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Program Specifications (Postgraduate Degree)

Program Name: Master of Arts in Translation

Qualification Level: MA, Level 7

Department: Department of English Language and Literature

College: College of Languages and Translation

Institution: Al-Imam Mohammad Ibn Saud Islamic University

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A. Program Identification and General Information

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|--|
| 1. Program Main Location: |
| Main Campus (Male): Imam Mohammad Ibn Saud Islamic University – College of Languages and Translation –Building Number 308 |
| Main Campus (Female): King Abdullah City for Female Students – College of Languages and Translation –Building Number 326 |
| 2. Branches Offering the Program: |
| None |
| 3. Reasons for Establishing the Program: (Economic, social, cultural, and technological reasons, and national needs and development, etc.) |
| <ol style="list-style-type: none"> 1- National need for specialists to design postgraduate teaching curricula and conduct focused research in translation studies in Saudi public and private universities and training centers 2- Increasing market demand for translation academics, experts and consultants 3- National orientation towards cultural diversity and enhanced employability 4- Need for academic advising and supervising for forthcoming generations of Saudi graduates in translation and interpreting studies 5- Urgent demand for localizing expertise in translation studies in educational setting and professional environments |
| 4. System of Study |
| <input checked="" type="checkbox"/> Coursework & Thesis <input type="checkbox"/> Coursework |
| 5. Mode of Study |
| <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Distance Education <input type="checkbox"/> Others |
| 6. Educational and Research Partnerships (if any) |
| <p>The program envisages the establishment of institutional partnerships to serve its pre-set objectives in terms of promoting translation pedagogy and research. Institutional partners are both national and international. An example of national partner is <i>King Abdullah Institute for Translation and Arabization</i>, which has a combined profile ranging from academic concerns to professional prospects. Certain academic partners already have their editorial offshoots, like the <i>Journal of Saudi Association of Languages and Translation</i> (SAOLT). There are also emerging institutional bodies dedicated to literature and translation in Saudi Arabia (e.g. <i>Saudi Arabia's Literature, Publishing and Translation Commission</i>) whose academic agenda seems to partially intersect with the objectives of our translation studies program. Another opportunity of fruitful partnership is envisioned with selected certified translation centers in Saudi Arabia to facilitate graduates' access to authentic data sources for their research projects and possibly guarantee richer career prospects. Establishing international partnerships is also part of the program's policy to jointly achieve corporate goals pertaining to the promotion of translation research and teaching. The program also intends to tailor partnership relations with internationally renowned journals in translation studies and research in order to maximize graduates' opportunities in terms of future publication. Partnerships with peer MA programs in the Arab countries and abroad is another prospective form of academic joint venture, as it were. Here is an indicative list of <u>Academic Research Partners</u>:</p> <ol style="list-style-type: none"> 1. Prince Nayef Institute for Research and Consultation 2. King Abdullah bin Abdul-Aziz Center for Contemporary Islamic Studies and Civilization Dialogue 3. Prince Salman Center for Applied Linguistics 4. UNESCO Research Chair for Interfaith and Cultural Dialogue 5. UNESCO Research Chair for Quality in Higher Education 6. King Abdullah Institute for Translation and Arabization 7. Saudi Association of Languages and Translation (SAOLT) 8. The Literature, Publishing and Translation Commission |

7. Total Credit Hours for Completing the Program: (42 hours)

8. Professional Occupations/Jobs:

The program's graduates aspire to the following job prospects:

Academic Careers:

- Teaching advanced translation courses at university
- Supervising postgraduate research on translation studies and practice
- Designing and delivering advanced training courses both in public and private educational institutions and agencies
- Serving on thesis defense panels locally and abroad
- Applying for teaching positions in international universities where Arabic and English are a working language pair
- Academic Governance and Leadership
- University Administrative Positions
- Researcher
- Academic Consultant
- Quality Assurance

Public and Private Sectors:

- Government Advisors, translators
- Foreign Affairs
- Technical Writers
- Editors
- Public Relations
- Intelligence Agencies
- Problem-Solving Experts
- Writing/Editing Consultants
- Cultural Advisors or Bilingual Advisors.

9. Major Tracks/Pathways (if any):

| Major Track/Pathway | Credit Hours (For each track) | Professional Occupations/Jobs (For each track) |
|------------------------|----------------------------------|---|
| 1. Translation Studies | 42 | <ul style="list-style-type: none">- Teaching jobs in higher education (<i>see section A:8 above</i>)- In-house translation trainers in professional institutions |
| 2. Interpreting | 48 | <ul style="list-style-type: none">- Trainee interpreters in community settings (e.g. conference, courts) (<i>see section A:8</i>) |

10. Intermediate Exit Points/Awarded Degree (if any):

None

B. Mission, Goals, and Learning Outcomes

1. Program Vision and Mission:

Vision:

A reputable MA program in Translation internationally recognized for promoting quality education, interlingual and intercultural research, professional values, and active engagement in societal projects.

Mission:

To provide students enrolled in the program with high quality student-centered courses enabling them to develop proficiency in critical thinking focused on translation modelling and practice, in addition to other translation-related cross-disciplinary fields of knowledge, to learn a set of employability skills needed to meet the challenges of their future occupational prospects in translation teaching/research/training, and to keep abreast with the demands of the marketplace where translation is acquiring an increasingly vital social, economic, and intercultural role.

2. Program Goals:

The program goals cover a wide range of target areas with direct bearing on quality education, innovative research, cutting-edge translation technology, and enhanced employability:

1. To provide students with the opportunity to develop a sophisticated grasp and a critical awareness of modern translation modelling and practice
2. To equip students with a thorough knowledge of translation-related disciplines (e.g. text linguistics, interpretive studies, cross-cultural pragmatics, social semiotics) enhancing their conceptual, analytic, and research competencies in translation teaching, research, and practice
3. To train highly-qualified faculty members to teach translation in Saudi Universities or work as translators in other sectors.
4. To prepare students to progress to autonomous study in the phase of proposal design and dissertation writing
5. To train students to use electronic tools and software packages available to professional translators
6. To help students engage in translation projects undertaken for the realization of the KSA 2030 vision in terms of intercultural communication within the framework of national identity and Islamic civilization
7. To encourage students to develop patterns of ethically correct professional behavior combined with leadership skills to face the needs and expectations of translation/interpreting employers and commissioners.

3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.

The MA Program vision is in perfect harmony with the vision of the College of Languages and Translation (CLT). Brief in wording as it were, the program vision strictly aligns with the four-item CLT vision:

- Promoting excellence in teaching, learning, and research
- Fostering strategic partnership for internationalization
- Enriching students' learning experience
- Providing sustainable community engagement

The CLT Vision above seems to be in unison with our MA Program Vision:

A reputable MA program in Linguistics internationally recognized for promoting quality education, interlingual and intercultural research, professional values, and active engagement in societal projects.

In the same vein, the mission and goals of the MA Program are in perfect alignment with those of the college. Here is a reproduction of the College Mission:

The Department of English Language and Literature strives to provide a learning environment capable of providing graduate students with excellent research skills and all skills of learning the English language, to be well-acquainted with aspects of its Islamic culture and literature, and ready to transfer the cognitive, interpersonal, and IT skills they have acquired in the program to provide sustainable community engagement and apply these skills to whatever sphere of employment they occupy in domestic or international arenas.

There are four focal dimensions in the college mission and goals which are clearly reflected in the Program Mission and Goals: quality education, IT-informed innovative research, Islamic values, and community engagement. The PhD program in translation studies contributes to empowering graduates in the four above-mentioned spheres. In the sphere of quality education, it “provides students with the opportunity to develop a sophisticated grasp and a critical awareness of modern translation modelling and practice” (see *Goal 1* in section B-2 above). For innovative research, the

program aspires to “prepare students to progress to autonomous study in the phase of proposal design and dissertation writing” (see *Goal 4* in section B-2 above). As to IT skills, the program requires that students be trained “to use electronic tools and software packages available to professional translators” (see *Goal 5* in section B-2 above). In relation to Islamic values, the Program emphasizes that students should “engage in translation projects undertaken for the realization of the KSA 2030 vision in terms of intercultural communication within the framework of national identity and Islamic civilization” (see *Goal 6* in section B-2 above). In addition, the Program seeks “to help students engage in national translation projects undertaken for the realization of the KSA 2030 vision in terms of intercultural communication within the framework of national identity and Islamic civilization” (see *Goal 6* in section B-2 above). Regarding community engagement, it prepares “students to engage in national translation projects undertaken for the realization of the KSA 2030 vision in terms of intercultural communication within the framework of national identity and Islamic civilization” (see *Goal 6* in section B-2 above).

4. Graduate Attributes:

The MA program in translation and interpreting studies envisages the achievement of the following graduate attributes per category:

- 1) Core knowledge: Mastery of specialist content and career skills
- 2) Societal commitment: Awareness of social and cultural community needs and willingness to serve them academically and professionally
- 3) Critical thinking and problem-solving: Handle academic and professional issues analytically and critically to find appropriate solutions
- 4) Ethics, independence, and collaboration: Working independently and collaboratively with team spirit to carry out assignments and projects in the field of translation
- 5) Cultural commitment: Identification with higher-order national goals (Vision 2030) and observance of Islamic values academically and professionally
- 6) Communication: use of translation-gear IT skills and electronic packages to carry out projects and conduct research.

5 (A): Program Learning Outcomes for the Translation Studies Track*:

On successful completion of the program, graduates of translation studies should be able to perform the following actions in the three cognitive domains of knowledge, transferable skills, and values.

Knowledge and Understanding:

Upon graduation, graduates will be able to:

| | |
|------------|--|
| K.1 | Show comprehensive awareness of translation theories, strategies, and skills |
| K.2 | Identify the interface between translation per se and a number of related linguistic theories indispensable to cross-linguistic transfer (e.g. semantics, contrastive linguistics) |
| K.3 | Recognize the intercultural scope of the translational act per se underlying the surface cross-linguistic shift |
| K.4 | Recognize the major research paradigms in translation and interpreting studies in preparation for designing a research proposal and writing an MA thesis |

Skills:

Upon graduation, graduates will be able to:

| | |
|------------|--|
| S.1 | Apply translation methods and techniques in a range of linguistic registers and text types to make theory-informed decisions and produce high quality target texts |
| S.2 | Evaluate parallel translational versions of the same source text using measurable benchmarking criteria from translation quality assessment models |
| S.3 | Evaluate translation theories and their applications in different contexts (i.e. didactic, technological, and communicational) |
| S.4 | Perform tasks with the aid of a range of specialized software packages for translation, glossary building, and terminology management |

| | |
|--|---|
| S.5 | Conduct innovative independent research under supervisory guidance (proposal and thesis writing) |
| S.6 | Perform a range of professional roles in the translation industry or the academy (e.g. prospective teaching career or freelance translation) |
| Values: <i>Upon graduation, graduates will be able to:</i> | |
| V.1 | Conduct research in accord with the ethical standards and best practices of the discipline (ISO standards 9100 and 17100 in translation and <u>ISO 20109</u> in interpreting). |
| V.2 | Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in teams to exchange theoretical knowledge, research proficiencies, and professional skills, |
| V.3 | Show individual responsibility to manage time, meet deadlines, and work effectively under pressure in both the academic and professional spheres |
| V.4 | Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations (e.g. thesis design, translation workflow...). |

* Add a table for each track and exit Point (if any)

| | |
|--|--|
| 5 (B): Program Learning Outcomes for the Interpreting Track: * | |
| <i>On successful completion of the program, interpreting graduates should be able to perform the following actions in the three cognitive domains of knowledge, transferable skills, and values.</i> | |
| Knowledge and Understanding: <i>Upon graduation, graduates will be able to:</i> | |
| K.1 | Show comprehensive awareness of interpreting models, strategies, and skills |
| K.2 | Identify the interface between interpreting per se and a number of related disciplines indispensable to cross-linguistic transfer (e.g. memory theories, cognitive linguistics, speech segmentation, non-verbal communication) |
| K.3 | Recognize the intercultural scope of the interpreting act underlying the surface cross-linguistic shift as affected by dialectal, idiolectic, and other sociolinguistic variables of source speech |
| K.4 | Recognize major research paradigms and norms of professional drafting in interpreting studies in preparation for designing the <i>Interpreting Internship</i> and the <i>Internship Research Project</i> . |
| Skills: <i>Upon graduation, graduates will be able to:</i> | |
| S.1 | Apply interpreting methods and strategies in a range of professional modes and settings (community, escort, simultaneous, consecutive, sight) |
| S.2 | Produce accurate and commercially viable interpreting output across a wide range of text types and register varieties |
| S.3 | Perform interpreting tasks in an ISO-compliant environment (e.g. 24019:2020 for simultaneous interpreting) |
| S.4 | Perform tasks with the aid of a range of specialized software packages for interpreting, glossary building, and terminology management |
| S.5 | Facilitate cross-linguistic and inter-cultural communication in a range of interpreting settings with the aid of a repertoire of problem-solving strategies and devices acquired during the formal training period |
| S.6 | Conduct innovative independent internship and research activities under supervisory guidance (<i>Interpreting Internship</i> and <i>Internship Research Project</i>) |

| Values: <i>Upon graduation, graduates will be able to:</i> | |
|--|--|
| V.1 | Conduct research in accord with the ethical standards and best practices of the discipline (ISO standards 9100 and 17100 in translation and <u>ISO 20109</u> in interpreting). |
| V.2 | Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in teams to exchange theoretical knowledge, research proficiencies, and professional skills, |
| V.3 | Show individual responsibility to manage time, meet deadlines, and work effectively under pressure in both the academic and professional spheres |
| V.4 | Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations (drawing optimal benefit from the <i>Interpreting Internship</i> and designing the <i>Internship Research Project</i> with maximum personal input). |

* Add a table for each track or Exit Points/Awarded Degree (if any)

C. Curriculum

1. Study Plan Structure

| Translation Studies Track | | | | |
|------------------------------------|----------|---|---------------------|-------------------|
| Program Structure | | No. of Courses | Credit Hours | Percentage |
| Course | Required | 9 | 28 | 67% |
| | Elective | 2 to 4 (Depends on the credit hours of the chosen courses) | 8 | 19% |
| Graduation Project (if any) | | | | |
| Thesis (if any) | | 1 | 6 | 14% |
| Field Experience (if any) | | | | |
| Others (....) | | | | |
| Total | | 12 to 14 | 42 | 100% |

| Interpreting Track | | | | |
|--------------------------------------|----------|-----------------------|---------------------|-------------------|
| Program Structure | | No. of Courses | Credit Hours | Percentage |
| Course | Required | 12 | 36 | 75% |
| | Elective | - | - | - |
| Interpreting Research Project | | 1 | 4 | 8% |
| Thesis (if any) | | | | |
| Interpreting Internship | | 1 | 8 | 17% |
| Others (....) | | | | |
| Total | | 14 | 48 | 100% |

* Add a table for each track (if any)

2. Program Courses:

| Translation Studies Track | | | | | | |
|----------------------------------|--------------------|---------------------------------|-----------------------------|------------------------------|-----------------------------|---------------------|
| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Co-Requisite Courses | Credit Hours |
| Level 1 | TRA 601 | Research Methods in Translation | Required | - | - | 3 |
| | TRA 602 | Theories of Translation | Required | - | - | 3 |
| | TRA 603 | Translation and Technology | Required | - | - | 3 |
| | TRA 604 | Legal Translation | Required | - | - | 3 |

| Translation Studies Track | | | | | | |
|---------------------------|----------------------------------|---|----------------------|--|----------------------------------|--------------|
| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Co-Requisite Courses | Credit Hours |
| Level 2 | TRA 651 | Translation Quality Assessment | Required | TRA 601 TRA 602 TRA 603 TRA 604 | - | 3 |
| | TRA 652 | Terminology and Localization in Translation | Required | TRA 601 TRA 602 TRA 603 TRA 604 | - | 3 |
| | TRA 653 | Translation Pedagogy | Required | TRA 601 TRA 602 TRA 603 TRA 604 | - | 3 |
| | TRA 654 | Medical Translation | Required | TRA 602 TRA 603 TRA 604 | - | 3 |
| Level 3 | TRA 701 | Dissertation Proposal | Required | TRA 651 TRA 652 TRA 653 TRA 654 | Elective Courses | 4 |
| | Elective Courses | Electives Elective Courses: * The student must complete eight elective credit hours approved by the English Department from courses available in the College of Languages and Translation or from courses of the College of Arabic. | Electives | TRA 651 TRA 652 TRA 653 TRA 654 | - | *8 |
| Level 4 | TRA 799 | MA Dissertation | Required | TRA 701 | - | 6 |

| Interpreting Track | | | | | |
|--------------------|-------------|---|----------------------|--|--------------|
| Level | Course Code | Course Title | Required or Elective | Pre-Requisite Courses | Credit Hours |
| Level 1 | TRA 602 | Theories of Translation | Required | - | 3 |
| | TRA 603 | Translation and Technology | Required | - | 3 |
| | TRA 604 | Legal Translation | Required | - | 3 |
| | TRA 606 | Interpreting (Sight & Summary) | Required | - | 3 |
| Level 2 | TRA 656 | Consecutive Interpreting | Required | TRA 602 TRA 603 TRA 604 TRA 606 | 3 |
| | TRA 652 | Terminology and Localization in Translation | Required | TRA 602 TRA 603 TRA 604 TRA 606 | 3 |
| | TRA 658 | Discourse Analysis for Interpreting | Required | TRA 602 TRA 603 TRA 604 TRA 606 | 3 |
| | TRA 654 | Medical Translation | Required | TRA 602 TRA 603 TRA 604 | 3 |

| | | | | | |
|---------|---------|----------------------------------|----------|--|---|
| Level 3 | TRA 706 | Research Methods in Interpreting | Required | TRA 656 TRA 652 TRA 658 TRA 654 | 3 |
| | TRA 707 | Simultaneous Interpreting | Required | TRA 656 TRA 652 TRA 658 TRA 654 | 3 |
| | TRA 708 | Interpreting Quality Assessment | Required | TRA 656 TRA 652 TRA 658 TRA 654 | 3 |
| | TRA 709 | Interpreting Pedagogy | Required | TRA 656 TRA 652 TRA 658 TRA 654 | 3 |
| Level 4 | TRA 797 | Interpreting Research Project | Required | TRA 706 TRA 707 TRA 708 TRA 709 | 4 |
| | TRA 798 | Interpreting Internship | Required | TRA 706 TRA 707 TRA 708 TRA 709 | 8 |

* Include additional levels if needed

** Add a table for each track (if any)

3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

- [Click the hyperlink: Course Specifications \(Translation Track.\)](#)

1. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance
(I = Introduced P = Practiced M = Mastered)

| Course code & No. | Program Learning Outcomes Mapping Matrix Translation Studies Track | | | | | | | | | | | | | |
|-------------------|---|-----|-----|-----|--------|-----|-----|-----|-----|-----|--------|-----|-----|-----|
| | Knowledge | | | | Skills | | | | | | Values | | | |
| | K.1 | K.2 | K.3 | K.4 | S.1 | S.2 | S.3 | S.4 | S.5 | S.6 | V.1 | V.2 | V.3 | V.4 |
| TRA 601 | M | | | M | | | M | | M | | M | M | M | M |
| TRA 602 | M | M | M | | | | M | P | | P | M | | | M |
| TRA 603 | P | P | | | | P | | P | | P | P | P | P | |
| TRA 604 | P | P | | | P | P | | P | | P | P | P | | |
| TRA 651 | M | M | M | M | | M | M | P | | | M | | | M |
| TRA 652 | P | P | P | | M | | | P | | P | P | P | | P |
| TRA 653 | P | M | | P | | | M | | M | | | P | P | P |
| TRA 654 | P | P | | | P | P | | P | | P | P | P | | |
| TRA 701 | | M | M | M | | | M | | M | M | M | M | M | M |
| TRA 799 | | M | M | M | | M | M | | M | M | M | M | M | M |

| Course code & No. | Program Learning Outcomes Mapping Matrix Interpreting Track | | | | | | | | | | | | | |
|-------------------|--|-----|-----|-----|--------|-----|-----|-----|-----|-----|--------|-----|-----|-----|
| | Knowledge | | | | Skills | | | | | | Values | | | |
| | K.1 | K.2 | K.3 | K.4 | S.1 | S.2 | S.3 | S.4 | S.5 | S.6 | V.1 | V.2 | V.3 | V.4 |
| TRA 602 | M | M | M | | | | M | P | | P | M | | | M |
| TRA 603 | P | P | | | | P | | P | | P | P | P | P | |
| TRA 604 | P | P | | | P | P | | P | | P | P | P | | |
| TRA 605 | P | P | P | | P | P | P | | P | | | P | P | |
| TRA 656 | P | P | P | | P | P | P | | P | | | P | P | |
| TRA 652 | P | P | P | | M | | | P | | P | P | P | | P |
| TRA 658 | M | M | M | | M | | | M | | M | M | M | | M |
| TRA 654 | P | P | | | P | P | | P | | P | P | P | | |
| TRA 706 | M | M | | M | M | | | M | | M | M | M | M | M |
| TRA 707 | P | P | P | | P | P | P | | P | | | P | P | |
| TRA 708 | M | M | M | M | M | | M | | | M | M | M | M | M |
| TRA 709 | M | M | M | M | M | | M | | | M | M | M | M | M |
| TRA 797 | M | M | M | M | M | M | M | M | M | M | M | M | M | M |
| TRA 798 | | | M | M | M | M | M | M | M | M | M | M | M | M |

* Add a table for each track (if any)

5. Teaching and Learning Strategies to Achieve Program Learning Outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

The program uses an array of teaching-learning strategies which are deemed to be conducive to the aforementioned learning outcomes in terms of knowledge, skills, and competence. In addition to the direct instruction mode (mainly teacher-centered formal lecturing, tutorials, seminars, and workshops), the program content is delivered via a battery of learner-centered strategies including collaborative learning, experiential learning, inquiry-guided instruction (student forums moderated by instructor), task-based self-learning (e.g. assignments), independent reading and private study, and classroom work (discussion and presentations). The practical facet of learning strategies is not limited to hands-on tutorials but it also extends to experiential learning tasks jointly undertaken with professionals outside the university (e.g. translation centers in public or private sector). The extracurricular component comprises a set of community-oriented activities enriching students' acquired academic knowledge and skills. The items below are the pedagogical concepts and methods applied:

Teacher-centered Approaches

1. Lecturing (face-to-face learning)
2. Virtual learning and online classroom
3. Seminars
4. Tutorials
5. Workshops

Learner-centered Approaches

1. Problem-Inquiry- Based Learning
2. Analytical thinking, logical reasoning and inquiry during group discussions
3. Student seminar presentations
4. Feedback and reporting
5. Classroom work (discussion and presentations)
6. Self-learning or Life-long learning practices
7. independent reading and private study
8. Critical research tasks
9. Collaborative learning
10. Experiential learning

The practical facet of learning strategies is not limited to hands-on tutorials but it also extends to experiential learning tasks jointly undertaken with professionals outside the university (e.g. translation centers in public or private sector). The extracurricular component comprises a set of community-oriented activities enriching students acquired academic knowledge and skills.

