scic/become-an-interpreter/recourcesfor-interpreting-students/index_en.htm">http://ec.europa.eu/dgs/scic/become-an-interpreter/recourcesfor-interpreting-students/index_en.htm</a> <a href="http://speechpool.net/en/">http://speechpool.net/en/</a>
<b>Other Learning Materials</b>	Bilingual interpreting corpora International Code of Conduct for Interpreters

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Language labs, booths.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	- Projector and VGA wire Data show, interpretation software, smartboard
<b>Other Resources</b> (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.
Processes 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

<b>Council / Committee</b>	English Language Program Committee, Translation Department Council (17), College Quality Assurance Committee, College Council (12).
<b>Reference No.</b>	Translation Department Council (17) College Council (12)
<b>Date</b>	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

