



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 Abdul Rahman 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 Five			
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 <p>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.</p>
2. Course Main Objective <ol style="list-style-type: none"> 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.	K3
1.2	Define the essential interpreting skills and techniques (e.g., anticipation, active listening, message analysis and memory techniques).	K2
2	Skills :	
2.1	Analyze the lexical, grammatical, syntactic, and cultural differences when interpreting from English to Arabic or vice versa.	S1
2.2	Employ interpreting techniques when encountering linguistic and extra-linguistic problems to re-express the original speaker's ideas in the target language.	S1
2.3	Demonstrate their skills in making use of interpreting equipment (e.g. interpreting booth, consoles).	S3
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	In-Class participation and activities Assignments and presentations
1.2	Define the essential interpreting skills and techniques (e.g., anticipation, active listening, message analysis and memory techniques).	Group work and discussion Presentations Listening to Clips	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 Assignments and presentations
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	Exams Self-reflection essay In-Class

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
			participation and activities Instructor's observation
2.3	Evaluate peers' interpretations		Monitored In-Class participation and activities
2.4	Demonstrate their skills in making use of interpreting equipment (e.g. interpreting booth, consoles).	Class discussions	Assignments and presentations Project planning and conducting
3.0	Competence		
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 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.
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	<ul style="list-style-type: none"> • 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 Other Words: A Course Book on Translation. London and New York: Routledge. 2. Gile D. (1991). “Methodological Aspects of Interpretation (and Translation) Research”. Target 3:2. 153-174 3. Pistillo, G. (2004). “The Interpreter as Cultural Mediator”, In Allwood J. and Dorriots B. (Eds.), International Communication at Work, 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.) Innovative Practices for Teaching Sign Language Interpreters (pp. 1-14). Washington, D.C: Gallaudet University Press. 5. Setton, R. (1999), Simultaneous Interpreting: A Cognitive-Pragmatic Analysis, 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
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
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

Council / Committee	English Language Program Committee Translation Department Council (17) College 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