6. Assessment Methods for Program Learning Outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

Students' performance is measured through both direct and indirect testing. Direct testing is used for evaluating authentic tasks, such as legal translation, consecutive interpreting, translation quality assessment projects. Focus is on measuring the student's skills and competence, which directly correlates with the learning outcomes rubrics of skills and competence. On the other hand, indirect testing is used for measuring students' knowledge about their specialism (e.g. translation theories, research methods in translation...), which correlates with the knowledge variable in the learning outcomes rubrics. Direct and indirect testing include the following modes without a clear-cut boundary between both:

- Formative diagnostic assessment (i.e. progress achievement testing)
- Formal summative assessment (i.e. final achievement in-class testing)
- Training portfolio
- Graded home assignments
- Self-editing tasks
- Article review
- Student presentations (e.g. PPT)
- Peer assessment (monitored by instructor)
- Workshop reports
- Seminar proceedings
- Graded term paper writing
- Graded research paper
- External assessment (for evaluating the final dissertation)
- Professional benchmarking (e.g. interpreting courses, interpreting internship, translation pedagogy)
- Dissertation (final defense)

[For more details, see here.](#)

D. Thesis and Its Requirements (if any)

1. Registration of the thesis:

(Requirements/conditions and procedures for registration of the thesis as well as controls, responsibilities and procedures of scientific guidance)

[Thesis Registration By laws](#)

2. Scientific Supervision:

(The regulations of the selection of the scientific supervisor and his/her responsibilities, as well as the procedures/mechanisms of the scientific supervision and follow-up)

[Supervision Policy](#)

3. Thesis Defense/Examination:

(The regulations for selection of the defense/examination committee and the requirements to proceed for thesis defense, the procedures for defense and approval of the thesis, and criteria for evaluation of the thesis)

[Defense](#)

E. Student Admission and Support:

1. Student Admission and Transfer Requirements, and Courses Equivalency

General admission requirements pursuant to the university by-laws regulating higher studies in general:

The applicant to this program should fulfill the following requirements:

1. Saudi nationality or beneficiary of an official scholarship on an exchange program for non-Saudis
2. Holder of a university degree (Saudi or other recognized university)
3. Commendable ethical behavior and medically fit
4. Two letters of recommendation delivered by the applicant's former instructors
5. Employer's permission if applicable
6. The student is not authorized to simultaneously enroll in two programs

Department's admission requirements for enrolling in the English Literature MA program:

- a) BA degree in one of the following majors with GPA 3.75 (out of 5.00) and above:
 - BA in English Language
 - BA in English Literature
 - BA in English Language and Literature
 - BA in English Language and Linguistics
 - BA in English Language and Translation
- b) The applicant must have completed the following BA courses:
 - Introduction to translation
 - At least one course in written translation
 - At least one course in interpreting (for applicants to the interpreting track)
 - At least one course in Arabic language
- c) At least 80 points in the Post-Graduate General Aptitude Test (Qiyas).
- d) At least (6.5) general score in the IELTS academic test or its TOEFL equivalent with (6.5) special score in the writing and reading tests.
- e) The applicant must pass the department's admission test and interview.
- f) Selection of the best candidates having prior experience and training record in case of equal applicant scores or excess in number of applicants to the program.
- g) C.V.

2. Student Counseling Services

(academic, career, psychological and social)

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

Before the start of classes, the academic advising team at the graduate studies office at the College of Languages and Translation arranges for an orientation program, which is scheduled for all new postgraduate students. The main goals of the orientation program are listed below:

- 1- Acquainting the newly admitted students with the general academic university regulations, policies, and services.
- 2- Familiarizing them with the specific regulations and the registration process of the PhD Program of Literature at Imam Mohammad Ibn Saud University.
- 3- Introducing the students to their rights and responsibilities. The students are also oriented on adding and dropping classes and receiving refunds deadlines
- 4- Introducing them to the University Life on the campus through making tours and visits to university facilities such as the library, parking lots, playgrounds students' activities centers, etc. during these tours, the advising team locates the classrooms for them before classes begin.

Upon the completion of the orientation program, postgraduate students receive a package that includes:

- 1- The Student Handbook, The Student ID Card, with terms and conditions.
- 2- The Academic Calendar.
- 3- Location maps to the building facilities and classrooms.
- 4- A booklet on how to create an email, Banner, and blackboard accounts.
- 5- Security documents explaining to the students how to receive security stickers for their cars.
- 6- Healthcare booklet

Academic Counseling:

In collaboration with the English department, the QADU prepares a yearly counseling calendar for students. The counseling program is meant to help students in matters related to students' diverse activities within the university and if need be to respond favorably to their psychological needs. The Unit uses digital means in its counseling mission; making thus relevant information and data available to students with easy and rapid access. Here are some hints about the functioning of the student counselling system in the program:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial assistance.
2. In the student-mentoring unit, a faculty member is assigned to about 3-4 doctoral students as an academic advisor. Academic Advisors meet with the assigned students individually or in groups at least four times during the academic semester. These meetings provide valuable opportunities for information exchange and suggestions as to how the advisors can improve the student's educational experience.
3. Faculty members are also available two times a week to give consultations and advice to students during their office hours. The students may visit instructors in their offices or call them on the phone or other multimedia means. Accommodations for one-on-one consultations are also available if students need them.
4. The **Special Needs Unit** in the college is responsible for providing accommodations and facilities that fit students of disabilities. Committee members work with special needs students by identifying their individual problems and working on fulfilling his/her academic requirements.
5. Talented and gifted students are encouraged to participate in research activities, active seminars, community service, mentoring sessions and other activities available in the department.

[For more details, see here.](#)

3. Special Support

(low achievers, disabled, gifted and talented)

Students with special needs have been taken into consideration by the university and the college in a number of respects, most notably easy access to the premises, curriculum design and course delivery mode. Both remedial work and some particular tests are given to these students to improve their low achievement. Many efforts are made to help these students overcome what impedes their high achievement and take advantage of the learning process. (For further details check again point 4 in the previous section: **Special Needs Unit**).

غدير امين مالكي

F. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

| Academic Rank | Specialty | | Special Requirements / Skills (if any) | Required Numbers | | |
|---------------------------------------|-----------|----------|--|------------------|---|---|
| | General | Specific | | M | F | T |
| Professors | 2 | - | <ul style="list-style-type: none"> - Recent publications in the field - Professional renown as academics and/or professionals in translation and interpreting - Recognized supervisory contributions | 1 | 1 | |
| Associate Professors | 4 | - | <ul style="list-style-type: none"> - Recent publications in the field - Professional renown as academics and/or professionals in translation and interpreting - Recognized supervisory contributions | 2 | 2 | |
| Assistant Professors | 6 | - | <ul style="list-style-type: none"> - Specialist background in translator and interpreter training - Combined profile (academic and professional experience in translation and interpreting) - Specialists in discourse analysis, machine-aided translation, translation pedagogy, localization of terminology | 3 | 3 | |
| Lecturers | 4 | - | <ul style="list-style-type: none"> - Experience in tutorial work - Current enrollment in postgraduate programs | 2 | 2 | |
| Teaching Assistants | 4 | - | <ul style="list-style-type: none"> - Experience in tutorial work - Current enrollment in postgraduate programs | 2 | 2 | |
| Technicians and Laboratory Assistants | 2 | - | <ul style="list-style-type: none"> - Experience in interpreting equipment installation and maintenance | 1 | 1 | |
| Administrative and Supportive Staff | 2 | - | <ul style="list-style-type: none"> - Student mentoring skills | 1 | 1 | |
| Others (specify) | - | - | | | | |

2. Professional Development

2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

The college-based QADU organizes an annual orientation meeting for new faculty members and part-time teaching staff. All participants are provided with information booklets introducing the premises and the programs. A graphic poster is also designed and constantly updated to brief students on faculty members' affiliation and research concerns.

2.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g. teaching & learning strategies, learning outcomes assessment, professional development, etc.)

1. The college runs a series of weekly seminars to allow its faculty members to share their research concerns and test their ideas and findings on a scholarly audience. The Unit of Research Development and Promotion is contemplating a joint plan with the Quality Assurance and Development Unit at the college to upgrade such activity to a publication forum connected to the university research structures.
2. In parallel with this activity, the QADU sponsors a series of training programs aimed at enhancing faculty members' professional expertise to engage in organized efforts to monitor the realization of learning outcomes, initiate plans for career development, and set up structures for revising curricular content and teaching methods. The training program themes, dates and venues are systematically introduced during the initial faculty orientation meeting.
3. At the university level, the program aspires to benefit from the wealth of opportunities offered by the *University Scholarship Program* chaired by the Deanship of Higher Studies. This program is expected to boost research endeavors undertaken by faculty members and positively reflected in their students at the level of instruction and research.

G. Learning Resources, Facilities, and Equipment

1. Learning Resources.

Mechanism for providing learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

- Prince Sultan Library for Science and Knowledge is affiliated with Imam Mohamed ibn Saud Islamic University and contains a collection of about 500, 000 titles.
- Subscriptions to paper and online periodicals are annually updated in accordance with emerging program needs.
- References such as Journals: a list of the academic journals has been developed and recommended by the faculty members. A comprehensive search of the available journals according to their scientific impact index has been carried out and the University subscribes a list that includes more than thirty-five journals from a different publication.
- Electronic Journals: E-Journals, full-text articles archives, and up to date databases are available at the University library. Open Access to all journals is available through the Saudi Digital library.
- The University has partnerships with electronic platforms, for educational purposes, such as WEBEX, Blackboard, and Microsoft Office 365.
- The library consistently updates and tracks with what comes new to the field in the form of books and journals.

2. Facilities and Equipment

(Library, laboratories, medical facilities, classrooms, etc.).

1. *Rich University Library*: The program has at its disposal the university library and a modern medical center. The availability of a rich library with highly reputed online databases makes it easy for PhD students to widen their knowledge and to engage in research activities that are closely related to their PhD program.
2. *Modern Medical Center on Campus*: The medical center of the university is accessible to all students irrespective of their levels and offers high quality medical services.
3. *Lecture Halls and Labs*: The English department has enough lecture halls and laboratories to host the students seeking admission to the MA in translation studies and interpreting. The program administration is working now on acquiring special interpreting equipment for the course (INT 710): soundproof booth that meets ISO standards regarding ventilation, lighting,

safety, simultaneous interpreter (SI) consoles/control panels, amplifiers, microphones, headsets, and onsite technician operating systems at all times.

3. Arrangements to Maintain a Healthy and Safe Environment

(According to the nature of the program)

The program administration is jointly working with the university authorities to improve the health and safety standards on campus in terms of space optimization and environmental quality. The campus is actually lucky because its geographical location falls within the spatial scope of the huge governmental project in progress called *The Riyadh Sports Boulevard* (or Green Belt) which is one of four major government-sponsored projects intended to “encourage the citizens of Riyadh to follow a healthy lifestyle, exercising and participating in different sports, particularly, walking, cycling and horse riding. A rich cultural, environmental, and recreational ambience will be created by events and activities, which are aligned with the goals of the Kingdom Vision 2030” (<https://www.riyadhalmasara.sa/en/>). The program administration expects this project to benefit the students seeking enrolment in the MA in translation and interpreting studies.

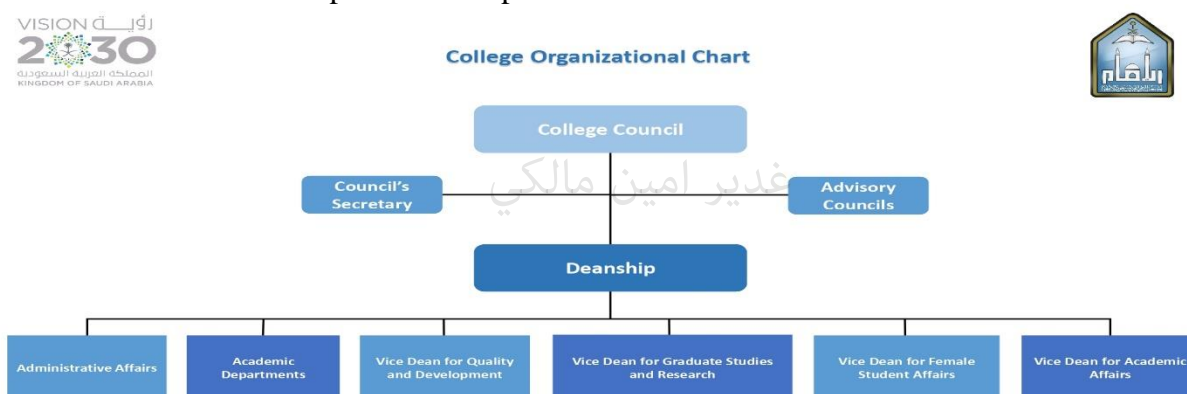
H. Program Management and Regulations

1. Program Management

1.1 Program Structure

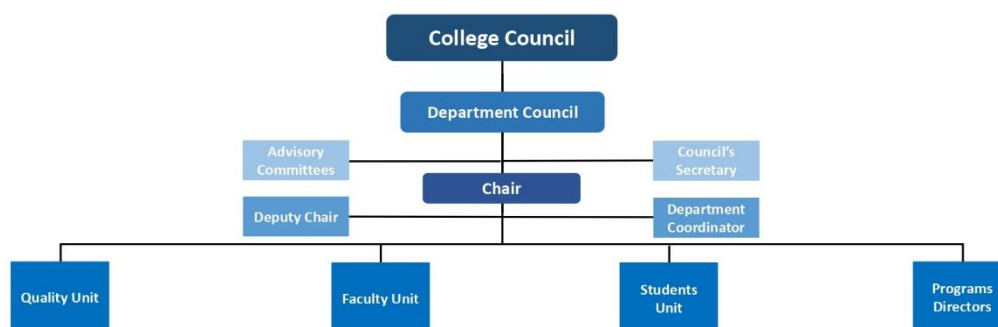
(including boards, councils, units, committees, etc.)

The administrative flowchart of the college reflects its focus on efficiency, accessibility, and performance. The college has a number of vice-deanships (students’ affairs, quality, higher studies) to ensure the smooth functioning of the program. In addition, there are a number of units and committees specially formed to take care of horizontal coordination between boards, units, and committees. The Unit of Research Development is directly related to the area of postgraduate studies where research is a pivotal concept.



Source: College of Languages and Translation

In addition to the general organizational chart of the college, there is another specific organigram for higher studies (see flowchart below). It vertically links the MA and PhD coordinators to a chain of horizontal administrative units catering for the needs of the postgraduate program, including archiving, research activities, program design and revision, and students’ affairs. This research-oriented departmentalization of the program administration is meant to ensure its smooth and efficient running.



غدير امين مالكي

المصدر: كلية اللغات والترجمة

1.2 Stakeholders' Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

The program has formed an advisory board to guarantee maximum coordination between the stakeholders who have actively contributed, either directly or indirectly, to its planning and development. Very helpful feedback is regularly received from alumni, professional bodies, and employers. Their feedback is taken on board in decision-making procedures. The program course design standing committee periodically collects data about potential employers' field observations about the professional profile of graduates in terms of strengths, weaknesses, and prospective improvements. Certain courses in the program echo the ideas proposed by the stakeholders during official meetings with program representatives or via electronic feedback (see online *Profile Satisfaction Questionnaire*). The program sponsors have noticed the stakeholders' general tendency to insist on field experience and professional know-how to supplement the solid theoretical background that MA degree-holders have already acquired.

2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

See Uniform Regulations for Postgraduate Studies in Saudi Arabia and Its Operational By-Laws

[\(Click the Hyperlink\)](#)

I. Program Quality Assurance

1. Program Quality Assurance System

Provide online link to quality assurance manual

Click this electronic link for access to the [Quality Assurance Manual](#).

2. Program Quality Monitoring Procedures

Click this electronic link for access to the [Program Quality Monitoring Procedures](#).

3. Arrangements to Monitor Quality of Courses Taught by other Departments

N/A

4. Arrangements Used to Ensure the Consistency between Main Campus and Branches
(including male and female sections)

N/A

5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any)

N/A

6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes

The Assessment plans of the Quality Assurance Deanship include multiple processes to evaluate and develop the program learning outcomes. These Quality Assurance procedures include:

1. Appointing subject coordinators and Course conveners for each subject and each course.
2. The coordinators and conveners hold regular meetings with the instructors of the different sections of each subject and course. The primary purpose of this session is to make sure course specifications are being followed and that exams cover the same content and range of the learning outcomes. Conducting a peer review process among the instructors to disseminate good practice.
3. The KPIs of PLOs and CLOs are assessed at the level of instructors through peer review, course reports, course evaluation surveys, student evaluation surveys to their instructors, and students experience surveys.
4. The program for obtains assessments of the overall quality of the program and achievement of its intended learning outcomes from different resources:
 - Current students and graduates of the program.
 - Graduate Satisfaction Surveys
 - Student Experience Survey
 - independent advisors and evaluator(s)
 - Employers, Advisory Committee, and other stakeholders Surveys
5. Based on the results obtained from the different resources above, special reports are written about each survey. Actions plans are written based on data analysis. The action plan with recommendations is passed from the quality Assurance Deanship to the Program Head to close the Quality Loop according to the action plan report.

7. Evaluation of Program Quality Matrix

| Evaluation Areas/Aspects | Evaluation Sources/References | Evaluation Methods | Evaluation Time |
|----------------------------|--|--|-------------------------------------|
| Efficient teaching | Students, faculty peers, independent reviewers, alumni | Surveys, peer classroom observation, interviews with independent experts | End of term |
| Efficient learning | Students, employers | Surveys and statistical KPI Analysis Sheet | End of term |
| Learning resources | Students, administrative staff, faculty members | Surveys and statistical KPI Analysis Sheet | End of term |
| Assessment | Students, independent reviewers, administrative staff, stakeholders | Surveys and random joint grading of sample papers | End of term |
| Partnerships | Administrative staff, stakeholders, faculty members, governmental agencies, private business | Surveys, interviews, program self-study report, alumni | Annual (beginning of academic year) |
| Employability | Potential employers: governmental agencies & private business | Surveys, interviews, program self-study report, alumni | Annual (end of academic year) |
| Stakeholders' satisfaction | Parents, governmental agencies & private business | Surveys | Annual (end of academic year) |
| Program leadership | Alumni, independent reviewers, international ranking schemes | Surveys, program self-study report, KPI Analysis Sheet | Annual (end of academic year) |

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)

Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify))

Evaluation Methods (e.g., Surveys, interviews, visits, etc.)

Evaluation Time (e.g., beginning of semesters, end of academic year, etc.)

8. Program KPIs*

The period to achieve the target is a five-year span.

Note: The Master of Arts Program in English Literature will be implemented in the beginning of the academic year of 2021-2022. The table below includes the required KPI's by the NCAAA. Accordingly, other KPI's relevant to the program, and based on survey analyses can be added after program implementation.

| No | KPIs Code | KPIs | Target (100 %) | Measurement Methods | Measurement Time |
|----|-----------|--|----------------|--|--|
| 1 | KPI-PG-1 | Percentage of achieved indicators of the program operational plan objectives | 75% | Quantitative indicators (annual statistics; KPI Excel Sheet) | Forthcoming (After program implementation) |
| 2 | KPI-PG-2 | Students' Evaluation of quality of learning experience in the program | 80% | Qualitative indicators: surveys and periodic self-study | Forthcoming |
| 3 | KPI- PG-3 | Students' evaluation of the quality of the courses | 80% | Electronic surveys | Forthcoming |

| No | KPIs Code | KPIs | Target (100 %) | Measurement Methods | Measurement Time |
|----|-----------|---|----------------|---------------------------------------|------------------|
| 4 | KPI-PG-4 | Students' evaluation of the quality of scientific supervision | 75% | Program periodic self-study report | Forthcoming |
| 5 | KPI-PG-5 | Average time for students' graduation | 2 years | KPI Analysis Sheet | Forthcoming |
| 6 | KPI-PG-6 | Rate of students dropping out of the program | 10% | KPI Analysis Sheet | Forthcoming |
| 7 | KPI-PG-7 | Graduates' employability | 75% | KPI Analysis Sheet | Forthcoming |
| 8 | KPI-PG-8 | Employers' evaluation of the program graduates' competency | 75% | KPI Analysis Sheet | Forthcoming |
| 9 | KPI-PG-9 | Students' satisfaction with the provided services | 80% | Electronic surveys | Forthcoming |
| 10 | KPI-PG-10 | Ratio of students to faculty members | 5:1 | Common Dataset Form | Forthcoming |
| 11 | KPI-PG-11 | Percentage of faculty members' distribution based on academic ranking | 85% | Common Dataset Form | Forthcoming |
| 12 | KPI-PG-12 | Proportion of faculty members leaving the program | 5% | Common Dataset Form | Forthcoming |
| 13 | KPI-PG-13 | Satisfaction of beneficiaries with learning resources | 85% | KPI Recommendation and Approval Sheet | Forthcoming |
| 14 | KPI-PG-14 | Satisfaction of beneficiaries with research facilities and equipment | 80% | Periodic program self-study report | Forthcoming |
| 15 | KPI-PG-15 | Percentage of publications of faculty members | 70% | KPI Analysis Sheet | Forthcoming |
| 16 | KPI-PG-16 | Rate of published research per faculty member | 2:1 | KPI Analysis Sheet | Forthcoming |
| 17 | KPI-PG-17 | Citations rate in refereed journals per faculty member | 50% | KPI Analysis Sheet | Forthcoming |
| 18 | KPI-PG-18 | Percentage of students' publication | 40% | KPI Analysis Sheet | Forthcoming |
| 19 | KPI-PG-19 | Number of patents, innovative products, and awards of excellence | 20% | KPI Analysis Sheet | Forthcoming |

* including KPIs required by NCAAA

J. Specification Approval Authority

| | |
|----------------------------|-----------------|
| Council / Committee | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |

غدير امين مالكي

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NCAAA

T15

Course Specifications (Postgraduate Degree)

| | |
|----------------------|---|
| Course Title: | Research Methods in Translation |
| Course Code: | TRA 601 |
| Program: | Master of Arts in Translation Studies |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

غدير امين مالكي

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A. Course Identification

| |
|---|
| 1. Credit hours: 3 hours |
| 2. Course type <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: Level 1/Year 1 |
| 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 | 36 | 75% |
| 2 | Blended | 12 | 25% |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|--------------|---|----------------|
| 1 | Lecture | 36 |
| 2 | Laboratory/Studio | - |
| 3 | Seminars | 12 |
| 4 | Others (specify) 1. Self-study 2. Library search 3. Project work | 16 16 16 |
| Total | | 96 |

B. Course Objectives and Learning Outcomes

1. Course Description

The present course seeks to introduce students to the basic principles of methodology in both academic and research work in the field of translation studies. It provides them with a training in term and research paper writing. It comprises theoretical data and practical tasks related to how to design and produce a paper, using standard data collection techniques, following the MLA or APA style sheet, and adopting the appropriate research approach (e.g. qualitative, empirical, corpus-driven, ethnographic, etc.). Evaluation covers both components: theoretical concepts and actual paper-writing.

2. Course Main Objective

The main objective of this course is to introduce students to the basic principles of methodology in both academic and research work in the field of translation studies.

3. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|---|---------------|
| 1 | Knowledge and Understanding <i>By the end of this course, students are expected to:</i> | |
| 1.1 | Acquire the basic principles of methodology in both academic and research work in the field of translation studies | K1 |
| 1.2 | Grasp the theories pertaining to research methods in the field of translation studies. | K3 |
| 1.3 | Know the necessary skills for paraphrasing, quoting and referencing | K4 |
| 2 | Skills: <i>By the end of this course, students are expected to:</i> | |
| 2.1 | Write methodologically very good academic research papers in the field of translation studies | S1 |
| 2.2 | Use theoretical knowledge in writing good academic research papers in the field of translation studies | S5 |
| 2.3 | Master the necessary technical skills of writing a proper academic research paper in the field of translation studies | S1 + S5 |
| 3 | Values: <i>By the end of this course, students are expected to:</i> | |
| 3.1 | Have a team spirit of collaboration, ambition to create openness to criticism and suggestions. | V1 + V2 |
| 3.2 | Have a strong sense of responsibility, dedication and commitment to master research methods. | V4 |
| 3.3 | Have a strong sense of the values of doing research like honesty, patience and diligence. | V1 + V3 |

* Program Learning Outcomes

C. Course Content

| No | List of Topics | Contact Hours |
|--------------|---|---------------|
| 1 | Introduction to research methods in translation-1 | 3 |
| 2 | Introduction to research methods in translation-2 | 3 |
| 3 | Research methods: Theory and practice -1 | 3 |
| 4 | Research methods: Theory and practice -2 | 3 |
| 5 | Research methods: Theory and practice -3 | 3 |
| 6 | The APA style sheet-1 | 3 |
| 7 | The APA style sheet-2 | 3 |
| 8 | Midterm Exam | 3 |
| 9 | Writing an academic research paper-1 | 3 |
| 10 | Writing an academic research paper-1 continued | 3 |
| 11 | Writing an academic research paper-1 continued | 3 |
| 12 | Writing an academic research paper-2 | 3 |
| 13 | Writing an academic research paper-2 continued | 3 |
| 14 | Writing an academic research paper-2 continued | 3 |
| 15 | Revision for the final exam | 3 |
| 16 | Final Exam | 3 |
| Total | | 48 |

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 | Acquire the basic principles of methodology in both academic and research work in the field of translation studies | Lectures, class discussion | Tests, assignments, presentations (oral and PowerPoint) |
| 1.2 | Grasp the theories pertaining to research methods in the field of translation studies | Lectures, class discussion | Tests, assignments, presentations (oral and PowerPoint) |
| 1.3 | Know the necessary skills for paraphrasing, quoting and referencing | Lectures, class discussion | Tests, assignments, presentations (oral and PowerPoint) |
| 2.0 | Skills | | |
| 2.1 | Write methodologically very good academic research papers in the field of translation studies | Lectures, class discussion, | Paper writing, tests and exams (written and oral) |
| 2.2 | Use theoretical knowledge in writing good academic research papers in the field of translation studies | Lectures, class discussion, | Paper writing, tests and exams (written and oral) |
| 2.3 | Master the necessary technical skills of writing a proper academic research paper in the field of translation studies | Lectures, class discussion, | Paper writing, tests and exams (written and oral) |
| 3.0 | Values | | |
| 3.1 | Have a team spirit of collaboration, ambition to create openness to criticism and suggestions. | Lectures, class discussion, | Paper writing, tests and exams (written and oral) |
| 3.2 | Have a strong sense of responsibility, dedication and commitment to master research methods. | Lectures, class discussion, | Paper writing, tests and exams (written and oral) |
| 3.3 | Have a strong sense of the values of doing research like honesty, patience and diligence. | Lectures, class discussion, | Paper writing, tests and exams (written and oral) |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|-------------------------------|----------|--------------------------------------|
| 1 | Quizzes | 4 – 12 | 10% |
| 2 | Presentations (oral/ written) | 4 – 12 | 10% |
| 3 | Home Assignments | 4 – 12 | 20% |
| 4 | Midterm paper | 8 | 20% |
| 5 | Final paper | 16 | 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:

Below are the processes followed in the department for student counselling and support:

- 1 The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial advice.
- 2 The college also has a Student Affairs Unit that specifically handles students' social and medical excuses.
- 3 On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
- 4 Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
- 5 The Special Needs Unit in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
- 6 6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------------------------|---|
| Required Textbooks | <ul style="list-style-type: none">- Nicholas Walliman. 2017. Research Methods: The Basics: 2nd edition. London: Routledge. |
| Essential Reference Materials | <ul style="list-style-type: none">- Biel, Łucja; Engberg, Jan; Ruano, Rosario Martín and Sosoni, Vilelmini (Eds). 2019. Research Methods in Legal Translation and Interpreting: Crossing Methodological Boundaries. London: Routledge.- Hale, Sandra and Napier, Jemina. 2013. Research Methods in Interpreting: A Practical Resource. London/New York: Bloomsbury.- Mildred L. Patten, Michelle Newhart. 2017. Understanding Research Methods: An Overview of the Essentials. London: Taylor & Francis |

| | |
|---------------------------------|---|
| | <ul style="list-style-type: none"> - Mellinger, Christopher D. and T Hanson, Thomas A. 2016. Quantitative Research Methods in Translation and Interpreting Studies. London: Routledge. - Saldanha, Gabriela. 2014. Research Methodologies in Translation Studies. London: Routledge. - Trochim, Donnelly, Arora Kanika. 2015. Research Methods: The Essential Knowledge Base. London: Cengage Learning. |
| Electronic Materials | <p>Peter Stokes. 2017. Research Methods. https://books.google.com.sa/books?id=EJtMDwAAQBAJ&printsec=frontcover&dq=research+methods.</p> <p>Gregory J. Privitera, Lynn Ahlgrim-Delzell · 2018. Research Methods for Education. https://books.google.com.sa/books?id=wZpEDwAAQBAJ&printsec=frontcover&dq=research+methods.</p> <p>Nigel G Fielding, Raymond M Lee, Grant Blank · 2016. The SAGE Handbook of Online Research Methods. https://books.google.com.sa/books?id=FdbUDAAQBAJ&printsec=frontcover&dq=research+methods.</p> |
| Other Learning Materials | <p>Concise Guide to APA Style. 2019. https://books.google.com.sa/books?id=bypaygEACAAJ&dq=apa+style+7th+edition</p> |

2. Educational and research Facilities and Equipment Required

| Item | Resources |
|--|--|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | Classrooms Language laboratory |
| Technology Resources (AV, data show, Smart Board, software, etc.) | Data show Laboratory Software packages for research methodology Internet connection |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---------------------------|---|--|
| Effectiveness of Teaching | <ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|---|
| Effectiveness of Assessment | <ul style="list-style-type: none"> Students Faculty Curriculum Committee Assessment Committee External Reviewers Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> Students Faculty Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> Students Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |

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NCAAA

T15

Course Specifications (Postgraduate Degree)

| | |
|----------------------|---|
| Course Title: | Theories of Translation |
| Course Code: | TRA 602 |
| Program: | Master of Arts in Translation Studies |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

غدير امين مالكي

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A. Course Identification

| | |
|--|--|
| 1. Credit hours: | 3 |
| 2. Course type | <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: | Level 1/Year 1 |
| 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 | 36 | 75% |
| 2 | Blended | 12 | 25% |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|-------|---|----------------|
| 1 | Lecture | 36 |
| 2 | Laboratory/Studio | - |
| 3 | Seminars | 12 |
| 4 | Others (specify) 1. Self-study 2. Library search 3. Project work | 16 16 16 |
| Total | | 96 |

B. Course Objectives and Learning Outcomes

1. Course Description

This course serves as a theoretical framework for the practical translation courses (TRA 604 & TRA 614). It familiarises students with the major theoretical trends in modelling the translation process: e.g. equivalence-bound, functionalist, process-oriented, reader-oriented, and text-linguistic approaches, etc. In each chapter, students are introduced to a theoretical model and invited to do practical tasks related to it (e.g. critical reading of excerpts from scholarly publications, comparing models, assessing their applicability to a spectrum of text types, etc.). Such issues as optimal translation unit, text typology, translation strategies, and disciplined text analysis are central themes in the course.

2. Course Main Objective

The main objective of this course is to furnish students with the major translation theories that are necessary for translation practice.

2. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|---|---------------|
| 1 | Knowledge and Understanding | |
| 1.1 | Acquire broad knowledge of the various translation theories, methods and procedures | K1 |
| 1.2 | Conceptualize and define new emerging translation problems and issues | K2 |
| 1.3 | Understand the existing relationship between theory and practice | K3 |
| 2 | Skills : | |
| 2.1 | Apply concepts of translation principles and methods. | S1 |
| 2.2 | Refer to aspects of translation theory in evaluating strategies for dealing with certain types of text | S3 |
| 2.3 | Explain and describe how translation theories are applied in practice | S1 + S4 |
| 3 | Values: | |
| 3.1 | Demonstrate interpersonal skills whilst working with others in the investigation of problems, and in the presentation of arguments and evidence | V2 |
| 3.2 | Demonstrate self-confidence and self-awareness both in collaborative activities and independent study | V1 + V2 |
| 3.3 | Demonstrate readiness to work effectively to deadlines and to be patient when engaged in translation tasks | V2 |

* Program Learning Outcomes

C. Course Content

| No | List of Topics | Contact Hours |
|--------------|--|---------------|
| 1 | Introduction to translation theories | 3 |
| 2 | Early history of the discipline | 3 |
| 3 | Concept of translation (translation studies), translation developments | 3 |
| 4 | Introduction to translation product and process | 3 |
| 5 | Translation product | 3 |
| 6 | Translation process | 3 |
| 7 | Functional theories of translation-1 | 3 |
| 8 | Midterm Exam | 3 |
| 9 | Functional theories of translation-2 | 3 |
| 10 | Translation and culture | 3 |
| 11 | Translation and literature | 3 |
| 12 | Domestication and Foreignization | 3 |
| 13 | Translation methods | 3 |
| 14 | Translation procedures | 3 |
| 15 | Revision for the final exam | 3 |
| 16 | Final Exam | 3 |
| Total | | 48 |

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 | Acquire broad knowledge of the various translation theories, methods and procedures | Lectures, class discussion | Tests, assignments, presentations (oral and PowerPoint) |
| 1.2 | Conceptualize and define new emerging translation problems and issues | Lectures, class discussion | Tests, assignments, presentations (oral and PowerPoint) |
| 1.3 | Understand the existing relationship between theory and practice | Lectures, class discussion | Tests, assignments, presentations (oral and PowerPoint) |
| 2.0 | Skills | | |
| 2.1 | Apply concepts of translation principles and methods | Lectures, class discussion | Tests, assignments, presentations (oral and PowerPoint) |
| 2.2 | Refer to aspects of translation theory in evaluating strategies for dealing with certain types of text | Lectures, class discussion | Tests, assignments, presentations (oral and PowerPoint) |
| 2.3 | Explain and describe how translation theories are applied in practice | Lectures, class discussion | Tests, assignments, presentations (oral and PowerPoint) |
| 3.0 | Values | | |
| 3.1 | demonstrate interpersonal skills whilst working with others in the investigation of problems, and in the presentation of arguments and evidence | Lectures, class discussion | Tests, assignments, presentations (oral and PowerPoint) |
| 3.2 | Demonstrate self-confidence and self-awareness both in collaborative activities and independent study | Lectures, class discussion | Tests, assignments, presentations (oral and PowerPoint) |
| 3.3 | Demonstrate readiness to work effectively to deadlines and to be patient when engaged in translation tasks | Lectures, class discussion | Tests, assignments, presentations (oral and PowerPoint) |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|---------------------|--------------|--------------------------------------|
| 1 | Term/Research paper | 15 | 15% |
| 2 | Presentations | 5, 9, 12, 14 | 10% |
| 3 | Home Assignments | 4,7,10, 13 | 15% |
| 4 | Midterm | 8 | 20% |
| 5 | Final | 16 | 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:

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|-------------------------------|--|
| Required Textbooks | Maeve Olohan. 2020. <i>Translation and Practice Theory</i> . London: Routledge. |
| Essential Reference Materials | <ul style="list-style-type: none">- Amos, Flora Ross. 2016. Early Theories of Translation. London: Hard Press.- House, Juliane. 2017. Translation: The Basics. London: Routledge.- Nord, Christiane. 2018. Translating as a Purposeful Activity: Functionalist Approaches Explained. London: Routledge.- Munday, Jeremy. 2016. <i>Introducing Translation Studies: Theories and Applications</i>. London: Routledge.- |

| | |
|---------------------------------|---|
| | <ul style="list-style-type: none"> - Pym, Anthony. 2017. Exploring Translation Theories. London: Routledge. - Reiss, Katharina & Vermeer, Hans J. 2014. Towards a General Theory of Translational Action: Skopos Theory Explained. London: Routledge. |
| Electronic Materials | <p>Andrew Chesterman. 2017. Reflections on Translation Theory: Selected papers 1993 – 2014. https://books.google.com.sa/books?id=zIarDgAAQBAJ&dq=translation+theories</p> <p>Anthony Pym. 2017. Exploring Translation Theories. https://books.google.com.sa/books?id=Wi3JBQAAQBAJ&printsec=frontcover&dq=translation+theories&hl</p> <p>John Biguenet, Rainer Schulte. 2017. Theories of Translation: An Anthology of Essays from Dryden to Derrida. https://books.google.com.sa/books?id=zrlCDwAAQBAJ&dq=translation+theories</p> <p>Margherita Dore. 2019. Humour in Audiovisual Translation: Theories and Applications. https://books.google.com.sa/books?id=1kDCDwAAQBAJ&dq=translation+theories</p> <p>Rene Fassbender. 2015. Translation Theory. Domestication and Foreignization. https://books.google.com.sa/books?id=gps6CwAAQBAJ&dq=translation+theories</p> |
| Other Learning Materials | <p>Databases</p> <p>https://imamu.edu.sa/en/libraries/Pages/default.aspx</p> |

2. Educational and research Facilities and Equipment Required

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

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|--|
| Effectiveness of Teaching | <ul style="list-style-type: none"> Students Peer Reviewers Faculty External Reviewers Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |
| Effectiveness of Assessment | <ul style="list-style-type: none"> Students Faculty Curriculum Committee Assessment Committee External Reviewers Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> Students Faculty Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> Students Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |

غدير أمين مالكي



Course Specifications (Postgraduate Degree)

| | |
|----------------------|---|
| Course Title: | Translation & Technology |
| Course Code: | TRA 603 |
| Program: | Master of Arts in Translation Studies |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

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| F. Learning Resources and Facilities..... | 7 |
| 1. Learning Resources | 7 |
| 2. Educational and research Facilities and Equipment Required | 8 |
| G. Course Quality Evaluation | 8 |
| H. Specification Approval Data | 8 |

غدير امين مالكي

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A. Course Identification

| | |
|--|--|
| 1. Credit hours: | 3 hours |
| 2. Course type | <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: | Level 1/year 1 |
| 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 | 36 | 75% |
| 2 | Blended | 12 | 25% |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|-------|-------------------|----------------|
| 1 | Lecture | 16 |
| 2 | Laboratory/Studio | 32 |
| 3 | Seminars | - |
| 4 | Others (specify) | |
| | Self-Study | 24 |
| | Project Work | 24 |
| Total | | 96 |

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times.

B. Course Objectives and Learning Outcomes

1. Course Description

This course bridges the gap between human effort and artificial intelligence in the field of translation. It introduces students to a range of architectures enabling computer-assisted translation (CAT): direct, transfer, interlingua, corpus-based, statistics-based and hybrid. Once equipped with the necessary background needed for practical CAT tasks, students proceed to learn basic skills about how to use CAT programs, including project creation, text pre-editing and post-editing, customising program options, and finalising projects for end-users. They will be trained to select a software package according to the criteria of availability, relevance, cost-

effectiveness, and accuracy (e.g. Wordfast, Systran, Trados, or Online Translators...) in order to produce their own mini-project. The course introduces students to audio-visual translation (AVT) as a process of transferring verbal signs in multimedia texts and products into the target language and culture (linguacultural). Problems, techniques and solutions associated with AVT are theoretically explored within the framework of translation studies. Textual materials subject to AVT processing include feature films, documentaries, television programs/series, theatrical plays, Web pages, video games, etc. The course is practice-oriented where students receive intensive and focused training to acquire the necessary skills to develop their own mini-projects of dubbing and subtitling.

2. Course Main Objective

The main objective of this course is to introduce students to the various aspects of translation technologies as well as develop their knowledge and practical skills in the field.

3. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|---|---------------|
| 1 | Knowledge and Understanding <i>By the end of this course, students are expected to:</i> | |
| 1.1 | Demonstrate understanding of the concept of artificial intelligence and the incorporation thereof into the strategies and skills used in translation | K.1 |
| 1.2 | Identify a range of architectures enabling computer-assisted translation (CAT) while realizing the importance of linguistic theories pertinent to translation | K.2 |
| 1.3 | Recognize the techniques of multi-media translation without compromising the intercultural dimension of translation | K.3 |
| 1.4 | Demonstrate awareness of major translation studies and trends that have explored the benefits of CAT | K.4 |
| 2 | Skills: <i>By the end of this course, students are expected to:</i> | |
| 2.1 | Apply efficiently translation technologies in translation practice | S.1 |
| 2.2 | Appraise human and machine/computer-aided translation | S.2 |
| 2.3 | Apply and assess translation technologies in various translation projects | S.3 |
| 2.4 | Apply CAT as well as their analytical and terminological expertise in complex translation tasks | S.4 |
| 3 | Values: <i>By the end of this course, students are expected to:</i> | |
| 3.1 | Maintain the theoretical and ethical goals of the profession | V.1 |
| 3.2 | Maintain a spirit of collaboration, creativity and flexibility when involved in team work | V.2 |
| 3.3 | Assume personal responsibility, dedication and commitment to timely, orderly, and professional practice of the translation task | V.3 |
| 3.4 | Adhere to originality and creativity in academic research | V.4 |

* Program Learning Outcomes

C. Course Content

| No | List of Topics | Contact Hours |
|--------------|---|---------------|
| 1 | The Interface of Translation and Technology: | 3 |
| 2 | The Translation Workflow: Stakeholders and Functions | 3 |
| 3 | Translation Memory System: Description, Tools, & Functions | 3 |
| 4 | Bilingual Termbase: Description & Functions | 3 |
| 5 | Concordancing Parallel Corpora: Description & Functions | 3 |
| 6 | The Continuum of Translation and Technology: MAHT, HAMT, MT | 3 |
| 7 | Computer-Assisted Translation: Description & Functions | 3 |
| 8 | Mid-term exam | 3 |
| 9 | The Rule-based Architecture: Survey & Case Study (1): | 3 |
| 10 | The Rule-based Architecture: Survey & Case Study (1) | 3 |
| 11 | The Statistics-based Architecture: Survey & Case Study (2) | 3 |
| 12 | The Hybrid Architecture: Survey & Case Study (3) | 3 |
| 13 | The Neural Architecture: Survey & Case Study (4) | 3 |
| 14 | Machine Translation in the Audiovisual Field (AVT) | 3 |
| 15 | Quality Assessment in Machine Translation | 3 |
| 16 | Final Exam | 3 |
| Total | | 48 |

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 | Demonstrate understanding of the concept of artificial intelligence and the incorporation thereof into the strategies and skills used in translation | - Formal lecturing - Discussions - Seminars - Workshops, - Tutorials | - Progress achievement testing - Final achievement in-class testing - Graded home assignments - Student presentations |
| 1.2 | Identify a range of architectures enabling computer-assisted translation (CAT) while realizing the importance of linguistic theories pertinent to translation | | |
| 1.3 | Recognize the techniques of multi-media translation without compromising the intercultural dimension of translation | | |
| 1.4 | Demonstrate awareness of major translation studies and trends that have explored the benefits of CAT | | |
| 2.0 | Skills | | |
| 2.1 | Apply efficiently translation technologies in translation practice | - Discussions - Collaborative learning - Experiential learning, - Inquiry-guided | - Progress achievement testing - Final achievement in-class testing - Student |
| 2.2 | Appraise human and machine/computer-aided translation | | |
| 2.3 | Apply and assess translation | | |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|---|---|---|
| | technologies in various translation projects | instruction -Task-based self-learning | presentations |
| 2.4 | Apply CAT as well as their analytical and terminological expertise in complex translation tasks | - Workshops | |
| 3.0 | Values | | |
| 3.1 | Maintain the theoretical and ethical goals of the profession | - Discussions -Collaborative learning - Experiential learning, -Inquiry-guided instruction -Task-based self-learning - Workshops | - Progress achievement testing - Final achievement in-class testing - Student presentations |
| 3.2 | Maintain a spirit of collaboration, creativity and flexibility when involved in team work | | |
| 3.3 | Assume personal responsibility, dedication and commitment to timely, orderly, and professional practice of the translation task | | |
| 3.4 | Adhere to originality and creativity in academic research | | |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|-------------------------------|----------|--------------------------------------|
| 1 | Quizzes | 3- 10 | 10% |
| 2 | Presentations (oral/ written) | 5- 13 | 10% |
| 3 | Home Assignment | 6 | 20% |
| 4 | Midterm exam | 8 | 20% |
| 5 | Final exam | 16 | 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:

Below are the processes followed in the department for student counselling and support:

- 1 The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial advice.
- 2 The college also has a Student Affairs Unit that specifically handles students' social and medical excuses.
- 3 On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
- 4 Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or

other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.

- 5 The Special Needs Unit in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
- 6 Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------------------------|---|
| Required Textbooks | <ul style="list-style-type: none"> - Mitchell-Schuitevoerder, R. (2020). A Project-Based Approach to Translation Technology. London: Routledge. ISBN 9780367138844 - Pastor G. C. & Duran-Munoz, I. (Eds.). (2017). Trends in E-Tools and Resources for Translators and Interpreters. Boston: Brill Rodopi. |
| Essential Reference Materials | <ul style="list-style-type: none"> - Youdale, Roy. 2019. Using Computers in the Translation of Literary Style: Challenges and Opportunities. Routledge. - O'Hagan, Minako (Ed.). 2019. The Routledge Handbook of Translation and Technology. Routledge. - Ji, Meng and Oakes, Michael (Eds). 2019. Advances in Empirical Translation Studies: Developing Translation Resources and Technologies. Cambridge: CUP. |
| Electronic Materials | <ul style="list-style-type: none"> - Littau, K (2016). Translation and the materialities of communication Pages 82-96 Published online: 21 Aug 2015. https://doi.org/10.1080/14781700.2015.1063449 - Armstrong, Guyda. 2015. "Coding Continental: Information Design in Sixteenth-Century English Vernacular Language Manuals and Translations." <i>Renaissance Studies</i> 29 (1): 78–102. doi:10.1111/rest.12115. [Crossref], [Web of Science ®], [Google Scholar]. |
| Other Learning Materials | <ul style="list-style-type: none"> - Hosington, Brenda M. 2015. "Introduction: Translation and Print Culture in Early Modern Europe." <i>Renaissance Studies</i> 29 (1): 5–18. - Odacioglu, M. C. & Kokturk, S. (2015). The effects of technology on translation students in academic translation teaching. 7th World Conference on Educational Sciences, (WCES-2015), 05-07 February 2015, Novotel Athens Convention Center, Athens, Greece |

3. Educational and research Facilities and Equipment Required

| Item | Resources |
|--|---|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | <ul style="list-style-type: none"> - Ordinary classrooms - Language labs |
| Technology Resources (AV, data show, Smart Board, software, etc.) | <ul style="list-style-type: none"> - Data show - Smart board - Quantitative research resources (software packages) |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Specific laboratory equipment |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|--|
| Effectiveness of Teaching | <ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |
| Effectiveness of Assessment | <ul style="list-style-type: none"> • Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> • Students • Faculty • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> • Students • Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |

اعتماد
NCAAA

T15

Course Specifications (Postgraduate Degree)

| | |
|----------------------|---|
| Course Title: | Legal Translation |
| Course Code: | TRA 604 |
| Program: | Master of Arts in Translation Studies |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

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| E. Student Academic Counseling and Support..... | 8 |
| F. Learning Resources and Facilities..... | 8 |
| 1. Learning Resources..... | 8 |
| 2. Educational and research Facilities and Equipment Required..... | 10 |
| G. Course Quality Evaluation..... | 10 |
| H. Specification Approval Data..... | 10 |

غدير امين مالكي

غدير امين مالكي

A. Course Identification

| | |
|---|--|
| 1. Credit hours: | 3 hours |
| 2. Course type | <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: | Level 1/ year 1 |
| 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 | 36 | 75 % |
| 2 | Blended | 12 | 25 % |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|--------------|-------------------|----------------|
| 1 | Lecture | 24 |
| 2 | Laboratory/Studio | - |
| 3 | Seminars | 24 |
| 4 | Others (specify) | |
| | Self-Study | 12 |
| | Library Search | 12 |
| | Project Work | 24 |
| Total | | 96 |

B. Course Objectives and Learning Outcomes

1. Course Description

The course provides students with a comprehensive survey of translation strategies applicable to legal discourse in order to help them undertake intensive translation practice in this field. The theoretical layer of the course includes a brief review of the salient discourse traits characterizing legal texts at the lexical, syntactic, semantic, pragmatic, rhetorical, and intercultural. The second theoretical component extensively covers the strategies and techniques deployed by the translator to render legal documents (e.g. contracts, treaties, public notices, registered business transactions, wills, statutory rules, bylaws, recitals in a lawsuit, ICJ documents [UN]... etc.). The practical component of the course facilitates students' exposure to a wide range of diverse legal documents in terms of generic format and functional type. Student performance is measured by formal examination plus external feedback from external raters (e.g. professionals' feedback on the student's translation portfolio).

2. Course Main Objective

The course aims to enhance students' theoretical knowledge about the models and strategies of legal translation in preparation for engaging in an intensive hands-on training in practical translation covering a whole spectrum of generic formats (e.g. recitals) and text types (metalingual, operative). The course specifically aims to attain the following sub-goals:

- 1) Train students to identify the major approaches, strategies, and resources used in performing legal translation
- 2) Help them select the relevant strategy in each translation case, depending on the determination of text genre, type, and communicative function
- 3) Train them to compile their own bilingual glossary of legal terms derived from authentic corpora and using technological resources (e.g. concordancing of parallel corpora)
- 4) Sensitize them to the potentialities of legal translation as a relevant research topic which is in harmony with the college and university goals of conducting interlinguistic and intercultural studies

3. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|--|---------------|
| 1 | Knowledge and Understanding: <i>By the end of this course, students should be able to:</i> | |
| 1.1 | Demonstrate profound knowledge of translation strategies used in translating legal discourse in both directions of the language pair (Arabic-English) | K1 |
| 1.2 | Identify the correlation between textual description (in terms of register, genre and functional type) and the required translation approach and strategy | K2 |
| 1.3 | Know the principles and techniques of compiling a bilingual glossary of legal terms based on authentic corpora | K3 |
| 1.4 | Recognize the technological tools and resources needed for quality assurance in legal translation | K3 |
| 2 | Skills: <i>By the end of this course, students should be able to:</i> | |
| 2.1 | Apply their knowledge of translation strategies and tools in practical translation tasks | S1 |
| 2.2 | Prove proficient at selecting the most suitable translation strategy to each textual case and genre in legal discourse | S1 |
| 2.3 | Perform legal translation in harmony with the ISO standards prescribed for legal translation | S2 |
| 2.4 | Carry out IT-supported tasks for designing their personal bilingual glossary of legal terms derived from authentic parallel corpora | S4 |
| 2.5 | Produce error-free translations of legal texts from different generic formats (e.g. contracts, treaties, public notices, registered business transactions, wills, statutory rules, bylaws, recitals in a lawsuit...) | S1 |
| 3 | Values: <i>By the end of this course, students should be able to:</i> | |
| 3.1 | Show a set of personal qualities and academic merits required for completing the training | V3 |

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|--|---------------|
| 3.2 | Demonstrate a proven record of team spirit and cooperative work to achieve the objectives of the course in relation to collaborative learning and collective project management (e.g. bilingual terminology management in legal discourse) | V2 |
| 3.3 | Demonstrate personal accountability and ethical behavior in performing course tasks | V1 |
| 3.4 | Conduct autonomous creative research tasks in compliance with best practices in the field of legal translation and the university ethics. | V4 |

* Program Learning Outcomes

C. Course Content

| No | List of Topics | Contact Hours |
|--------------|--|---------------|
| 1 | The Salient Stylistic Traits of Legal Discourse: Structural & Pragmatic Dimension | 3 |
| 2 | Register, Genre, & Text Typology in Legal Translation | 3 |
| 3 | Survey of Translation Strategies Proposed for Legal Translation (1): Macro-textual Level (Register- & Genre-bound) | 3 |
| 4 | Survey of Translation Strategies Proposed for Legal Translation (2): Micro-textual Level (Phrasal & Sentential) | 3 |
| 5 | Translation Workshop (1): Translating Statutory Legal Texts | 3 |
| 6 | Translation Workshop (2): Translating Business Contracts (Lease) | 3 |
| 7 | Translation Workshop (3): Translating Contracts (Marriage) | 3 |
| 8 | Mid-term Exam | 3 |
| 9 | Translation Workshop (4): Translating ICJ Documents (The Hague) | 3 |
| 10 | Translation Workshop (5): Translating Saudi Legal Documents | 3 |
| 11 | Translation Workshop (6): Translating Wills | 3 |
| 12 | Translation Workshop (7): Translating Real Estate Credentials (e.g. Ownership Title) | 3 |
| 13 | Corpus-based Bilingual Glossary Compilation: Principles & Tools | 3 |
| 14 | Building a Corpus-based Bilingual Personal Mini-glossary: Concordancing Parallel Corpora | 3 |
| 15 | Introduction to Quality Assurance and Assessment in Legal Translation | 3 |
| 16 | Final exam | 3 |
| Total | | 48 |

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: <i>By the end of the course, students should be able to:</i> | | |
| 1.1 | Demonstrate profound knowledge of translation strategies used in translating | <ul style="list-style-type: none"> - Lectures - Research Projects - Term Paper | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|---|--|---|
| | legal discourse in both directions of the language pair (Arabic-English) | - Classroom Discussion - Student presentations | - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments |
| 1.2 | Identify the correlation between textual description (in terms of register, genre and functional type) and the required translation approach and strategy | - Workshops - Tutorials - Assignments - Classroom Discussion - Student presentations | - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded student presentations - Graded home assignments |
| 1.3 | Know the principles and techniques of compiling a bilingual glossary of legal terms based on authentic corpora | - Lectures - Student Presentations - Peer Tutoring - Classroom Discussion - Workshops - Tutorials | - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments |
| 1.4 | Recognize the technological tools and resources needed for quality assurance in legal translation | - Lectures - Student Presentations - Peer Tutoring - Classroom Discussion - Workshops - Tutorials | - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments |
| 2.0 | Skills: <i>By the end of the course, students should be able to:</i> | | |
| 2.1 | Demonstrate profound knowledge of translation strategies used in translating legal discourse in both directions of the language pair (Arabic-English) | - Tutorials - Assignments - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Portfolio technique | - Graded Home Assignments - Oral Testing - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) - Student presentations |
| 2.2 | Identify the correlation between textual description (in terms of register, genre and functional type) and the required translation approach and strategy | - Tutorials - Assignments - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Portfolio technique | - Graded Home Assignments - Oral Testing - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) - Student presentations |
| 2.3 | Know the principles and techniques of compiling a bilingual glossary of legal terms based on authentic corpora | - Tutorials - Assignments - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Portfolio technique | - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Student presentations |
| 2.4 | Recognize the technological tools and resources needed for quality assurance in legal translation | - Tutorials - Assignments - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Portfolio technique | - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Student presentations |
| 2.5 | Demonstrate profound knowledge of translation | - Tutorials - Assignments | - Graded Home Assignments - Oral Testing |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|--|--|--|
| | strategies used in translating legal discourse in both directions of the language pair (Arabic-English) | <ul style="list-style-type: none"> - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Portfolio technique | <ul style="list-style-type: none"> - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) - Student presentations |
| 3.0 | Values: <i>By the end of the course, students should be able to:</i> | | |
| 3.1 | Show a set of personal qualities and academic merits required for completing the training | <ul style="list-style-type: none"> - Collaborative Teaching - Peer Tutoring - Case Studies (personal bilingual glossary compilation) | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing |
| 3.2 | Demonstrate a proven record of team spirit and cooperative work to achieve the objectives of the course in relation to collaborative learning and collective project management (e.g. bilingual terminology management in legal discourse) | <ul style="list-style-type: none"> - Collaborative Teaching - Peer Tutoring - Case Studies (personal bilingual glossary compilation) | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing |
| 3.3 | Demonstrate personal accountability and ethical behavior in performing course tasks | <ul style="list-style-type: none"> - Collaborative Teaching - Peer Tutoring - Case Studies (personal bilingual glossary compilation) | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing |
| 3.4 | Conduct autonomous creative research tasks in compliance with best practices in the field of legal translation and the university ethics. | <ul style="list-style-type: none"> - Collaborative Teaching - Peer Tutoring - Case Studies (personal bilingual glossary compilation) | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|---|-----------------|--------------------------------------|
| 1 | Term paper | 15 | 10 % |
| 2 | Portfolio design and management (Computer-aided compilation and management of personal bilingual glossary of legal terminology) | 14 | 15 % |
| 3 | Midterm exam | 8 | 20 % |
| 4 | Home Assignments | 4, 7, 9, 11, 13 | 10 % |
| 5 | Term/Research Paper | | 15 % |
| 6 | Final exam | 16 | 40% |
| | | Total | 100% |

*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:

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------------------------|--|
| Required Textbooks | Scott, Juliette R. (2018). <i>Legal Translation Outsourced</i> . Oxford Studies in Language and Law Series. Oxford: Oxford University Press. |
| Essential Reference Materials | <p>Al Aqad, M. H. (2014). Translation of Legal Texts between Arabic and English: A Case of Marriage Contracts. <i>Arab World English Journal</i>, 5, (2), 110-121.</p> <p>Alcaraz, Enrique & Hughes, Brian. (2014). <i>Legal Translation Explained</i>. London & New York: Routledge.</p> <p>Asensio, Roberto M. (2014). <i>Translating Official Documents: Translation Practices Explained</i>. Routledge, 1st edition.</p> <p>Biel, Łucja, Jan Engberg, Rosario Martín Ruano, Vilelmini Sosoni. (2019). <i>Research Methods in Legal Translation and Interpreting Crossing Methodological Boundaries</i>. London & New York: Routledge.</p> |

| | |
|---------------------------------|---|
| | <p>Borja Albi, Fernando Prieto Ramos (Eds). (2013). <i>Legal Translation in Context: Professional Issues and Prospects</i> (New Trends in Translation Studies). New edition. Peter Lang AG, Internationaler Verlag der Wissenschaften.</p> <p>Cao, D. (2007). <i>Translating Law</i>. Clevedon: Multilingual Matters.</p> <p>Cao, D. (2013). Legal Translation. <i>Research Gate</i>, 1-6. DOI: 10.1002/</p> <p>Cheng, Le , King Kui Sin, Wagner Anne. (2014). <i>The Ashgate Handbook of Legal Translation</i>. London & New York: Routledge.</p> <p>Ho-yan Chan, Clara. (2020). <i>Legal Translation and Bilingual Law Drafting in Hong Kong: Challenges and Interactions in Chinese Regions</i>. London & New York: Routledge.</p> <p>Liimatainen. Annikki et al. (eds). (2017). <i>Legal Translation and Court Interpreting: Ethical Values, Quality, Competence Training</i>. Frank and Timme.</p> <p>Marino, S., Biel, Ł., Bajčić, M., Sosoni, V. (Eds.). (2018). <i>Language and Law: The Role of Language and Translation in EU Competition Law</i>. Springer Nature Switzerland AG.</p> <p>Prieto Ramos, Fernando. (2011). <i>Developing Legal Translation Competence: An Integrative Process-Oriented Approach</i>. Comparative Legilinguistics. <i>International Journal for Legal Communication</i>, 5: 7-21.</p> <p>Šarčević, Susan. (2012). Challenges to the Legal Translator. In <i>The Oxford Handbook of Language and Law</i>, ed. Peter M. Tiersma and Lawrence Solan 187-199. Oxford: Oxford University Press.</p> <p>Scott, Juliette R. (2018). <i>Legal Translation Outsourced</i> (Oxford Studies in Language and Law). Oxford: OUP</p> <p>Simonnaes, Ingrid and Kristiansen, Marita (eds). 2019. <i>Legal Translation: Current Issues and Challenges in Research, Methods and Applications</i> (Forum für Fachsprachen-Forschung). Frank and Timme.</p> |
| Electronic Materials | <ul style="list-style-type: none"> - Legal dictionary https://www.translegal.com/ - Cambridge dictionary of law https://dictionary.cambridge.org/dictionary/english-arabic/legal - Wisconsin University https://www.wicourts.gov/services/interpreter/res/glossaries.htm - Other online resources http://www.ariannagrasso.com/traduzione-legale/le-fonti-cartacee-e-online-della-traduzione-giuridica/legal-translation-resources-in-english/ |
| Other Learning Materials | <p><i>16 online translation tools recommended by translators:</i></p> <p>https://gengo.com/community/15-online-translation-tools-translators/</p> |

2. Educational and research Facilities and Equipment Required

| Item | Resources |
|--|--|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | Classrooms |
| Technology Resources (AV, data show, Smart Board, software, etc.) | Data show Laboratory Postediting software Internet connection |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Classrooms |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|--|
| Effectiveness of Teaching | <ul style="list-style-type: none"> Students Peer Reviewers Faculty External Reviewers Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |
| Effectiveness of Assessment | <ul style="list-style-type: none"> Students Faculty Curriculum Committee Assessment Committee External Reviewers Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> Students Faculty Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> Students Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |



Course Specifications (Postgraduate Degree)

| | |
|----------------------|---|
| Course Title: | Interpreting (Sight & Summary) |
| Course Code: | TRA 606 |
| Program: | Master of Arts in Interpreting |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

غدير امين مالكي

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غدير امين مالكي

غدير امين مالكي

A. Course Identification

| |
|---|
| 1. Credit hours: 3 |
| 2. Course type <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: Level 1/ year 1 |
| 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 | 36 | 75 % |
| 2 | Blended | 12 | 25 % |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|--------------|---|----------------|
| 1 | Lecture | 16 |
| 2 | Laboratory/Studio | 32 |
| 3 | Seminars | - |
| 4 | Others (specify) 1. Laboratory self-study 2. Project work | 24 24 |
| Total | | 96 |

B. Course Objectives and Learning Outcomes

1. Course Description

This course trains students to perform sight and summary interpreting in quasi-professional settings. The theoretical component of the course introduces the cross-disciplinary nature of sight and summary interpreting as they semiotically happen to be positioned at the interface of the graphological channel (written text) and the oral channel of discourse (spoken text). Relevant theoretical details on textual register, genre, and type are equally included in course content. In order to familiarize students with this hybrid type of interpreting needed on specific communicative occasions (e.g. urgent cases in sight interpreting and on-the-phone conversation in summary interpreting, they are exposed to intensive drilling related to reading speed, message recovery, semantic compression, delivery time, troubleshooting delayed response, and ambiguity resolution, etc. The course is practice-oriented and interactive. Laboratory work is the typical mode of instruction.

2. Course Main Objective

This course aims to train students to perform sight and summary interpreting in a quasi-professional context in order to prepare them for their prospective professional tasks either in educational or professional settings. The course targets the following specific objectives:

- 1) To help students master the skills required for performing ISO-compliant sight and summary interpreting tasks (ISO 22259:2019)
- 2) To train them to perform sight and summary interpreting with optimal reading speed, message recovery and delivery, instant response, and semantic compression
- 3) To acquaint them with helpful technological applications designed for optimal sight and summary interpreting quality (software packages)
- 4) To prepare them for undertaking and managing their own research portfolios in sight and summary interpreting in anticipation of their future *Interpreting Internship and Project*.

3. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|---|---------------|
| 1 | Knowledge and Understanding: <i>By the end of this course, students should be able to:</i> | |
| 1.1 | Identify the central concepts and models of sight and summary interpreting | K1 |
| 1.2 | Know the strategies used for decoding the source text message properly | K1 |
| 1.3 | List the strategies used for encoding the target text form and message comprehensibly | K1 |
| 1.4 | Understand the ISO standards regulating sight and summary interpreting in terms of management and quality | K4 |
| 2 | Skills: <i>By the end of this course, students should be able to:</i> | |
| 2.1 | Apply sight and summary interpreting strategies in authentic settings and in compliance with ISO standards | S3 |
| 2.2 | Develop standard reading speed for message recovery | S2 |
| 2.3 | Deliver the target message instantly and intelligibly | S1 |
| 2.4 | Troubleshoot problems of delayed response accurately and lack of input-output synchronization | S2 |
| 2.5 | Use technology properly in specific sight and summary interpreting tasks | S4 |
| 3 | Values: <i>By the end of this course, students should be able to:</i> | |
| 3.1 | Demonstrate initiative and personal accountability in performing sight and summary interpreting tasks | V3 |
| 3.2 | Integrate in teams to perform sight and summary interpreting tasks and internship projects | V2 |
| 3.3 | Show commitment to the ISO-bound best practices in the field of sight and summary interpreting as well as to university values and regulations. | V1 |

* Program Learning Outcomes

C. Course Content

| No | List of Topics | Contact Hours |
|--------------|---|---------------|
| 1 | Sight and Summary Interpreting: Description and Functioning Modes | 3 |
| 2 | Survey of Sight Interpreting Strategies and Tactics | 3 |
| 3 | Sight Interpreting (1): Intensive Drilling in Reading Speed | 3 |
| 4 | Sight Interpreting (2): Intensive Drilling in Lexical Compression | 3 |
| 5 | Sight Interpreting (3): Intensive Drilling in Syntactic Compression | 3 |
| 6 | Sight Interpreting (4): Optimizing Instantaneous Response | 3 |
| 7 | Sight Interpreting (5): Optimizing Message Delivery | 3 |
| 8 | Mid-term exam | 3 |
| 9 | Survey of Summary Interpreting Strategies and Tactics | 3 |
| 10 | Summary Interpreting (1): Summarizing Drills | 3 |
| 11 | Summary Interpreting (2): Ambiguity Resolution Skills | 3 |
| 12 | Summary Interpreting (3): Semantic Encapsulation Skills | 3 |
| 13 | Summary Interpreting (4): Optimizing Message Delivery | 3 |
| 14 | Troubleshooting Tactics in Sight and Summary Interpreting | 3 |
| 15 | Ethical Norms and ISO Quality Standards in Sight & Summary Interpreting | 3 |
| 16 | Final exam | 3 |
| Total | | 48 |

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 central concepts and models of sight and summary interpreting | <ul style="list-style-type: none"> - Lectures - Research Projects - Term Paper - Classroom Discussion | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments |
| 1.2 | Know the strategies used for decoding the source text message properly | <ul style="list-style-type: none"> - Workshops - Tutorials - Assignments - Classroom Discussion | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded student presentations - Graded home assignments |
| 1.3 | List the strategies used for encoding the target text form and message comprehensibly | <ul style="list-style-type: none"> - Lectures - Student Presentations - Peer Tutoring - Classroom Discussion | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|---|---|---|
| | | | <ul style="list-style-type: none"> - Graded home assignments - Oral Testing |
| 1.4 | Understand the ISO standards regulating sight and summary interpreting in terms of management and quality | <ul style="list-style-type: none"> - Lectures - Student Presentations - Peer Tutoring - Classroom Discussion | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments - Oral Testing |
| 2.0 | Skills | | |
| 2.1 | Apply sight and summary interpreting strategies in authentic settings and incompliance with ISO standards | <ul style="list-style-type: none"> - Workshops - Tutorials - Assignments - Audio and Video Materials on Model Performance | <ul style="list-style-type: none"> - Graded Home Assignments - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) |
| 2.2 | Develop standard reading speed for message recovery | <ul style="list-style-type: none"> - Workshops - Tutorials - Assignments - Audio and Video Materials on Model Performance | <ul style="list-style-type: none"> - Peer Assessment - Training Portfolio - Formative diagnostic assessment (i.e. progress achievement testing) |
| 2.3 | Deliver the target message instantly and intelligibly | <ul style="list-style-type: none"> - Workshops - Tutorials - Assignments - Audio and Video Materials on Model Performance | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Oral Testing |
| 2.4 | Troubleshoot problems of delayed response accurately and lack of input-output synchronization | <ul style="list-style-type: none"> - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Audio and Video Materials on Model Performance | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Oral Testing |
| 2.5 | Use technology properly in specific sight and summary interpreting tasks | <ul style="list-style-type: none"> - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Audio and Video Materials on Model Performance | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Oral Testing |
| 3.0 | Values | | |
| 3.1 | Demonstrate initiative and personal accountability in performing sight and | <ul style="list-style-type: none"> - Intensive Laboratory Drilling - Collaborative/ Team Teaching - Peer/Group Correction | <ul style="list-style-type: none"> - Graded Student Presentations - Interpreting Test - External Raters - Self-assessment (dual-track audio-recordings) |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|---|--|--|
| | summary interpreting tasks | - Audio and Video Materials on Model Performance | - Peer assessment |
| 3.2 | Integrate in teams to perform sight and summary interpreting tasks and internship projects | - Intensive Laboratory Drilling - Collaborative/ Team Teaching - Peer/Group Correction - Audio and Video Materials on Model Performance | - Graded Student Presentations - Interpreting Test - External Raters - Self-assessment (dual-track audio-recordings) - Peer assessment |
| 3.3 | Show commitment to the ISO-bound best practices in the field of sight and summary interpreting as well as to university values and regulations. | - Intensive Laboratory Drilling - Collaborative/Team Teaching - Peer/Group Correction - Audio and Video Materials on Model Performance | - Graded Student Presentations - Interpreting Test - External Raters - Self-assessment (dual-track audio-recordings) - Peer assessment |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|------------------------------|---------------|--------------------------------------|
| 1 | Classroom tasks | Weekly | 15 % |
| 2 | Periodic oral tests | 4.7.10.12, 14 | 15 % |
| 3 | Midterm exam | 8 | 20 % |
| 4 | Presentations (experimental) | 13, 15 | 10 % |
| 5 | Final exam | 16 | 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:

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or

other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.

5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------------------------|--|
| Required Textbooks | Setton, Robin & Andrew Dawrant. (2016). <i>Conference Interpreting – A Complete Course and Trainer’s Guide: Conference Interpreting - A Trainer’s Guide</i> . New York: John Benjamins Publishing Company. |
| Essential Reference Materials | <p>Baxter R. N. (2016) “Exploring the Possible Effects of Visual Presentations on Synchronicity and Lag in Simultaneous Interpreting.” <i>Sendebat</i> (Vol. 27), 9-23. Granada: University of Granada.</p> <p>Enani, M. <i>An Introduction to on Sight & Consecutive Translation & Interpretation</i>.</p> <p>Gile, D. (2009). Basic Concepts and Models for Interpreter and Translator Training, (Revised edition). John Benjamins Publishing.</p> <p>Gillies, Andrew. (2013). <i>Conference Interpreting: A Student's Practice Book</i>. London & New York: Routledge, Taylor & Francis Group.</p> <p>Jones, Roderick. <i>Conference Interpreting Explained</i>. 2nd edition. London & New York: Routledge, Taylor & Francis Group.</p> <p>Neumann Solow, Sharon, Knut Weinmeister & Julia Pelhalte. (2012). <i>Sight translation, sight interpreting meeting at the cross modes: Sign language interpreters as translators</i>. European Forum of Sign language Interpreters. Kindle Edition.</p> <p>Setton, Robin. (1999). <i>Simultaneous Interpreting: A Cognitive-Pragmatic Analysis</i>. New York: John Benjamins Publishing Company.</p> <p>Setton, Robin & Andrew Dawrant. (2016). <i>Conference Interpreting – A Complete Course and Trainer’s Guide: Conference Interpreting - A Trainer’s Guide</i>. New York: John Benjamins Publishing Company.</p> <p>Su, W. (2020). <i>Eye-Tracking Processes and Styles in Sight Translation</i>. Singapore: Springer.</p> |
| Electronic Materials | <ul style="list-style-type: none"> - Glossary of Translation and Interpreting Terminology: http://trans-k.co.uk/glossary.html - Interpretation: http://intemreTERS.free.fT/reading.htm#top - Online dictionaries http://www.egyta.comIDictionariesDirectory.htm - On Sight Translation: http://W.Irw.transiationdirectory.com/article755.h - ISO 22259:2019: https://www.iso.org/standard/72988.html |
| Other Learning Materials | <ul style="list-style-type: none"> - On campus Library - Advanced Media Dictionary - Advanced Oxford English Dictionary - Al Mawrid Dictionary (E>A) (A>E) |

2. Educational and research Facilities and Equipment Required

| Item | Resources |
|--|---|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | Ordinary classrooms (lecture halls) Language Laboratories University Main Libraries Public libraries |
| Technology Resources (AV, data show, Smart Board, software, etc.) | Data show Smart board Interpreting software |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Audio equipment (audio and video recorders) |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|--|
| Effectiveness of Teaching | <ul style="list-style-type: none"> Students Peer Reviewers Faculty External Reviewers Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |
| Effectiveness of Assessment | <ul style="list-style-type: none"> Students Faculty Curriculum Committee Assessment Committee External Reviewers Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> Students Faculty Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> Students Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |

اعتماد
NCAAA

T15

Course Specifications (Postgraduate Degree)

| | |
|---------------|---|
| Course Title: | Translation Quality Assessment |
| Course Code: | TRA 651 |
| Program: | Master of Arts in Translation |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

غدير امين مالكي

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غدير امين مالكي

غدير امين مالكي

A. Course Identification

| |
|---|
| 1. Credit hours: 3 |
| 2. Course type <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: 1 st year - 2 nd level |
| 4. Pre-requisites for this course (if any): TRA 601 TRA 602 TRA 603 TRA 604 |
| 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 | 36 | 75% |
| 2 | Blended | 12 | 25 % |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|--------------|---|----------------|
| 1 | Lecture | 32 |
| 2 | Laboratory/Studio | - |
| 3 | Seminars | 16 |
| 4 | Others (specify) 1. Self-study 2. Library search 3. Project work | 16 16 16 |
| Total | | 96 |

B. Course Objectives and Learning Outcomes

| |
|---|
| 1. Course Description <p>This course introduces the notion of translation quality as a holistic construct combining two inseparable phases: quality assurance and quality assessment. Students are familiarized with the concept, steps, and tools of quality assurance as a prerequisite for subsequent quality assessment. Students are familiarized with the major requirements of translation project quality</p> |
|---|

management and trained to conduct their own mini-projects. Both human stakeholders and computer software packages (e.g. Xbench, QA Distiller, Verifika, TRADOS Studio) will be studied as they jointly engage in the multi-task workflow to guarantee optimal translation quality for a selection of text types and register varieties. The experimental part of the course involves the critical overview of two samples TQA models (House & Colina). The evaluation of students' performance is carried out by means of final TQA mini-project as well as formal testing (written midterm and final exams).

2. Course Main Objective

The main objective of this course is to introduce students to the main qualitative and quantitative models of assessing translation quality in a disciplined and systematic way.

3. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|---|---------------|
| 1 | Knowledge and Understanding: <i>By the end of this course, students should be able to:</i> | |
| 1.1 | Recognize the major constructs of TQA (both assurance and assessment) in translation | K1 |
| 1.2 | Identify the strengths and weaknesses of the surveyed TQA models | K2 |
| 1.3 | Know applicability potential of the surveyed TQA concepts and models | K3 |
| 1.4 | List the advantages of TQA in the academic and professional settings | K2 |
| 2 | Skills: <i>By the end of this course, students should be able to:</i> | |
| 2.1 | Apply TQA models to translated texts in various registers and genres (e.g. executive order on health care in the USA) | S1 |
| 2.2 | Evaluate the validity of the surveyed TQA models | S3 |
| 2.3 | Write a comprehensive TQA statement | S4 |
| 2.4 | Produce a translation quality management mini-project | S4 |
| 2.4 | Explain and classify deficient items according to quantitative and qualitative benchmarking criteria (ISO-based) | S2 |
| 3 | Values: <i>By the end of this course, students should be able to:</i> | |
| 3.1 | Perform academic and research tasks in accord with the ethical standards and best practices of the discipline (e.g. ISO standards 9100 and 17100 in translation). | V1 |
| 3.2 | Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in teams (in classroom settings) to exchange theoretical knowledge, research proficiencies, and professional skills, | V2 |
| 3.3 | Show individual responsibility to manage time, meet deadlines, and work effectively under pressure in both the academic and professional spheres | V3 |
| 3.4 | Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations (e.g. TQA projects, translation quality management mini-project)). | V4 |

* Program Learning Outcomes

C. Course Content

| No | List of Topics | Contact Hours |
|--------------|--|---------------|
| 1 | Introduction to translation quality theory and practice (TQ): A brief historical survey | 3 |
| 2 | Translation quality (TQ) as a multi-layered construct: TQ assurance & TQ assessment | 3 |
| 3 | Translation quality assurance workflow, tools and software (e.g. Xbench, QA Distiller, Verifika) | 3 |
| 4 | Translation quality assessment (TQA): From intuition to objective modelling | 3 |
| 5 | Classification of TQA Models: Theoretical foundations (e.g. discourse-based) | 3 |
| 6 | Classification of TQA Models: Human versus artificial (e.g. AI-based) | 3 |
| 7 | Midterm Exam | 3 |
| 8 | TQA Management & Certification | 3 |
| 9 | Sample Translation project quality management (TPQM) Tools: e.g. <i>SDL Trados Studio</i> | 3 |
| 10 | House's discourse-oriented model (1): Structure & and mode of functioning | 3 |
| 11 | House's discourse-oriented model (2): Sample application | 3 |
| 12 | Colina's model (1): Structure & and mode of functioning (children's literature) | 3 |
| 13 | Colina's model (2): Sample application (e.g. executive order about health care) | 3 |
| 14 | Evaluation of the surveyed models | 3 |
| 15 | Student TQA mini-project: Presentation and evaluation | |
| 16 | Final Exam | 3 |
| Total | | 48 |

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 | Recognize the major constructs of TQA in translation | <ul style="list-style-type: none"> - Lectures - Research Projects - Term Paper - Classroom Discussion - Student presentations | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments - Graded TQA portfolio |
| 1.2 | Identify the strengths and weaknesses of the surveyed TQA models | <ul style="list-style-type: none"> - Workshops - Tutorials - Assignments - Classroom Discussion - Student presentations | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded student presentations - Graded home assignments - Graded TQA portfolio |
| 1.3 | Know applicability potential of the surveyed TQA models | <ul style="list-style-type: none"> - Lectures - Student Presentations | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|---|--|--|
| | | <ul style="list-style-type: none"> - Peer Tutoring - Classroom Discussion - Workshops - Tutorials | <ul style="list-style-type: none"> - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments - Graded TQA portfolio |
| 1.4 | List the advantages of TQA in the academic and professional settings | <ul style="list-style-type: none"> - Lectures - Student Presentations - Peer Tutoring - Classroom Discussion - Workshops - Tutorials | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments - Graded TQA portfolio |
| 2.0 | Skills | | |
| 2.1 | Apply TQA models to translated texts in various registers and genres | <ul style="list-style-type: none"> - Tutorials - Assignments - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Portfolio technique | <ul style="list-style-type: none"> - Graded Home Assignments - Oral Testing - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) - Student presentations - Graded TQA portfolio |
| 2.2 | Evaluate the validity of the various TQA models | <ul style="list-style-type: none"> - Tutorials - Assignments - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Portfolio technique | <ul style="list-style-type: none"> - Graded Home Assignments - Oral Testing - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) - Student presentations - Graded TQA portfolio |
| 2.3 | Write a comprehensive TQA statement | <ul style="list-style-type: none"> - Tutorials - Assignments - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Portfolio technique | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Student presentations - Graded TQA portfolio |
| 2.4 | Explain and classify deficient items according to quantitative and qualitative benchmarking criteria (ISO-based) | <ul style="list-style-type: none"> - Tutorials - Assignments - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Portfolio technique | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Student presentations - Graded TQA portfolio |
| 3.0 | Values | | |
| 3.1 | Perform academic and research tasks in accord with the ethical standards and best practices of the discipline (e.g. ISO standards 9100 and 17100 in translation). | <ul style="list-style-type: none"> - Lectures and tutorials - Collaborative Teaching - Peer Tutoring - Case Studies (TQA mini-projects) | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing - Graded TQA portfolio |
| 3.2 | Demonstrate a capacity to work flexibly, collaboratively, critically, and creatively in teams (in classroom settings) to exchange theoretical knowledge, research | <ul style="list-style-type: none"> - Lectures and tutorials - Collaborative Teaching - Peer Tutoring - Case Studies (TQA mini-projects) | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing - Graded TQA portfolio |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|--|---|---|
| | proficiencies, and professional skills, | | |
| 3.3 | Show individual responsibility to manage time, meet deadlines, and work effectively under pressure in both the academic and professional spheres | <ul style="list-style-type: none"> - Lectures and tutorials - Collaborative Teaching - Peer Tutoring - Case Studies (TQA mini-projects) | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing - Graded TQA portfolio |
| 3.4 | Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations (e.g. TQA projects...). | <ul style="list-style-type: none"> - Lectures and tutorials - Collaborative Teaching - Peer Tutoring - Case Studies (TQA mini-projects) | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing - Graded TQA portfolio |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|--|-----------------|--------------------------------------|
| 1 | Home assignments | 4, 6, 9, 11, a3 | 10% |
| 2 | Presentations (oral/ written) | 5, 10, 14 | 10% |
| 3 | Translation Quality Assessment portfolio | (submission) 15 | 20% |
| 4 | Midterm | 8 | 20% |
| 5 | Final | 16 | 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:

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.

5. The *Special Needs Unit* in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

| Required Textbooks | House, Juliane. 2015. Translation Quality Assessment: Past and Present [Kindle edition]. Oxon: Routledge. |
|-------------------------------|---|
| Essential Reference Materials | <p>Colina, Sonia. (2009). Further evidence for a functionalist approach to translation quality evaluation. <i>New York: John Benjamins Publishing Company.</i></p> <p>House, J. (1997). <i>Translation Quality Assessment: A Model Revisited</i>. Tübingen: Narr.</p> <p>House, J. (2004). 'Concepts and Methods of Translation Criticism. A Linguistic Perspective', in Harald Kittel, Armin Paul Frank, Norbert Greiner, Theo Hermans, Werner Koller, José Lambert and Fritz Paul (eds) <i>Übersetzung-Translation-Traduction. An International Encyclopedia of Translation Studies</i>. Berlin: de Gruyter, 698-718.</p> <p>House, J. (2007). 'Translation Criticism: From Linguistic Description and Explanation to Social Evaluation', in Marcella Bertuccelli Papi, Gloria Cappelli and Silvia Masi (eds) <i>Lexical Complexity: Theoretical Assessment and Translational Perspectives</i>, Pisa: Pisa University Press, 37-52.</p> <p>Khosravani, Yasamin. (2019). <i>Translation Quality Assessment (TQA) of Subtitles: Criteria for the Evaluation of Persian Subtitles of English Movies Focusing on Semiotic Model of TQA</i>. Bern (Germany): Peter Lang GmbH, Internationaler Verlag der Wissenschaften.</p> <p>Liu, W. (2014). <i>Terminology Management in Team Translation—A Case Study Based on A Film Translation Project and A Website Localization Project</i>. Unpublished Master's thesis, Shanghai International Studies University.</p> <p>Lv, L., & Yan L. L. (2014). <i>Translation Project Management</i>. Beijing, China: National Defense Industry Press.</p> <p>Project Management Institute. (2013). <i>A Guide to the Project Management Body of Knowledge (PMBOK^R Guide) (Fifth Edition)</i>. PA: Project Management Institute, Inc.</p> <p>Wang, H. S., & Zhang Y. X. (2015). Translation Quality Control: A Technological Perspective. <i>Journal of Language and Literature Studies</i>, (4), 1-5.</p> <p>Wang, H. S., Leng, B. B., & Cui Q.L. (2013). Rethink the Map of Applied Translation Studies in Information Age. <i>Shanghai Journal of Translators</i>, (1), 7-13.</p> <p>Wang, H. W., & Wang, H. S. (2013). <i>A Practical Guide to Translation Project Management</i>. Beijing, China: China Translation & Publishing Corporation.</p> |

| | |
|---------------------------------|--|
| | <p>Wang, Z. (2013). Context in Translation Memory System. <i>Shanghai Journal of Translators</i>, (1), 69-72.</p> <p>Wang, Z., & Sun, D. Y. (2009). An Analysis of the Strengths and Weaknesses of Translation Memory in Translation Teaching. <i>Foreign Language World</i>, (2), 16-22.</p> <p>Williams, M. (2004). <i>Translation Quality Assessment: An Argumentation-Centered Approach</i>. Ottawa: University of Ottawa Press.</p> <p>Xu, B., & Guo, H. M. (2012). Translation Quality Control under the Environment of CAT. <i>Shandong Foreign Language Teaching Journal</i>, (5), 103-108.</p> <p>Xu, B., & Guo, H. M. (2015). Non-technical Translation: A CAT-Based Practice. <i>Chinese Translators Journal</i>, (1), 71-76.</p> |
| Electronic Materials | Other electronic, relevant and up-to-date materials will be put at students' disposal every new semester. |
| Other Learning Materials | Other learning, relevant and up-to-date material will be put at students' disposal every new semester. |

2. Educational and Research Facilities and Equipment Required

| Item | Resources |
|--|---|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | Lecture halls |
| Technology Resources (AV, data show, Smart Board, software, etc.) | Data show Laboratory TQA software Internet Network |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Classrooms |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|-----------------------------|---|--|
| Effectiveness of Teaching | <ul style="list-style-type: none"> Students Peer Reviewers Faculty External Reviewers Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |
| Effectiveness of Assessment | <ul style="list-style-type: none"> Students Faculty Curriculum Committee Assessment Committee External Reviewers | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|---|
| | <ul style="list-style-type: none"> Quality Assurance Unit | |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> Students Faculty Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> Students Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |

اعتماد
NCAAA

T15

Course Specifications (Postgraduate Degree)

| | |
|---------------|---|
| Course Title: | Terminology and Localisation in Translation |
| Course Code: | TRA 652 |
| Program: | Master of Arts in Translation Studies |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

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| C. Course Content | 5 |
| D. Teaching and Assessment | 5 |
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| 2. Educational and research Facilities and Equipment Required | 9 |
| G. Course Quality Evaluation | 9 |
| H. Specification Approval Data | 10 |

غدير امين مالكي

غدير امين مالكي

A. Course Identification

| | |
|---|--|
| 1. Credit hours: | 3 hours |
| 2. Course type | <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: | Level 2 / Year 1 2 |
| 4. Pre-requisites for this course (if any): | TRA 601 TRA 602 TRA 603 TRA 604 |
| 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 | 36 | 75 % |
| 2 | Blended | 12 | 25 % |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|-------|--|----------------|
| 1 | Lecture | 16 |
| 2 | Laboratory/Studio | 16 |
| 3 | Seminars | 16 |
| 4 | Others (specify) Self-Study Library Search Project work | 16 16 16 |
| Total | | 96 |

B. Course Objectives and Learning Outcomes

1. Course Description

This course addresses the central issue of handling terminology and localisation as part of the translational act which takes place in divergent lingua-cultural locales. It is an interdisciplinary course whose focus is located at the interface between lexicology, lexicography, automated terminology management, localization, and translation studies. Texts are both plain (e.g. written) and multimedial (e.g. audiovisual). Focusing on the English-Arabic language pair, the course introduces major state-of-the-art theories and best practices in localising terminology in a number of pivotal areas of registerial and generic usage, such as legal, scientific,

computational, medical and journalistic registers. The course also covers some selected areas of content localisation beyond the terminological sphere, i.e. the process of adapting previously translated texts to different linguistic locales and cultural settings (for example, Web, games localisation projects). The course comprises three complementary components. The first component deals with lexicological and lexicographic issues from a contrastive standpoint. The second one furnishes students with a comprehensive theoretical background in localising scientific and technical terminology (i.e. theories, techniques, and skills). The third rubric involves experimental work on classifying, assessing, and revising a selection of contemporary localisation projects in specific linguistic registers (e.g. medical, literary, cultural, and computational). Students will work on their personal localisation mini-projects in a register-specific context. Forms of academic cooperation with professional organisations concerned with terminology and localisation are envisaged (e.g. short training periods, joint projects, onsite visits, etc.). Students' performance is evaluated in both sections of the course (theoretical background and field mini-project).

2. Course Main Objective

The main objective of this course is to explore and deal with the methods and techniques of localizing terminology in the process of translation.

3. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|---|---------------|
| 1 | Knowledge and Understanding: <i>By the end of this course, students should be able to:</i> | |
| 1.1 | Identify the main concepts of terminology management and localization as part of the translational act | K1 |
| 1.2 | Recognize the different approaches, functions, and tools of terminology management and localization in translation projects | K1 |
| 1.3 | Perceive the link between linguistic usage and cultural milieu (locale) in a variety of sector-related settings | K2 |
| 1.4 | Comprehend the correlation between, on the one hand, terminology management and localization techniques, and the nature of textual content (plain or multimedial) | K3 |
| 2 | Skills: <i>By the end of this course, students should be able to:</i> | |
| 2.1 | Apply terminology management and localization techniques and methods in real translation projects | S1 |
| 2.2 | Select the appropriate technique and approach on the basis of textual nature (e.g. multimedial), locale, and communicative purpose | S2 |
| 2.3 | Perform terminology management and localization tasks successfully (e.g. content and term sourcing, glossary/termbase curation, maintenance and translation) | S3 |
| 2.4 | Demonstrate IT skills required for performing terminology management and localization tasks in real-life settings (software packages: e.g. CAT tools) | S4 |
| 2.5 | Practice terminology management and localization techniques for carrying out tasks pertaining to the verification of translational consistency per sector (e.g. specific industry) and across time (longitudinal) | S5 |

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|---|---------------|
| 3 | Values: <i>By the end of this course, students should be able to:</i> | |
| 3.1 | Show compliance with ISO norms and best practices in the field of terminology management and localization in translation | V1 |
| 3.2 | Cooperate academically with professional organisations concerned with terminology and localisation | V2 |
| 3.3 | Prove personal merits of team spirit, individual accountability, creativity and dedication in performing academic and research tasks related to terminology management and localization | V3 V4 |

* Program Learning Outcomes

C. Course Content

| No | List of Topics | Contact Hours |
|--------------|---|---------------|
| 1 | The Interface of Terminology Studies and Localization | 3 |
| 2 | Lexicological Issues in Translation: Rhetorical and Conceptual Divergence | 3 |
| 3 | Issues of Equivalence in Bilingual Lexicography | 3 |
| 4 | Terminology Management in Translation: Objectives, Principles & Tools | 3 |
| 5 | Terminology Management Tools & Resources: SDL Multiterm, MS terminology portal, Autodesk's NexLT & MultiQA | 3 |
| 6 | Benefits of Terminology Management in Translation: Optimal Quality, Cost-effectiveness, & Time-saving Process | 3 |
| 7 | Quality Assurance and Assessment in Terminology Management | 3 |
| 8 | Midterm Exam | 3 |
| 9 | Principles and Functions of Localization in Translation | 3 |
| 10 | Major Challenges to Localization in Translation: e.g. Poor Context, Lack of Bug Management System, Character Encoding, Hard-coding Locale-based Items, etc. | 3 |
| 11 | Localization Resources, Tools, and Projects | 3 |
| 12 | Case Study (1): Web Localization (Graphic Design, Culture, Legal and Cultural Indicators...) | 3 |
| 13 | Case Study (2): Localization in Industry-based Translation | 3 |
| 14 | Case Study (3): E-services Localization | 3 |
| 15 | Case Study (4): Audiovisual Localization (Movies, Games) | 3 |
| 16 | Final Exam | 3 |
| Total | | 48 |

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 main concepts of terminology management and | - Lectures - Research Projects - Term Paper | - Formative diagnostic assessment (i.e. progress achievement testing) |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|---|---|--|
| | localization as part of the translational act | <ul style="list-style-type: none"> - Classroom Discussion | <ul style="list-style-type: none"> - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments - Term/research paper |
| 1.2 | Recognize the different approaches, functions, and tools of terminology management and localization in translation projects | <ul style="list-style-type: none"> - Workshops - Tutorials - Assignments - Classroom Discussion | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded student presentations - Graded home assignments - Term/research paper |
| 1.3 | Perceive the link between linguistic usage and cultural milieu (locale) in a variety of sector-related settings | <ul style="list-style-type: none"> - Lectures - Student Presentations - Peer Tutoring - Classroom Discussion | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments - Oral Testing - Term/research paper |
| 1.4 | Comprehend the correlation between, on the one hand, terminology management and localization techniques, and the nature of textual content (plain or multimedial) | <ul style="list-style-type: none"> - Lectures - Student Presentations - Peer Tutoring - Classroom Discussion | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments - Oral Testing - Term/research paper |
| 2.0 | Skills | | |
| 2.1 | Apply terminology management and localization techniques and methods in real translation projects | <ul style="list-style-type: none"> - Tutorials - Assignments - Intensive Lab Drilling - Audio and Video Materials on Model Performance - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching | <ul style="list-style-type: none"> - Graded Home Assignments - Oral Testing - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) |
| 2.2 | Select the appropriate technique and approach on the basis of textual nature (e.g. multimedial), locale, and communicative purpose | <ul style="list-style-type: none"> - Tutorials - Assignments - Intensive Lab Drilling - Audio and Video Materials on Model Performance - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching | <ul style="list-style-type: none"> - Graded Home Assignments - Oral Testing - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) |
| 2.3 | Perform terminology management and localization tasks successfully (e.g. | <ul style="list-style-type: none"> - Tutorials - Assignments - Intensive Lab Drilling | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|---|---|--|
| | content and term sourcing, glossary/termbase curation, maintenance and translation) | <ul style="list-style-type: none"> - Audio and Video Materials on Model Performance - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching | <ul style="list-style-type: none"> - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Oral Testing |
| 2.4 | Demonstrate IT skills required for performing terminology management and localization tasks in real-life settings (software packages: e.g. CAT tools) | <ul style="list-style-type: none"> - Tutorials - Assignments - Intensive Lab Drilling - Audio and Video Materials on Model Performance - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Oral Testing |
| 2.5 | Practice terminology management and localization techniques for carrying out tasks pertaining to the verification of translational consistency per sector (e.g. specific industry) and across time (longitudinal) | <ul style="list-style-type: none"> - Tutorials - Assignments - Intensive Lab Drilling - Audio and Video Materials on Model Performance - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching | <ul style="list-style-type: none"> - Graded Home Assignments - Oral Testing - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) |
| 3.0 | Values | | |
| 3.1 | Show compliance with ISO norms and best practices in the field of terminology management and localization in translation | <ul style="list-style-type: none"> - Collaborative Teaching - Peer Tutoring - Case Studies (Survey of Model Terminology & Localization Projects) | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing - Term/research paper |
| 3.2 | Cooperate academically with professional organisations concerned with terminology and localisation | <ul style="list-style-type: none"> - Collaborative Teaching - Peer Tutoring - Case Studies (Survey of Model Terminology & Localization Projects) | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing - Term/research paper |
| 3.3 | Prove personal merits of team spirit, individual accountability, creativity and dedication in performing academic and research tasks related to terminology management and localization | <ul style="list-style-type: none"> - Collaborative Teaching - Peer Tutoring - Case Studies (Survey of Model Terminology & Localization Projects) | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing - Term/research paper |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|--------------------------------|----------|--------------------------------------|
| 1 | Term paper or research project | 14 | 15 % |
| 2 | Presentations | 6, 10 15 | 10 % |

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|------------------|-----------------|--------------------------------------|
| 3 | Midterm | 8 | 20 % |
| 4 | Home Assignments | 4, 7, 9, 11, 13 | 15 % |
| 5 | Final | 16 | 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:

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------------------------|---|
| Required Textbooks | Maylath, Bruce (ed). (2019). <i>Translation and Localization</i> . New York: Routledge. |
| Essential Reference Materials | Bauer, Silvia Cerrella. "Managing terminology projects: Concepts, tools and methods" in Hendrik J. Kockaert, Frieda Steurs, eds. <i>Handbook of</i> |

| | |
|---------------------------------|--|
| | <p><i>Terminology: Volume 1</i>, John Benjamins Publishing Company, 2015, pp. 324-340.</p> <p>Brown-Hoekstra, Katherine. (2017). <i>The Language of Localization</i>. XML Press.</p> <p>Esselink, Bert. 2000. <i>A Practical Guide to Localization</i>. New York: John Benjamins Publishing Company.</p> <p>Hendrik J. Kockaert, Frieda Steurs, eds. <i>Handbook of Terminology: Volume 1</i>, John Benjamins Publishing Company, 2015.</p> <p>Maylath, Bruce (ed). (2019). <i>Translation and Localization</i>. New York: Routledge.</p> <p>Oliveira, Luciano (Ed). (2015). <i>Localization Process Checklist: Everything you should pay attention to when localizing a product, service or content to any country in the world</i>. The Translation Company Group.</p> |
| Electronic Materials | <p><u>IATE Handbook, version 20.02.2015.</u></p> <p>Best Localization Tools (2020)</p> <ul style="list-style-type: none"> - https://www.g2.com/categories/software-localization-tools - https://www.g2.com/products/lokalise/reviews#reviews - Transifex - Lokalise - Crowdin - POEditor |
| Other Learning Materials | |

3. Educational and research Facilities and Equipment Required

| Item | Resources |
|--|--|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | <ul style="list-style-type: none"> - Classrooms - Laboratories - Access to the Internet |
| Technology Resources (AV, data show, Smart Board, software, etc.) | <ul style="list-style-type: none"> - Data show - Software packages terminology and localization tasks and projects |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Specific laboratory equipment for terminology and localization tasks and projects |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---------------------------|---|--|
| Effectiveness of Teaching | <ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|---|
| Effectiveness of Assessment | <ul style="list-style-type: none"> Students Faculty Curriculum Committee Assessment Committee External Reviewers Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> Students Faculty Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> Students Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |

غدير امين مالكي

غدير امين مالكي



Course Specifications (Postgraduate Degree)

| | |
|----------------------|---|
| Course Title: | Translation Pedagogy |
| Course Code: | TRA 653 |
| Program: | Master of Arts in Translation Studies |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

غدير امين مالكي

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غدير امين مالكي

غدير امين مالكي

A. Course Identification

| |
|---|
| 1. Credit hours: 3 |
| 2. Course type <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: Level 2/ year 1 |
| 4. Pre-requisites for this course (if any): TRA 601/602/603/604 |
| 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 | 36 | 75% |
| 2 | Blended | 12 | 25% |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|--------------|-------------------|----------------|
| 1 | Lecture | 32 |
| 2 | Laboratory/Studio | - |
| 3 | Seminars | 16 |
| 4 | Others (specify) | |
| | Self-Study | 16 |
| | Library Search | 16 |
| | Project Work | 16 |
| Total | | 96 |

B. Course Objectives and Learning Outcomes

1. Course Description

This course covers a range of topics related to translation as a pedagogical concern rather than a purely professional or research field of activity. First, it introduces translation as a didactic issue encompassing a spectrum of topics: e.g. translation curriculum design, translation test design and assessment, approaches to teaching translation. Second, it trains students to investigate the possible links between translation courses and learners' linguistic proficiency in an EFL/ESL environment (i.e. the extent to which didactic translation is conducive to higher levels of proficiency in English). Third, the course explores relevant approaches and best practices as regards the integration of technological progress in educational translation (e.g. optimization of the use of technology in translation syllabus design, material development, and testing). Fourth, the course also introduces renowned international translation programs and tests to open up new horizons for students' research projects and professional job opportunities. The four facets of the course interact to serve the major objective of exploring a set of principled guidelines which are likely to account for, and enhance, learners' reflective translation practice.

2. Course Main Objective

The course aims to achieve the following objectives serving together the overarching goal of training students to explore the didactic dimensions of translation theory and practice:

- 1) To familiarize students with translation as a didactic instrument of bilingual proficiency
- 2) To train them to measure learners' translation output
- 3) To acquaint them with best practices in translation curriculum design, materials development, and testing
- 4) Train them to sit for international translation tests for admission to professional positions
- 5) Raise their awareness of translational competence as an offshoot of linguistic competence in EFL/ESL educational settings
- 6) To train them to make optimal use of technology in the above-stated missions (cf. point 3)

3. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|---|---------------|
| 1 | Knowledge and Understanding <i>By the end of this course, students should be able to:</i> | |
| 1.1 | List the main theories of translation pedagogy | K1 |
| 1.2 | Recognize the various translation methods, strategies, and techniques | K2 |
| 1.3 | Master key notions related to translation curriculum design, materials development, and testing | |
| 1.4 | Describe a plethora of electronic and non-electronic resources used in teaching translation pedagogy | K3 |
| 2 | Skills: <i>By the end of this course, students should be able to:</i> | |
| 2.1 | Use skillfully the various translation teaching methods | S1 |
| 2.2 | Select the most appropriate translator training methods | S3 |
| 2.3 | Perform disciplined tasks related to tasks translation curriculum design, materials development, and testing | S6 |
| 2.4 | Train future students to translate in line with the existing teaching translation methods | S4 |
| 3 | Values: <i>By the end of this course, students should be able to:</i> | |
| 3.1 | Show big interest and readiness to learn the methods of translation teaching methods | V2 |
| 3.2 | Show interest and predisposition to engage in the practice of teaching translation in the classroom and to suggest innovative ways to improve the process of teaching translation | V3 |
| 3.3 | have a team spirit to take part in any collective projects related to the teaching of translation | V1 |

* Program Learning Outcomes

B. Course Content

| No | List of Topics | Contact Hours |
|----|---|---------------|
| 1 | Translation Pedagogy as a Branch of Translation Studies | 3 |
| 2 | Conceptualizations of Translation in Language Teaching/Learning | 3 |
| 3 | Theoretical Input from Other Fields: Linguistics, SLA, Translation Theory, & Translation Technology | 3 |
| 4 | The Error-bound Approach to Translation Pedagogy | 3 |
| 5 | The Prescriptive Normative Approach: Vinay's Contrastive Model | 3 |
| 6 | The Text-Oriented Model: Hatim, Nord, Schaffner... | 3 |
| 7 | The Skopos Model of Translation Pedagogy | 3 |
| 8 | Midterm Exam | 3 |
| 9 | The Holistic Model of Translation Pedagogy | 3 |
| 10 | Translator Training Methods and Resources | 3 |
| 11 | Translation Curriculum Design | 3 |
| 12 | Translation Materials Development | 3 |
| 13 | Translation Testing | 3 |
| 14 | Translation technology geared towards didactic objectives | 3 |
| 15 | Benchmarking in Translation Pedagogy | 3 |
| 16 | Final Exam | 3 |

C. 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 | List the main theories on translation pedagogy | <ul style="list-style-type: none"> - Lectures - Research Projects - Term Paper - Classroom Discussion - Student presentations | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded student presentations - Graded home assignments - Research paper |
| 1.2 | Recognize the various translation methods, strategies, and techniques | <ul style="list-style-type: none"> - Workshops - Tutorials - Assignments - Classroom Discussion - Student presentations | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded student presentations - Graded home assignments - Research paper |
| 1.3 | Master key notions related to translation curriculum design, materials development, and testing | <ul style="list-style-type: none"> - Lectures - Student Presentations - Peer Tutoring - Classroom Discussion - Workshops - Tutorials | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded student presentations - Graded home assignments - Research paper |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|---|--|---|
| 1.4 | Describe a plethora of electronic and non-electronic resources used in teaching translation pedagogy | <ul style="list-style-type: none"> - Lectures - Student Presentations - Peer Tutoring - Classroom Discussion - Workshops - Tutorials | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded student presentations - Graded home assignments - Research paper |
| 2.0 | Skills | | |
| 2.1 | Use skillfully the various translation teaching methods | <ul style="list-style-type: none"> - Workshops - Tutorials - Assignments - Classroom Discussion - Student presentations | <ul style="list-style-type: none"> - Graded Home Assignments - Oral Testing - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) - Student presentations |
| 2.2 | Select the most appropriate translator training methods | <ul style="list-style-type: none"> - Lectures - Student Presentations - Peer Tutoring - Classroom Discussion - Workshops - Tutorials | <ul style="list-style-type: none"> - Graded Home Assignments - Oral Testing - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) - Student presentations |
| 2.3 | Perform disciplined tasks related to tasks translation curriculum design, materials development, and testing | <ul style="list-style-type: none"> - Lectures - Student Presentations - Peer Tutoring - Classroom Discussion - Workshops - Tutorials | <ul style="list-style-type: none"> - Graded Home Assignments - Oral Testing - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) - Student presentations |
| 2.4 | Train future students to translate in line with the existing teaching translation methods. | <ul style="list-style-type: none"> - Workshops - Tutorials - Assignments - Classroom Discussion - Student presentations | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing |
| 3.0 | Values | | |
| 3.1 | Show big interest and readiness to learn the methods of translation teaching methods | <ul style="list-style-type: none"> - Collaborative Teaching - Peer Tutoring - Case Studies - Team teaching | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing |
| 3.2 | Show interest and predisposition to engage in the practice of teaching translation in the classroom and to suggest innovative ways to improve the process of teaching translation | <ul style="list-style-type: none"> - Collaborative Teaching - Peer Tutoring - Case Studies - Team teaching | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing |
| 3.3 | have a team spirit to take part in any collective projects related to the teaching of translation | <ul style="list-style-type: none"> - Collaborative Teaching - Peer Tutoring - Case Studies - Team teaching | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|-----------------------|-----------|--------------------------------------|
| 1 | Pedagogical Portfolio | 15 | 15% |
| 2 | Presentations | 6, 12 | 10% |
| 3 | Home Assignments | 5, 10, 14 | 15% |
| 4 | Midterm | 8 | 20% |
| 5 | Final | 16 | 40% |

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

D. Student Academic Counseling and Support

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

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

E. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------------------------|---|
| Required Textbooks | <ul style="list-style-type: none"> - Paoletti, Patrizio and Selvaggio, Antonella. 2017. Translation: Educational Notebooks on Pedagogy for the Third Millennium. Rome: Edizioni P3. |
| Essential Reference Materials | <ul style="list-style-type: none"> - Benjamins, Hélène Stengers. 2018. Towards Transcultural Awareness in Translation Pedagogy. Berlin: LIT Verlag Münster. - House, Juliane. 2017. Translation: The Basics. London: Routledge. - Lawrence Venuti. 2016. Ed. Teaching Translation: Programs, courses, pedagogies. London: Routledge. - Piątkowska, Katarzyna and Kościółkowska-Okońska, Ewa (Eds). 2013. Correspondences and Contrasts in Foreign Language Pedagogy and Translation Studies. New York: Springer. - Saldanha, Gabriela & Mona Baker (Eds). 2009. London: Routledge Encyclopedia of Translation Studies. Routledge. - Sonia Colina, Claudia V. Angelelli. 2017. Translation and Interpreting Pedagogy in Dialogue with Other Disciplines. London: John Benjamins Publishing Company. |
| Electronic Materials | <p>Omar, Abdulfattah. Gomaa, Yasser A. 2020. The Machine Translation of Literature: Implications for Translation Pedagogy. http://eds.b.ebscohost.com.sdl.idm.oclc.org/eds/detail/detail?vid=7&sid=5d540382-ddd7-4a02-9ff3-</p> <p>Elizabeth Lowe. 2016. Translation without borders: international perspectives on changing practices in translation theory and pedagogy. http://eds.b.ebscohost.com.sdl.idm.oclc.org/eds/detail/detail?vid=3&sid=5d540382-ddd7-4a02-9ff3-</p> <p>Gomaa, Yasser A. AbuRaya, Rania Omar, Abdulfattah. 2019. The Effects of Information Technology and E-Learning Systems on Translation Pedagogy and Productivity of EFL Learners. http://eds.b.ebscohost.com.sdl.idm.oclc.org/eds/detail/detail?vid=6&sid=5d540382-ddd7-4a02-9ff3-</p> <p>Mariusz Marczak. 2018. Translation Pedagogy in the Digital Age. URL: http://journals.openedition.org/angles/895 DOI: 10.4000/angles.895 ISSN: 2274-2042</p> |
| Other Learning Materials | <p>Databases ERIC (EBSCO interface) Web of Science: All Databases Dissertations and Theses</p> <p>https://imamu.edu.sa/en/libraries/Pages/default.aspx</p> |

F. Educational and research Facilities and Equipment Required

| Item | Resources |
|--|---|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | Classrooms |
| Technology Resources (AV, data show, Smart Board, software, etc.) | Data show Language Laboratory Internet connection |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|--|
| Effectiveness of Teaching | <ul style="list-style-type: none"> Students Peer Reviewers Faculty External Reviewers Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |
| Effectiveness of Assessment | <ul style="list-style-type: none"> Students Faculty Curriculum Committee Assessment Committee External Reviewers Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> Students Faculty Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> Students Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |



اعتماد
NCAAA

T15

Course Specifications (Postgraduate Degree)

| | |
|---------------|---|
| Course Title: | Medical Translation |
| Course Code: | TRA 654 |
| Program: | Master of Arts in Translation Studies |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

غدير امين مالكي

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غدير امين مالكي

غدير امين مالكي

A. Course Identification

| |
|---|
| 1. Credit hours: 3 |
| 2. Course type <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: Level 2 /year 1 |
| 4. Pre-requisites for this course (if any): TRA 602 TRA 603 TRA 604 |
| 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 | 36 | 75 % |
| 2 | Blended | 12 | 25 % |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|--------------|-------------------|----------------|
| 1 | Lecture | 24 |
| 2 | Laboratory/Studio | - |
| 3 | Seminars | 24 |
| 4 | Others (specify) | |
| | 1. Self-study | 12 |
| | 2. Library search | 12 |
| | 3. Project work | 24 |
| Total | | 96 |

B. Course Objectives and Learning Outcomes

| 1. Course Description |
|--|
| <p>This integrated course comprises two interrelated components: (a) minimal theoretical background on medical registrarial issues in translation, and (b) intensive translation practice with authentic texts, using collaborative teaching methodology. The bi-directional language pair is Arabic-English. Students will be equipped with a repertoire of register-bound translation techniques to improve their performance. Focus is laid on the terminological, syntactic, stylistic, and communicative specificity of the medical register, along with its wide range of generic variants (encyclopedic articles, report on clinical experiments, paramedical reports (e.g. radiology), pharmaceutical texts, etc.). Students are trained to adopt a repertoire of translation strategies directly relevant to the jargonized nature of medical discourse. In addition to its expected academic benefits, the course provides students with the opportunity to simulate professional translation activities. The course serves as a springboard for</p> |

professional, market-oriented translation after receiving a robust training in practical translation tasks.

2. Course Main Objective

The main objective of this course is to introduce students to the strategies and tools involved in medical translation and to train them in such translation.

3. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|--|---------------|
| 1 | Knowledge and Understanding: <i>By the end of the course, students should be able to:</i> | |
| 1.1 | Identify a variety of translation strategies adopted in rendering medical discourse in a variety of generic forms and textual types | K1 |
| 1.2 | Demonstrate knowledge of the register traits of medical discourse in terms of lexical, syntactic, semantic, and pragmatic content | K2 |
| 1.3 | Detect problematic areas in medical translation and trouble-shoot them | K3 |
| 1.4 | Know the principles and methods used in compiling a personal bilingual glossary of medical terminology based on an authentic corpus, using software packages of terminology management | K2 |
| 2 | Skills: <i>By the end of the course, students should be able to:</i> | |
| 2.1 | Analyze the stylistic traits peculiar to medical discourse undergoing translation | S3 |
| 2.2 | Select the appropriate strategies for translating a given medical text after its genre and type determination | S1 |
| 2.3 | Troubleshoot detected difficulties in medical translation, using the theoretical background acquired in the course | S1 |
| 2.4 | Perform evaluative tasks successfully while comparing multiple translations of the same source text in order to produce a quality statement | S2 |
| 2.5 | Compile a personal bilingual glossary of medical terminology based on an authentic corpus, using software packages of terminology management | S4 |
| 3 | Values: <i>By the end of the course, students should be able to:</i> | |
| 3.1 | Show a set of personal qualities and academic merits required for completing the training | V3 |
| 3.2 | Demonstrate a proven record of team spirit and cooperative work to achieve the objectives of the course in relation to collaborative learning and collective project management (e.g. bilingual terminology management in medical discourse) | V2 |
| 3.3 | Demonstrate personal accountability and ethical behavior in performing course tasks | V1 |
| 3.4 | Conduct autonomous creative research tasks in compliance with best practices in the field of medical translation and the university ethics. | V4 |

* Program Learning Outcomes

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C. Course Content

| No | List of Topics | Contact Hours |
|--------------|--|---------------|
| 1 | The Major Stylistic Traits of Medical Discourse in English | 3 |
| 2 | Medical Text Identification: Register, Genre and Type Description | 3 |
| 3 | A Brief Survey of Translation Approaches to Medical Translation | 3 |
| 4 | A Brief Survey of Translation Strategies for Medical Translation | 3 |
| 5 | Workshop 1: Translating Medical Terminology into Arabic: Some Lexicographic Insights | 3 |
| 6 | Workshop 2: Translating Medical Terminology into Arabic: Solutions from Lexical Semantics | 3 |
| 7 | Workshop 3: International Standardization of Medical Terminology and Its Impact on Translation | 3 |
| 8 | Midterm Exam | 3 |
| 9 | Translating the Field of Discourse in Medical Texts: Illustrations from Encyclopedic Articles | 3 |
| 10 | Translating the Tenor of Discourse in Medical Texts: Illustrations from Clinical Texts | 3 |
| 11 | Translating the Mode of Discourse in Medical Texts: Illustrations from Health Care Texts | 3 |
| 12 | Quality Assurance in Medical Translation | 3 |
| 13 | Quality Assessment in Medical Translation | 3 |
| 14 | Workshop 4: Troubleshooting Problematic Areas in Medical Translation at Phrasal Level | 3 |
| 15 | Workshop 5: Troubleshooting Problematic Areas in Medical Translation at Sentential Level | 3 |
| 16 | Final Exam | 3 |
| Total | | 48 |

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 a variety of translation strategies adopted in rendering medical discourse in a variety of generic forms and textual types | <ul style="list-style-type: none"> - Lectures - Research Projects - Term Paper - Classroom Discussion - Student presentations | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments |
| 1.2 | Demonstrate knowledge of the registerial traits of medical discourse in terms of lexical, syntactic, semantic, and pragmatic content | <ul style="list-style-type: none"> - Workshops - Tutorials - Assignments - Classroom Discussion - Student presentations | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded student presentations - Graded home assignments |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|--|--|---|
| 1.3 | Detect problematic areas in medical translation and trouble-shoot them | <ul style="list-style-type: none"> - Lectures - Student Presentations - Peer Tutoring - Classroom Discussion - Workshops - Tutorials | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments |
| 1.4 | Know the principles and methods used in compiling a personal bilingual glossary of medical terminology based on an authentic corpus, using software packages of terminology management | <ul style="list-style-type: none"> - Lectures - Student Presentations - Peer Tutoring - Classroom Discussion - Workshops - Tutorials | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments |
| 2.0 | Skills | | |
| 2.1 | Analyze the stylistic traits peculiar to medical discourse undergoing translation | <ul style="list-style-type: none"> - Tutorials - Assignments - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Portfolio technique | <ul style="list-style-type: none"> - Graded Home Assignments - Oral Testing - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) - Student presentations |
| 2.2 | Select the appropriate strategies for translating a given medical text after its genre and type determination | <ul style="list-style-type: none"> - Tutorials - Assignments - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Portfolio technique | <ul style="list-style-type: none"> - Graded Home Assignments - Oral Testing - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) - Student presentations |
| 2.3 | Troubleshoot detected difficulties in medical translation, using the theoretical background acquired in the course | <ul style="list-style-type: none"> - Tutorials - Assignments - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Portfolio technique | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Student presentations |
| 2.4 | Perform evaluative tasks successfully while comparing multiple translations of the same source text in order to produce a quality statement | <ul style="list-style-type: none"> - Tutorials - Assignments - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Portfolio technique | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Student presentations |
| 2.5 | Compile a personal bilingual glossary of medical terminology based on an authentic corpus, using software packages of terminology management | <ul style="list-style-type: none"> - Tutorials - Assignments - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Portfolio technique | <ul style="list-style-type: none"> - Graded Home Assignments - Oral Testing - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) - Student presentations |
| 3.0 | Values | | |
| 3.1 | Show a set of personal qualities and academic merits required for completing the training | <ul style="list-style-type: none"> - Collaborative Teaching - Peer Tutoring - Case Studies (personal bilingual glossary compilation) | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|--|---|--|
| 3.2 | Demonstrate a proven record of team spirit and cooperative work to achieve the objectives of the course in relation to collaborative learning and collective project management (e.g. bilingual terminology management in medical discourse) | <ul style="list-style-type: none"> - Collaborative Teaching - Peer Tutoring - Case Studies (personal bilingual glossary compilation) | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing |
| 3.3 | Demonstrate personal accountability and ethical behavior in performing course tasks | <ul style="list-style-type: none"> - Collaborative Teaching - Peer Tutoring - Case Studies (personal bilingual glossary compilation) | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing |
| 3.4 | Conduct autonomous creative research tasks in compliance with best practices in the field of medical translation and the university ethics. | <ul style="list-style-type: none"> - Collaborative Teaching - Peer Tutoring - Case Studies (personal bilingual glossary compilation) | <ul style="list-style-type: none"> - Graded Student Presentations - External Raters (Professionals) - Peer Assessment - Formal Testing |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|---|-----------------|--------------------------------------|
| 1 | Term paper | 15 | 10 % |
| 2 | Portfolio design and management (Computer-aided compilation and management of personal bilingual glossary of medical terminology) | 14 | 15 % |
| 3 | Midterm exam | 8 | 20 % |
| 4 | Home Assignments | 4, 7, 9, 11, 13 | 15 % |
| 5 | Final exam | 16 | 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:

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.

2. The college also has a *Student Affairs Unit* that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The *Special Needs Unit* in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------------------------|---|
| Required Textbooks | Montalt, Vicent & Maria González-Davies. (2014). <i>Medical Translation Step by Step: Learning by Drafting</i> . Translation Practice Explained Series. New York: Routledge. |
| Essential Reference Materials | <p>Cardillo, Elena. (2015) <i>Mapping between international medical terminologies. Annex 4 to SHN Work Package 3</i>. Electronic version: <http://www.semanti-chealthnet.eu/SemanticHealthNet/assets/File/SHN%20288408%20D3_3%20rev2%20Annex%204_Cardillo_SHN_D3_3_final.pdf></p> <p>ISO 17100:2015 <i>Translation Services-Requirements for Translation Services</i>. International Organization for Standardization. Technical Committee ISO/ TC37.</p> <p>Karwacka, Wioleta. (2015). Medical Translation. In <i>Ways to Translation</i>. Bogucki, Ł. , S. Goźdz-Roszkowski, P. Stalmaszczyk. (Eds). Wydawnictwo Uniwersytetu Łódzkiego, (pp.271-298).</p> <p>Montalt, Vicent (2017). "Patient-centred translation and emerging trends in medicine and healthcare." <i>The EST Newsletter</i>, European Society for Translation Studies. Electronic version: <http://www.est-translationstudies.org/committees/news_editors.html></p> <p>Montalt, Vicent & Maria González-Davies. (2014). <i>Medical Translation Step by Step: Learning by Drafting</i>. Translation Practice Explained Series. New York: Routledge.</p> |

| | |
|---------------------------------|--|
| | Spano, Marcella. 2011. <i>Translation and Medical Discourse. Insights into Medical Research Communication</i> . EDUCatt Università Cattolica. |
| Electronic Materials | <ul style="list-style-type: none"> - Medi Lexicon. Medi Lexicon is an excellent reference source for medical lexicons and terminologies while translating a medical document. ... - LILACS. LILACS is a repository medical and scientific journals, records, thesis and terms. ... - PubMed - ScienceDaily - U.S. National Library of Medicine - https://www.healthtranslations.vic.gov.au/bhcv2/bhcht.nsf/pages/practitioner_resources (Tools for professionals) <p>Useful resources for consulting medical terminology and contrasting information in medical translations: (https://nuriamasdeu.com/en/how-to-get-a-quality-medical-translation/)</p> <ul style="list-style-type: none"> • Termiuplus: a Canadian government terminology database that encompasses various fields, including medicine and health. It includes millions of terms in the four principal languages of the American continent: English, Spanish, French, and Portuguese. It is a reliable and high-quality resource, 100% recommended for specialist translations. • Cercaterm de Termcat: Cercaterm is a search tool of term records for a multitude of specialized fields (including health sciences, life sciences, veterinary, etc.), produced by Termcat, the Catalan Centre for Terminology. However, it doesn't just include Catalan and Spanish terms, but also other languages, depending on the term in question. • Multilingual Medical Glossary: refers to a glossary produced by the Heymans Pharmacology Institute at the University of Ghent (Belgium). It includes medical terms, both technical and colloquial, in nine European languages. Among them are English and Spanish. • Stedman's Online: a payment tool based on Stedman's medical dictionary which includes various linguistic information about the medical field. As well as terms, it also has a lot of audiovisual support material (audio and video). • Vademecum: the quintessential resource for consulting all kinds of information regarding medicines and their active ingredients. Without a doubt, it is one of the most important resources for medical translators (available in Spanish). • Medciclopedia: the illustrated medical dictionary developed for medical professionals and all of those interested in the healthcare industry (available in Spanish). • CSIC: a biomedicine database which is very useful when looking for articles, journals, papers, etc. (available in Spanish). |
| Other Learning Materials | |

2. Educational and research Facilities and Equipment Required

| Item | Resources |
|--|--|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | <ul style="list-style-type: none"> - Lecture halls - Language labs |
| Technology Resources (AV, data show, Smart Board, software, etc.) | <ul style="list-style-type: none"> - Data show - Laboratory - Postediting software - Internet connection |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|--|
| Effectiveness of Teaching | <ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |
| Effectiveness of Assessment | <ul style="list-style-type: none"> • Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> • Students • Faculty • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> • Students • Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |

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NCAAA

T15

Course Specifications (Postgraduate Degree)

| | |
|----------------------|---|
| Course Title: | Consecutive Interpreting |
| Course Code: | TRA 656 |
| Program: | Master of Arts in Interpreting |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

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غدير امين مالكي

غدير امين مالكي

A. Course Identification

| |
|---|
| 1. Credit hours: 3 |
| 2. Course type <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: Level 2/ year 1 |
| 4. Pre-requisites for this course (if any): TRA 602 TRA 603 TRA 604 TRA 606 |
| 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 | 36 | 75 % |
| 2 | Blended | 12 | 25 % |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|--------------|--------------------------|----------------|
| 1 | Lecture | 16 |
| 2 | Laboratory/Studio | 32 |
| 3 | Seminars | - |
| 4 | Others (specify) | |
| | 1. Laboratory self-study | 24 |
| | 2. Project work | 24 |
| Total | | 96 |

B. Course Objectives and Learning Outcomes

1. Course Description

This course trains students to perform ISO-compliant tasks of consecutive interpreting (CI) in a variety of settings (e.g. conference, courtroom). The course provides a comprehensive survey of CI approaches, strategies, and tactics required for practical interpreting tasks. A wide range of drills, exercises, and activities are used in classroom context (mainly language labs) to enable students to fulfil course objectives. Students are basically trained in these areas: focused listening, reading speed, lexical and syntactic compression, note-taking, summarizing, optimal delivery time, memory prompts, self-monitoring, and managing split attention. Students' performance is assessed through continuous formal testing, portfolio projects, dual-track self-recordings, peer evaluation, and external rating.

2. Course Main Objective

This course mainly aims to equip students with sufficient knowledge and skills to perform consecutive interpreting (with its short and long subtypes) within a quasi-professional setting in order to be prepared for designing and/or teaching consecutive interpreting courses in their future educational careers or practicing consecutive interpreting in professional settings. The course sub-goals include:

- 1) Training students to perform a number of interpreting-bound skills focused on reading speed, aural decoding of ST message, lexical and semantic compression, instant response, theory-informed note-taking, accurate message delivery
- 2) Train them to abide by ethical codes of conduct prescribed in consecutive interpreting (ISO standards)
- 3) Enable them to generate intelligible interpreting output in a range of textual registers, genres, and types
- 4) Prepare them for future field and research projects in consecutive interpreting (namely, the *Internship Research Project*)

3. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|--|---------------|
| 1 | Knowledge and Understanding: <i>By the end of the course, students should be able to:</i> | |
| 1.1 | To identify the special settings and functions of consecutive interpreting (CI) | K1 |
| 1.2 | To master the techniques required for performing consecutive interpreting (mind-mapping, summarizing, note-taking, etc.) | K1 |
| 1.3 | To perceive the organic links between the interpretive act and an array of other disciplines ranging from acoustics, mnemonics, to communication | K5 |
| 1.4 | To define the specific terminology in the CI literature | K6 |
| 2 | Skills: <i>By the end of the course, students should be able to:</i> | |
| 2.1 | To develop appropriate strategies and tactics of CI listening/receptive skills in tune with source text register, genre, type, sociolect, dialect & idiolect | S1 |
| 2.2 | To deploy the cognitive routines responsible for memory prompts despite split attention & time constraints | S1 |
| 2.3 | To perform the note-taking tasks in harmony with source text register, genre, and type | S3 |
| 2.4 | To develop instant reaction to oral source message leading to timely delivery | S1 |
| 2.5 | To produce an ISO-compliant target message in quasi-professional settings | S2 |
| 2.6 | To use interpreting-related technology properly and skillfully (e.g. lab equipment & software packages) | S4 |
| 3 | Values: <i>By the end of the course, students should be able to:</i> | |
| 3.1 | To show individual responsibility when managing time and effort in order to instantly identify and solve emerging interpreting obstacles | V3 |
| 3.2 | To adopt ethical standards and corporate values as per ISO instructions and university regulations | V1 |

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|--|---------------|
| 3.3 | To demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations (e.g. portfolio design and management and Interpreting Internship/Project) | V4 |

* Program Learning Outcomes

C. Course Content

| No | List of Topics | Contact Hours |
|--------------|--|---------------|
| 1 | Consecutive Interpreting (CI): Types, Settings, and Principles | 3 |
| 2 | Theoretical Modelling of CI: Brief Overview of the Efforts Model | 3 |
| 3 | Focused Listening & Speech Analysis Drills | 3 |
| 4 | Speech Segmentation Strategies and Tactics: Troubleshooting Dialect, Idiolect & Sociolect in Conference Setting | 3 |
| 5 | Mind Mapping for Message Recovery in Short & Long CI | 3 |
| 6 | Note-taking Models and Techniques in Consecutive Interpreting: Macro-level Principles and Rules (Diagonality, Verticality, Parallelism...) | 3 |
| 7 | Note-taking Models and Techniques in Consecutive Interpreting: Micro-level Principles and Rules (Abbreviations & Symbols...) | 3 |
| 8 | Mid-term | 3 |
| 9 | Mini-summaries: Principles and Rules | 3 |
| 10 | The Recall Line: Memory Prompts & Anticipation Tactics | 3 |
| 11 | Optimizing Delivery Time: Instantaneous Response Drilling | 3 |
| 12 | Text Reformulation Strategies and Tools | 3 |
| 13 | Self-monitoring Tactics within Time & Space Constraints | 3 |
| 14 | Split Attention Techniques & Drilling | 3 |
| 15 | Quality Assurance & Assessment in Consecutive Interpreting: ISO Guidelines | 3 |
| 16 | Final exam | 3 |
| Total | | 48 |

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 | To identify the special settings and functions of consecutive interpreting (CI) | <ul style="list-style-type: none"> - Lectures - Research Projects - Term Paper - Classroom Discussion | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations \ - Graded home assignments |
| 1.2 | To master the techniques required for performing | <ul style="list-style-type: none"> - Workshops - Tutorials - Assignments | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|--|---|---|
| | consecutive interpreting (mind-mapping, summarizing, note-taking, etc.) | - Classroom Discussion | - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded student presentations - Graded home assignments |
| 1.3 | To perceive the organic links between the interpretive act and an array of other disciplines ranging from acoustics, mnemonics, to communication | - Lectures - Student Presentations - Peer Tutoring - Classroom Discussion | - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments - Oral Testing |
| 1.4 | To define the specific terminology in the CI literature | - Lectures - Research Projects - Term Paper - Classroom Discussion | - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments |
| 2.0 | Skills | | |
| 2.1 | To develop appropriate strategies and tactics of CI listening/receptive skills in tune with source text register, genre, type, sociolect, dialect & idiolect | - Workshops - Tutorials - Assignments - Audio and Video Materials on Model Performance | - Graded Home Assignments - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) |
| 2.2 | To deploy the cognitive routines responsible for memory prompts despite split attention & time constraints | - Workshops - Tutorials - Assignments - Audio and Video Materials on Model Performance | - Peer Assessment - Training Portfolio - Formative diagnostic assessment (i.e. progress achievement testing) |
| 2.3 | To perform the note-taking tasks in harmony with source text register, genre, and type | - Workshops - Tutorials - Assignments - Audio and Video Materials on Model Performance | - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Oral Testing |
| 2.4 | To develop instant reaction to oral source message leading to timely delivery | - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Audio and Video Materials on Model Performance | - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Oral Testing |
| 2.5 | To produce an ISO-compliant target message in quasi-professional settings | - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching - Audio and Video Materials on Model Performance | - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Oral Testing |
| 2.6 | To use interpreting-related technology properly and skillfully (e.g. lab | - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching | - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|--|--|--|
| | equipment & software packages) | - Audio and Video Materials on Model Performance | - Oral Testing |
| 3 | Values | | |
| 3.1 | To show individual responsibility when managing time and effort in order to instantly identify and solve emerging interpreting obstacles | - Intensive Laboratory Drilling - Collaborative/ Team Teaching - Peer/Group Correction - Audio and Video Materials on Model Performance | - Graded Student Presentations - Interpreting Test - External Raters - Self-assessment (dual-track audio-recordings) - Peer assessment |
| 3.2 | To adopt ethical standards and corporate values as per ISO instructions and university regulations | - Intensive Laboratory Drilling - Collaborative/ Team Teaching - Peer/Group Correction - Audio and Video Materials on Model Performance | - Graded Student Presentations - Interpreting Test - External Raters - Self-assessment (dual-track audio-recordings) - Peer assessment |
| 3.3 | To demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations (e.g. portfolio design and management and Interpreting Internship/Project) | - Intensive Laboratory Drilling - Collaborative/Team Teaching - Peer/Group Correction - Audio and Video Materials on Model Performance | - Graded Student Presentations - Interpreting Test - External Raters - Self-assessment (dual-track audio-recordings) - Peer assessment |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|------------------------|----------------------|--------------------------------------|
| 1 | Periodic testing | Weekly (3-15) | 15 % |
| 2 | Student presentations | 7, 10, 14 | 10 % |
| 3 | Midterm exam | 8 | 20 % |
| 4 | Interpreting portfolio | All term long (1-15) | 15 % |
| 5 | Final exam | 16 | 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:

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.

2. The college also has a ***Student Affairs Unit*** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The ***Special Needs Unit*** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------------------------|---|
| Required Textbooks | <p>Gillies, A. (2019). <i>Consecutive Interpreting: A Short Course</i>. London & New York: Routledge, Taylor & Francis Group.</p> <p>Gillies A., (2014). <i>Note-taking for Consecutive Interpreting: A Short Course</i>. London & New York: Routledge, Taylor & Francis Group.</p> |
| Essential Reference Materials | <p>Baker, M. & Diriker, E., (2019). <i>The Routledge Encyclopedia of Translation Studies: Conference and Simultaneous Interpreting</i>. London & New York: Routledge, Taylor & Francis Group.</p> <p>Baker, M., (2009) <i>The Routledge Encyclopedia of Translation Studies</i>. Routledge, GB 2.</p> <p>Corsellis, A., (2008) "Public Service Interpreting", Palgrave Macmillan, GB 3.</p> <p>Gillies A., (2014). <i>Note-taking for Consecutive Interpreting: A Short Course</i>. London & New York: Routledge, Taylor & Francis Group.</p> <p>Gillies, A. (2019). <i>Consecutive Interpreting: A Short Course</i>. London & New York: Routledge, Taylor & Francis Group.</p> <p>Melchor, María, Ildikó Horváth, Kate Ferguson. (2020). <i>The Role of Technology in Conference Interpreter Training</i>. New Trends in Translation Studies. Peter Lang Ltd, International Academic Publishers.</p> <p>Mikkelsen, Holly. (2016). <i>Introduction to Court Interpreting</i>. 2nd edition. London & New York: Routledge.</p> <p>Nolan, James. (2005). <i>Interpretation Techniques and Exercises</i>. New York : Multilingual Matters.</p> |

| | |
|---------------------------------|---|
| | Pochacker, Franz. (2016). <i>Introducing Interpreting Studies</i> . 2 nd edition. London: Routledge. |
| Electronic Materials | <p>Online practice materials</p> <ul style="list-style-type: none"> - https://orcit.eu/ - https://interpretertrainingresources.eu/consecutive/ <p>National Center for Interpretation (University of Arizona)</p> <ul style="list-style-type: none"> - http://interpreters.free.fr/simultaneous.htm Site dedicated to conference interpreting with a large number of simultaneous and consecutive training tips and exercises. - http://www.orcit.eu/resources-shelf-en/story.html Online library of conference interpreting resources. - http://www.americanrhetoric.com/speechbank.htm Large repository of recorded speeches for simultaneous practice. - https://www.votd.com/ Vital speeches of the day—resources for simultaneous practice. - http://interpreting.info/questions/507/recorded-conferences-or-presentat... Recorded presentations for simultaneous practice. - http://learningenglish.voanews.com/p/5611.html Voice of America news videos at three levels of difficulty and speed. Includes texts and videos. - http://www.toastmasters.org/Resources/Video-Library Numerous videos on topics related to public speaking |
| Other Learning Materials | Authentic audio and video texts for classroom practice (lab drilling) compiled by course instructor. |

2. Educational and research Facilities and Equipment Required

| Item | Resources |
|--|--|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | Lecture halls Language labs |
| Technology Resources (AV, data show, Smart Board, software, etc.) | Data show Smart board Interpreting software packages (electronic courses) |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Permanent and portable interpreting equipment <ul style="list-style-type: none"> - Interpreting booth - Headsets - Wireless receiver for instructor - Microphone integrated in interpreter console - Professional audio and video recorders |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|--|
| Effectiveness of Teaching | <ul style="list-style-type: none"> Students Peer Reviewers Faculty External Reviewers Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |
| Effectiveness of Assessment | <ul style="list-style-type: none"> Students Faculty Curriculum Committee Assessment Committee External Reviewers Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> Students Faculty Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> Students Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |

اعتماد
NCAAA

T15

Course Specifications (Postgraduate Degree)

| | |
|----------------------|---|
| Course Title: | Discourse Analysis for Interpreting |
| Course Code: | TRA 658 |
| Program: | Master of Arts in Interpreting |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

غدير امين مالكي

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A. Course Identification

| |
|---|
| 1. Credit hours: 3 |
| 2. Course type <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: Level 2/year 1 |
| 4. Pre-requisites for this course (if any): TRA 602 TRA 603 TRA 604 TRA 606 |
| 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 | 36 | 75% |
| 2 | Blended | 12 | 25% |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|--------------|---|----------------|
| 1 | Lecture | 32 |
| 2 | Laboratory/Studio | - |
| 3 | Seminars | 16 |
| 4 | Others (specify) 1. Self-study 2. Library search 3. Project work | 16 16 16 |
| Total | | 96 |

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times.

B. Course Objectives and Learning Outcomes

1. Course Description

This course provides students with a theoretical background in oral discourse analysis enabling them to cope with the typical problems associated with interpreting oral messages between two distinctly related languages: Arabic & English. The course integrates theory and practice in order to prepare students not only for reflective interpreting practice in both directions and in a variety of textual registers, but also for understanding the mechanics of speech perception in a translational environment. The course covers the following theoretical components ranging from ethno-linguistics to spoken discourse analysis: (a) the cultural grounding of conversational behavior (e.g. sociolect, idiolect, dialect, conversational routines in the interpreting language pair...), (b) speech segmentation for interpreting (pitch range, nonverbal clues, speed, intonation contours...), (c) typical obstacles to smooth interpreting (e.g. back-channeling, false starts, repair strategies, and non-fluency features, like pauses, hesitation, and repetition). The course trains student interpreters to adopt both strategies simultaneously (top-down & bottom-up) in the process of speech recognition and message comprehension so as to maximize their prompt, error-free, and felicitous interpretive output for heterogeneous audiences.

2. Course Main Objective

This course aims at helping students understand the mechanics of speech perception in a translational environment and at introducing them to the techniques of deciphering source messages and producing pertinent target messages in a variety of textual registers.

3. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|---|---------------|
| 1 | Knowledge and Understanding <i>By the end of this course, students are expected to:</i> | |
| 1.1 | Demonstrate awareness of pertinent interpreting models and strategies | K1 |
| 1.2 | Demonstrate awareness of the challenges posed by conversational discourse and cross-linguistic transfer | K2 |
| 1.3 | Demonstrate awareness of the cultural grounding of language and the intercultural scope of the interpreting act | K3 |
| 1.4 | Demonstrate awareness of the major research trends related to professional drafting in interpreting studies | K4 |
| 2 | Skills: <i>By the end of this course, students are expected to:</i> | |
| 2.1 | Apply Prediction, Anticipation, Visualization and Mind/Memory Mapping | S1 |
| 2.2 | Apply interpreting with accuracy and across diverse texts and registers | S2 |
| 2.3 | Apply speech segmentation for interpreting and handling obstacles to smooth interpreting | S3 |
| 3 | Values: <i>By the end of this course, students are expected to:</i> | |
| 3.1 | Observe ethical norms and standards while practicing interpreting | V1 |
| 3.2 | Maintain a spirit of collaboration, creativity and flexibility when involved in team work | V2 |
| 3.3 | Assume personal responsibility, dedication and commitment to timely, orderly, and professional practice of the task of interpreting | V3 |
| 3.4 | Adhere to originality and creativity in academic research | V4 |

* Program Learning Outcomes

C. Course Content

| No | List of Topics | Contact Hours |
|--------------|---|---------------|
| 1 | Introduction to the course | 3 |
| 2 | Translation and Interpretation | 3 |
| 3 | Discourse Analysis and models | 3 |
| 4 | Discourse Analysis and models | 3 |
| 5 | Discourse Analysis and models | 3 |
| 6 | Turn-Taking as a Discourse Process | 3 |
| 7 | Turn-Taking as a Discourse Process | 3 |
| 8 | Mid-term exam | 3 |
| 9 | Analyzing Interpreted Encounters | 3 |
| 10 | Analyzing Interpreted Encounters | 3 |
| 11 | The Meeting and the Participants | 3 |
| 12 | The Meeting and the Participants | 3 |
| 13 | Turn Exchanges in an Interpreted Professor-Student Conference | 3 |
| 14 | Turn Exchanges in an Interpreted Professor-Student Conference | 3 |
| 15 | Role Performance in an Interpreted Discourse Process | 3 |
| 16 | Final Exam | 3 |
| Total | | 48 |

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 | Demonstrate awareness of pertinent interpreting models and strategies | - Formal lecturing - Discussions - Seminars - Workshops, | - Progress achievement testing - Final achievement in-class testing - Graded home assignments - Student presentations |
| 1.2 | Demonstrate awareness of the challenges posed by conversational discourse and cross-linguistic transfer | | |
| 1.3 | Demonstrate awareness of the cultural grounding of language and the intercultural scope of the interpreting act | | |
| 1.4 | Demonstrate awareness of the major research trends related to professional drafting in interpreting studies | | |
| 2.0 | Skills | | |
| 2.1 | Apply Prediction, Anticipation, Visualization and Mind/Memory Mapping | - Collaborative learning - Experiential learning, - Inquiry-guided instruction - Task-based self-learning - Independent reading and classroom work (discussion and presentations). | - Progress achievement testing - Final achievement in-class testing - Student presentations |
| 2.2 | Apply interpreting with accuracy and across diverse texts and registers | | |
| 2.3 | Apply speech segmentation for interpreting and handling obstacles to smooth interpreting | | |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|---|---|---|
| 3.0 | Values | | |
| 3.1 | Observe ethical norms and standards while practicing interpreting | - Formal lecturing - Discussions - Collaborative learning - Experiential learning, - Inquiry-guided instruction - Task-based self-learning - Workshops, | - Progress achievement testing - Final achievement in-class testing - Student presentations |
| 3.2 | Maintain a spirit of collaboration, creativity and flexibility when involved in team work | | |
| 3.3 | Assume personal responsibility, dedication and commitment to timely, orderly, and professional practice of the task of interpreting | | |
| 3.4 | Adhere to originality and creativity in academic research | | |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|---------------------|-------------|--------------------------------------|
| 1 | Term/Research paper | 15 | 15 % |
| 2 | Midterm exam 1 | 8 | 30 % |
| 3 | Assignments | 3, 6, 9, 12 | 15 % |
| 4 | Quizzes | 5, 10, 14 | |
| 5 | Final exam | 16 | 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:

Below are the processes followed in the department for student counselling and support:

- 1 The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial advice.
- 2 The college also has a Student Affairs Unit that specifically handles students' social and medical excuses.
- 3 On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
- 4 Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
- 5 The Special Needs Unit in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.

- 6 Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------------------------|--|
| Required Textbooks | <p>- Wang, B. & Munday, J (eds.). (2020). Advances in Discourse Analysis of Translation and Interpreting Linking Linguistic Approaches with Socio-cultural Interpretation. London: Routledge. ISBN-13: 978-0367421755</p> <p>- Malmkjaer, K. (ed.) (2017). The Routledge Handbook of Translation Studies and Linguistics. London: Routledge. ISBN9781315692845</p> |
| Essential Reference Materials | <p>- Presada, D. & Badea, M. (2014). 'The Effectiveness of Error Analysis in Translation Classes: A Pilot Study'. In Porta Linguarum (2014), pp. 49-59 ISSN: 1697-7467</p> <p>- Kim, M. (2013). "Research on Translator and Interpreter Education", in C. Millan and F. Bartrina (eds.), The Routledge Handbook of Translation Studies. Abingdon: UK, 102-16.</p> |
| Electronic Materials | <p>- Braun, S. (2015). Videoconference Interpreting. In Pöchhacker, F, Grbic, N, Mead, P, & Setton, R (Eds.), Routledge Encyclopedia of Interpreting Studies. New York: Routledge. https://surrey.academia.edu/SabineBraun/</p> <p>- Braun, S. (2015). Remote Interpreting. In Pöchhacker, F, Grbic, N, Mead, P, & Setton, R (Eds.), Routledge Encyclopedia of Interpreting Studies. New York: Routledge. https://surrey.academia.edu/SabineBraun/</p> |
| Other Learning Materials | <p>- Suryasa, I. W. (2016). The Comparison between Interpreting and Translation Process. In International Research Journal of Management IT and Social Sciences 3(1):22 DOI: 10.21744/irjmis.v3i1.84</p> |

2. Educational and research Facilities and Equipment Required

| Item | Resources |
|--|--|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | <ul style="list-style-type: none"> - Ordinary classrooms - Language labs for using software packages |
| Technology Resources (AV, data show, Smart Board, software, etc.) | <ul style="list-style-type: none"> - Data show - Smart board |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Audio equipment (recorders) |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|--|
| Effectiveness of Teaching | <ul style="list-style-type: none"> Students Peer Reviewers Faculty External Reviewers Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |
| Effectiveness of Assessment | <ul style="list-style-type: none"> Students Faculty Curriculum Committee Assessment Committee External Reviewers Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> Students Faculty Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> Students Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |

غدير امين مالكي



Course Specifications (Postgraduate Degree)

| | |
|----------------------|---|
| Course Title: | Dissertation Proposal |
| Course Code: | TRA 701 |
| Program: | Master of Arts in Translation Studies |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

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A. Course Identification

| | |
|---|-----------------------------------|
| 1. Credit hours: | 4 HRS |
| 2. Course type | |
| <input checked="" type="checkbox"/> Required | <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: | Level 3/ Year 2 |
| 4. Pre-requisites for this course (if any): None | |
| TRA 651/ TRA 652/ TRA 653/ TRA654 | |
| 5. Co-requisites for this course (if any): | |
| Elective Courses | |

6. Mode of Instruction (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|-----------------------|---------------|------------|
| 1 | Traditional classroom | 48 | 75% |
| 2 | Blended | 16 | 25% |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|--------------|---|----------------|
| 1 | Lecture | 32 |
| 2 | Laboratory/Studio | - |
| 3 | Seminars | 32 |
| 4 | Others (specify) 1. Self-study 2. Library search 3. Project work | 16 16 32 |
| Total | | 128 |

B. Course Objectives and Learning Outcomes

| |
|---|
| 1. Course Description |
| <p>This course aims to prepare students for writing the MA research proposal and dissertation. It consists of a series of focused seminars for sharing research experience and discussing research-related issues and problems faced during the stages of proposal writing. An indicative list of its components might comprise the following activities: discussion forums, webinars, article reviews, research case presentations, critiquing actual research proposals, research proposal design, research proposal defense, inviting methodology experts as keynote speakers, and research workshops. Students are also familiarized with the required formal administrative procedures during all the stages of the course (selection of the topic, arrangements with potential supervisor, contacts with other institutions for data collection and formal authorizations concerning copyrighted materials, research design skills, editing drafts, submission of final draft, application for extension, and thesis defence skills. However, research proposal design and defense skills remain pivotal tasks in this course. By the end of the semester, students are required to submit their proposal for final approval.</p> |

2. Course Main Objective

The present course seeks to teach students the essentials parts of a research proposal and to train them in the skills needed to write it up.

3. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|---|---------------|
| 1 | Knowledge and Understanding <i>By the end of this course, students are expected to:</i> | |
| 1.1 | Acquire sufficient knowledge about the main components of a research proposal | K4 |
| 1.2 | Understand how to write a critical literature review, using well developed analytical and synthesis skills | K2 |
| 1.3 | Understand how to design research using sound research methods to address a research question(s) | K1 |
| 1.4 | | K3 |
| 2 | Skills: <i>By the end of this course, students are expected to:</i> | |
| 2.1 | Formulate research questions and hypotheses. | S5 |
| 2.2 | Write well-organized, clear and compelling research proposals. | S4 |
| 2.3 | Select relevant data and methods of analysis to tackle the research question. | S5 |
| 3 | Values: <i>By the end of this course, students are expected to:</i> | |
| 3.1 | Show big interest and readiness to learn and to engage in research projects. | V1 |
| 3.2 | Show a sense of responsibility and commitment to learn, to achieve, and to come up with something original. | V4 |
| 3.3 | Have a strong sense of the ethics of academia like honesty responsibility, and dedication to do research. | V3 |

* Program Learning Outcomes

C. Course Content

| No | List of Topics | Contact Hours |
|----|---|---------------|
| 1 | Introduction to thesis proposal | 4 |
| 2 | Crafting the first Draft | 4 |
| 3 | Peer Review of the first Draft | 4 |
| 4 | Power point presentation of the first draft | 4 |
| 5 | Proposal critique (practice) | 4 |
| 6 | Crafting the second thesis proposal | 4 |
| 7 | Second proposal critique (practice) | 4 |
| 8 | Mid-term exam | 4 |
| 9 | Ethics discussion (general comments) | 4 |
| 10 | Conducting surveys | 4 |
| 11 | Conducting questionnaires | 4 |
| 12 | Questionnaire and survey analysis | 4 |
| 13 | Crafting the third proposal draft | 4 |
| 14 | Peer review of the final proposal | 4 |

| | | |
|--------------|--------------------------------|-----------|
| 15 | Proposal 3 critique (practice) | 4 |
| 16 | Proposal submission | 4 |
| Total | | 64 |

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 | Acquire sufficient knowledge about the main components of a research proposal | Blended learning -learner-centered and highly interactive - Use of interactive tasks with the help of peer co-ordination -Use of PPPs - Modeling through the use of the internet connection | -Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps) -Compare and contrast -Weekly assignments - papers - presentations - Proposal submission |
| 1.2 | Understand how to write a critical literature review, using well developed analytical and synthesis skills | Blended learning -learner-centered and highly interactive - Use of interactive tasks with the help of peer co-ordination -Use of PPPs - Modeling through the use of the internet connection | -Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps) -Compare and contrast -Weekly assignments - papers - presentations - Proposal submission |
| 1.3 | Understand how to design research using sound research methods to address a research question(s) | Blended learning -learner-centered and highly interactive - Use of interactive tasks with the help of peer co-ordination -Use of PPPs - Modeling through the use of the internet connection | -Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps) -Compare and contrast -Weekly assignments - papers - presentations - Proposal submission |
| 2.0 | Skills | | |
| 2.1 | Formulate research questions and hypotheses. | Blended learning -learner-centered and highly interactive - Use of interactive tasks with the help of peer co-ordination -Use of PPPs - Modeling through the use of the internet connection | -Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps) -Compare and contrast -Weekly assignments - papers - presentations - Proposal submission |
| 2.2 | Write well-organized, clear and compelling research proposals | Blended learning -learner-centered and highly interactive - Use of interactive tasks with the help of peer co-ordination -Use of PPPs | -Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps) -Compare and contrast -Weekly assignments - papers |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|--|---|--|
| | | - Modeling through the use of the internet connection | - presentations - Proposal submission |
| 2.3 | Select relevant data and methods of analysis to tackle the research question | Blended learning -learner-centered and highly interactive - Use of interactive tasks with the help of peer co-ordination -Use of PPPs - Modeling through the use of the internet connection | -Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps) -Compare and contrast -Weekly assignments - papers - presentations - Proposal submission |
| 3.0 | Values | | |
| 3.1 | Formulate research questions and hypotheses | Blended learning -learner-centered and highly interactive - Use of interactive tasks with the help of peer co-ordination -Use of PPPs - Modeling through the use of the internet connection | -Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps) -Compare and contrast -Weekly assignments - papers - presentations - Proposal submission |
| 3.2 | Write well-organized, clear and compelling research proposals | Blended learning -learner-centered and highly interactive - Use of interactive tasks with the help of peer co-ordination -Use of PPPs - Modeling through the use of the internet connection | -Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps) -Compare and contrast -Weekly assignments - papers - presentations - Proposal submission |
| 3.3 | Select relevant data and methods of analysis to tackle the research question | | |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|---------------------------|------------------|--------------------------------------|
| 1 | Bi-weekly progress report | 3,5,7,9,11,13,15 | 15 % |
| 2 | Presentations | 5- 13 | 10 % |
| 3 | Home Assignments | 6 | 15 % |
| 4 | Proposal 1 | 8 | 10 % |
| | Proposal 2 | 13 | 10 % |
| 5 | Final proposal submission | 16 | 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:

Below are the processes followed in the department for student counselling and support:

- 1 The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial advice.
- 2 The college also has a Student Affairs Unit that specifically handles students' social and medical excuses.
- 3 On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
- 4 Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
- 5 The Special Needs Unit in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
- 6 Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------------------------|---|
| Required Textbooks | Yvonne N. Bui. 2019. How to Write a Master's Thesis. London: SAGE Publications. |
| Essential Reference Materials | <p>John Biggam. 2015. Succeeding with Your Master's Dissertation. London: McGraw-Hill Education (UK)</p> <p>George Damaskinidis, Anastasia Christodoulou. 2019. Writing Research Proposals for Social Sciences and Humanities in a Higher Education Context. Cambridge Scholars Publishing.</p> <p>Ranjit Kumar. Research Methodology: A Step-by-Step Guide for Beginners. 2018. London: SAGE.</p> <p>Vinayak Bairagi, Mousami V. Munot · 2019. Research Methodology: A Practical and Scientific Approach. London: CRC Press.</p> |

| | |
|---------------------------------|--|
| Electronic Materials | Burke, C. G. The Doctoral Dissertation Proposal. University of Southern California, School of Policy Planning and Development. http://kerlins.net/bobbi/research/qualresearch/burke.pdf The (UC) Berkeley Proposal Workshop: http://globetrotter.berkeley.edu/DissPropWorkshop/ |
| | Campbell, L. M. (Questions for assessing methods): http://www.nova.edu/~ron/campbell.html |
| | Frank Pajares' Proposal Elements Page (Education): http://www.emory.edu/EDUCATION/mfp/proposal.html |
| | Heath, A. W. The Proposal in Qualitative Research: http://www.nova.edu/ssss/QR/QR3-1/heath.html |
| | Jack Caulfield. 2020. How to write a dissertation proposal. Pocket Guide to APA. 3rd ed. Houghton Mifflin. https://www.scribbr.co.uk/thesis-dissertation/proposal . |
| | Penn State Office for Research Protections: |
| | Pagadala Suganda Devi. 2017. Research Methodology: A Handbook for Beginners. Notion Press. |
| | Thackrey, D. Proposal Writer's Guide: http://www.research.umich.edu/proposals/PWG/pwgcontents.html |
| Other Learning Materials | University of Connecticut Proposal Format Guide: http://www.gifted.uconn.edu/dpg/writdiss.html |
| | University of Minnesota Grant Writing Tools: http://www.gen.umn.edu/grants/tools.html |
| Other Learning Materials | Dissertation Databases |
| | ProQuest |
| | OATD |
| | OpenThesis |

3. Educational and research Facilities and Equipment Required

| Item | Resources |
|--|--|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | <ul style="list-style-type: none"> - Equipped Classrooms - Lecture rooms. - Computer labs. - Equipped amphitheater - University Main Libraries - Public Libraries |
| Technology Resources (AV, data show, Smart Board, software, etc.) | <ul style="list-style-type: none"> - Cloud server- Microsoft Office 365 applications: Microsoft Office, OneDrive, Microsoft Teams, SharePoint, Microsoft Forms, Kaizala ...etc. - Blackboard and Cisco WebEx - Data Show Projector. |

| Item | Resources |
|--|---|
| | <ul style="list-style-type: none"> - Projecting podium. - Smart Board |
| 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 | <ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |
| Effectiveness of Assessment | <ul style="list-style-type: none"> • Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> • Students • Faculty • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> • Students • Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |



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Course Specifications (Postgraduate Degree)

| | |
|----------------------|---|
| Course Title: | Research Methods in Interpreting |
| Course Code: | TRA 706 |
| Program: | Master of Arts in Interpreting |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

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| G. Course Quality Evaluation..... | 8 |
| H. Specification Approval Data..... | 8 |

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A. Course Identification

| |
|---|
| 1. Credit hours: 3 HRS |
| 2. Course type <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: Level 3 / Year 2 |
| 4. Pre-requisites for this course (if any): TRA 602 TRA 603 TRA 604 TRA 606 |
| 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 | 36 | 75% |
| 2 | Blended | 12 | 25% |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|--------------|---|----------------|
| 1 | Lecture | 32 |
| 2 | Laboratory/Studio | - |
| 3 | Seminars | 16 |
| 4 | Others (specify) 1. Self-study 2. Library search 3. Project work | 16 16 16 |
| Total | | 96 |

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times.

B. Course Objectives and Learning Outcomes

1. Course Description

This course introduces a spectrum of research paradigms in interpreting studies as an emerging sub-discipline of translation studies. The interdisciplinary nature and empirical basis of the act of interpreting imposes the utilization of diverse methodological orientations: quantitative, qualitative, and mixed. The course introduces a set of research tools which correlate with the three orientations (e.g. questionnaire design and administration, focus groups, structured-semi-structured interviews, probability and non-probability sampling, SPSS (Statistical Package for the Social Sciences), the one-way analysis of variance (ANOVA), and standard deviation and variance). These research orientations and tools are grounded in their respective paradigms (e.g. quasi-experimental, interpretivist, ethnographic, socio-cognitive, pragmatic, psycholinguistic framework). The course trains students to subscribe to the relevant research paradigm and use the corresponding tools in order to be ready for undertaking their forthcoming interpreting research project.

2. Course Main Objective

This course is mainly focused on the different methods of data collection and analysis, as well as on the written and oral presentation of research projects and expected findings in the field of Interpreting. It is geared to guide students in the development of their own research projects and help them select an appropriate theoretical framework and research methodology for them.

3. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|--|---------------|
| 1 | Knowledge and Understanding: <i>By the end of this course, students are expected to:</i> | |
| 1.1 | Demonstrate awareness of the main methods used in qualitative/quantitative research | K1 |
| 1.2 | Demonstrate awareness of the different types of survey research and gain insight into a wide range of research methods in Interpreting Studies | K1 |
| 1.3 | Demonstrate awareness of the various ways of analyzing and interpreting qualitative/quantitative data | K1 |
| 1.4 | Demonstrate awareness of the interdisciplinary nature of Interpreting Studies and survey the main trends involved. | K2 |
| 1.5 | Demonstrate awareness of the research norms and procedures pertaining to professional interpreting and observe the ethical dilemmas involved therein | K4 |
| 2 | Skills: <i>By the end of this course, students are expected to:</i> | |
| 2.1 | Apply theoretical and practical skills in research in a dynamic setting. | S1 |
| 2.2 | Develop sound methodological basis for launching research projects | S1 |
| 2.3 | Apply, analyze and integrate mixed – qualitative/quantitative – methods | S6 |
| 2.4 | Apply clarity, precision and relevance when formulating a research question | S6 |
| 3 | Values: <i>By the end of this course, students are expected to:</i> | |
| 3.1 | Overcome the academic as well as the ethical challenges of research | V1 |
| 3.2 | Select the theoretical framework and research methodology suitable for the student's own research project | V4 |
| 3.3 | Adhere to originality and creativity in academic research | V4 |

* Program Learning Outcomes

C. Course Content

| No | List of Topics | Contact Hours |
|--------------|---|---------------|
| 1 | Introduction: an overview of Translation and Interpreting Studies and Interdisciplinarity | 3 |
| 2 | Introduction: an overview of Translation and Interpreting Studies and Interdisciplinarity | 3 |
| 3 | Main methods used in qualitative research | 3 |
| 4 | Main methods used in qualitative research | 3 |
| 5 | Methods of analyzing and interpreting qualitative data | 3 |
| 6 | Methods of analyzing and interpreting qualitative data | 3 |
| 7 | Advantages and disadvantages of purely qualitative or purely quantitative methods | |
| 8 | Mid-term exam | 3 |
| 9 | Advantages and disadvantages of purely qualitative or purely quantitative methods | 3 |
| 10 | Assessing the potential of mixed – qualitative/quantitative – methods approaches. | 3 |
| 11 | Assessing the potential of mixed – qualitative/quantitative – methods approaches. | 3 |
| 12 | An overview of ethics guidelines for scientific research | 3 |
| 13 | An overview of ethics guidelines for scientific research | 3 |
| 14 | Formulating and presenting clear and relevant research questions | 3 |
| 15 | Formulating and presenting clear and relevant research questions | 3 |
| 16 | Revision | 3 |
| Total | | 48 |

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 | Demonstrate awareness of the main methods used in qualitative/quantitative research | - Formal lecturing - Discussions - Seminars - Workshops, - Tutorials | - Progress achievement testing - Final achievement in-class testing - Graded home assignments - Student presentations |
| 1.2 | Demonstrate awareness of the different types of survey research and gain insight into a wide range of research methods in Interpreting Studies | | |
| 1.3 | Demonstrate awareness of the various ways of analyzing and interpreting qualitative/quantitative data | | |
| 1.4 | Demonstrate awareness of the interdisciplinary nature of Interpreting Studies and survey the main trends involved. | | |
| 1.5 | Show awareness of the research norms and procedures pertaining to professional interpreting and observe | | |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|---|---|--|
| | the ethical dilemmas involved therein | | |
| 2.0 | Skills | | |
| 2.1 | Apply theoretical and practical skills in research in a dynamic setting. | - Formal lecturing - Discussions - Collaborative learning - Experiential learning, - Inquiry-guided instruction - Task-based self-learning - Workshops, | - Progress achievement testing - Final achievement in-class testing - Graded home assignments - Student presentations |
| 2.2 | Develop sound methodological basis for launching research projects | | |
| 2.3 | Apply, analyze and integrate mixed – qualitative/quantitative – methods | | |
| 2.4 | Apply clarity, precision and relevance when formulating a research question | | |
| 3.0 | Values | | |
| 3.1 | Overcome the academic as well as the ethical challenges of research | - Discussions - Collaborative learning - Experiential learning, - Inquiry-guided instruction - Task-based self-learning - Workshops, | - Progress achievement testing - Final achievement in-class testing - Graded home assignments - Student presentations |
| 3.2 | Select the theoretical framework and research methodology suitable for the student's own research project | | |
| 3.3 | Adhere to originality and creativity in academic research | | |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|---------------------|----------|--------------------------------------|
| 1 | Research proposal 1 | 6 | 10 % |
| 2 | Midterm exam 1 | 8 | 15 % |
| 3 | Research proposal 2 | 10 | 10 % |
| 4 | Midterm exam 2 | 12 | 15 % |
| 5 | Research proposal 3 | 14 | 10 % |
| 6 | Final exam | 16 | 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:

Below are the processes followed in the department for student counselling and support:

- 1 The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial advice.
- 2 The college also has a Student Affairs Unit that specifically handles students' social and medical excuses.

- 3 On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
- 4 Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
- 5 The Special Needs Unit in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
- 6 Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------------------------|---|
| Required Textbooks | - Mellinger, Christopher, and Thomas Hanson. 2016. <i>Quantitative research methods in Translation and Interpreting Studies</i> . London: Routledge. Mellinger, Christopher, and Thomas Hanson. |
| Essential Reference Materials | - Garcés, C. V. (2018). Research Tendencies in Translation and Interpreting Studies and Intercultural Communication. <i>International Journal of Linguistics</i> 10(1):96 - Abdel Latif, M.M. (2020). <i>Translator and Interpreter Education Research: Areas, Methods and Trends</i> . ISBN: 9789811585500 - Hale, Sandra, and Jemina Napier. 2013. <i>Research Methods in Interpreting. A Practical Resource</i> . London: Bloomsbury. |
| Electronic Materials | - Iglesias, E. & Russo, M, (2020). A Multidisciplinary Theoretical and Methodological Framework for the Study of Telephone Interpreting https://doi.org/10.1080/1750399X.2020.1800363 - Davitti, E. 2019. "Methodological Explorations of Interpreter-Mediated Interaction: Novel Insights from Multimodal Analysis." <i>Qualitative Research. Special Issue: Multimodality: Methodological Explorations</i> SAGE Publications 19 (1): 7–29. [Google Scholar] - Davitti, E., and S. Pasquandrea. 2017. "Embodied Participation: What Multimodal Analysis Can Tell Us About Interpreter-Mediated Encounters In Pedagogical Settings." <i>Journal of Pragmatics</i> 107: 105–128. [Cross ref], [Web of Science ®], [Google Scholar] |
| Other Learning Materials | - Cynthia B. Roy, Jeremy L. Brunson & Christopher A. Stone (2018). <i>The academic foundations of interpreting studies: An introduction to its theories</i> . Reviewed by Nadja Grbić pp. 309–315 |

2. Educational and research Facilities and Equipment Required

| Item | Resources |
|--|---|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | <ul style="list-style-type: none"> - Ordinary classrooms - Language labs |
| Technology Resources (AV, data show, Smart Board, software, etc.) | <ul style="list-style-type: none"> - Data show - Smart board - Quantitative research resources (software packages) |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Audio equipment (recorders) |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|--|
| Effectiveness of Teaching | <ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |
| Effectiveness of Assessment | <ul style="list-style-type: none"> • Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> • Students • Faculty • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> • Students • Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |

اعتماد
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T15

Course Specifications (Postgraduate Degree)

| | |
|---------------|---|
| Course Title: | Simultaneous Interpreting |
| Course Code: | TRA 707 |
| Program: | Master of Arts in Interpreting |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

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A. Course Identification

| | |
|---|--|
| 1. Credit hours: | 3 hours |
| 2. Course type | <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: | Level 3 / Year 2 |
| 4. Pre-requisites for this course (if any): | TRA 602 TRA 603 TRA 604 TRA 606 |
| 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 | 36 | 75 % |
| 2 | Blended | 12 | 25 % |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|--------------|--------------------------|----------------|
| 1 | Lecture | 16 |
| 2 | Laboratory/Studio | 32 |
| 3 | Seminars | - |
| 4 | Others (specify) | |
| | 1. Laboratory self-study | 24 |
| | 2. Project work | 24 |
| Total | | 96 |

B. Course Objectives and Learning Outcomes

1. Course Description

The course comprises two interrelated components. The theoretical part introduces students to the general atmosphere of simultaneous interpreting (SI) in terms of equipment, settings (e.g. conference), and ISO standards. It also familiarizes students with the major models of interpreting where such issues as cognitive constraints, memory load, information structure, linguistic divergence, space and time optimization are investigated. The practical layer of the course introduces principles, strategies and tactics of interpreting through intensive drilling in a laboratory environment (e.g. dual-tasking exercises such as *shadowing* and analysis exercises). Students are equipped with a set of trouble-shooting skills to overcome expected communicative breakdowns.

2. Course Main Objective

The course aims to provide students with a comprehensive description of the interpreting process, resources, types and strategies as well as an intensive drilling in a quasi-professional setting to produce a comprehensible interpreting output.

The course specifically seeks to fulfill the following objectives:

- 1) Familiarizing students with the major interpreting models, settings, types, and tasks
- 2) Enhancing students' receptive auditory skills of message recovery in real time
- 3) Training students to activate a number of cognitive routines required for prompt response to linguistic signals
- 4) Training students to generate a comprehensible interpreting output measurable with ISO standards in the field.

3. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|--|---------------|
| 1 | Knowledge and Understanding: <i>By the end of the course, students should be able to:</i> | |
| 1.1 | Recognize the special nature, techniques and aims of simultaneous interpreting as opposed to other forms of interpreting | K2 |
| 1.2 | Demonstrate accurate knowledge of the cognitive, linguistic, lexical, communicative, and strategic factors involved in interpreting | K1 |
| 1.3 | Recognize the major research paradigms in interpreting studies in preparation for designing a research proposal and writing an MA thesis. | K4 |
| 2 | Skills: <i>By the end of the course, students should be able to:</i> | |
| 2.1 | Develop special receptive skills for oral message recovery (decoding) | S3 |
| 2.2 | Activate the proper memory routine while interpreting (short, medium, long-term) | S1 |
| 2.3 | Develop instant reaction to oral text (message encoding) | S2 |
| 2.4 | Select the appropriate interpreting tactic with reference to source text register, genre, type, dialect... | S1 |
| 2.5 | Demonstrate the reflex of immediate trouble-shooting response in case of communicative breakdown | S5 |
| 3 | Values: <i>By the end of the course, students should be able to:</i> | |
| 3.1 | Adopt an ISO-compliant ethical behavior while performing interpreting tasks | V1 |
| 3.2 | Work in teams to perform successful interpreting missions in academic and professional contexts | V2 |
| 3.3 | Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations | V4 |
| 3.4 | Show individual responsibility and professional accountability in time and interpreting project management | V3 |

* Program Learning Outcomes

C. Course Content

| No | List of Topics | Contact Hours |
|----|--|---------------|
| 1 | Introduction to Interpreting: Types, Settings, and Equipment | 3 |
| 2 | Cognitive Effort in Simultaneous Interpreting (SI): The Effort's Model | 3 |
| 3 | Fundamental Strategies, Tactics, and Trouble-shooters in SI | 3 |
| 4 | Major Drills and Exercises in SI: Dual-tasking and analysis Types | 3 |
| 5 | Intensive Drills in Dual-Tasking: Shadowing | 3 |

| | | |
|--------------|---|-----------|
| 6 | Intensive Drills in Analysis | 3 |
| 7 | Intensive Focused Listening Drills | 3 |
| 8 | Midterm Exam | 3 |
| 9 | Speech Segmentation Drills | 3 |
| 10 | Intensive Drilling in Memory Enhancement and Recall | 3 |
| 11 | Intensive Drilling in Ambiguity Resolution | 3 |
| 12 | Trouble-shooting Strategies & Skills | 3 |
| 13 | Conference Interpreting: Principles & Strategies | 3 |
| 14 | Best Practices in ISO-Compliant Simultaneous Interpreting | 3 |
| 15 | Simultaneous Interpreting as Research Field | 3 |
| 16 | Final Exam | 3 |
| Total | | 48 |

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 | Recognize the special nature, techniques and aims of simultaneous interpreting as opposed to other forms of interpreting | <ul style="list-style-type: none"> - Lectures - Research Projects - Term Paper - Classroom Discussion | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments |
| 1.2 | Demonstrate accurate knowledge of the cognitive, linguistic, lexical, communicative, and strategic factors involved in interpreting | <ul style="list-style-type: none"> - Workshops - Tutorials - Assignments - Classroom Discussion | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded student presentations - Graded home assignments |
| 1.3 | Recognize the major research paradigms in interpreting studies in preparation for designing a research proposal and writing an MA thesis. | <ul style="list-style-type: none"> - Lectures - Student Presentations - Peer Tutoring - Classroom Discussion | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments - Oral Testing |
| 2.0 | Skills | | |
| 2.1 | Develop special receptive skills for oral message recovery (decoding) | <ul style="list-style-type: none"> - Workshops - Tutorials - Assignments | <ul style="list-style-type: none"> - Graded Home Assignments - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) |
| 2.2 | Activate the proper memory routine while interpreting (short, medium, long-term) | <ul style="list-style-type: none"> - Workshops - Tutorials - Assignments | <ul style="list-style-type: none"> - Peer Assessment - Training Portfolio - Formative diagnostic assessment (i.e. progress achievement testing) |
| 2.3 | Develop instant reaction to oral text (message encoding) | <ul style="list-style-type: none"> - Workshops - Tutorials - Assignments | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|--|--|--|
| | | | <ul style="list-style-type: none"> - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Oral Testing |
| 2.4 | Select the appropriate interpreting tactic with reference to source text register, genre, type, dialect... | <ul style="list-style-type: none"> - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Oral Testing |
| 2.5 | Demonstrate the reflex of immediate trouble-shooting response in case of communicative breakdown | <ul style="list-style-type: none"> - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Oral Testing |
| 3.0 | Values | | |
| 3.1 | Adopt an ISO-compliant ethical behavior while performing interpreting tasks (E.G. iso 9001) | <ul style="list-style-type: none"> - Intensive Laboratory Drilling - Collaborative/ Team Teaching - Peer/Group Correction - Audio and Video Materials on Model Performance | <ul style="list-style-type: none"> - Graded Student Presentations - Interpreting Test - External Raters - Self-assessment (dual-track audio-recordings) - Peer assessment |
| 3.2 | Work in teams to perform successful interpreting missions in academic and professional contexts | <ul style="list-style-type: none"> - Intensive Laboratory Drilling - Collaborative/ Team Teaching - Peer/Group Correction - Audio and Video Materials on Model Performance | <ul style="list-style-type: none"> - Graded Student Presentations - Interpreting Test - External Raters - Self-assessment (dual-track audio-recordings) - Peer assessment |
| 3.3 | Demonstrate autonomous creativity, intellectual independence and proactive decision-making in complex academic and professional situations | <ul style="list-style-type: none"> - Intensive Laboratory Drilling - Collaborative/Team Teaching - Peer/Group Correction - Audio and Video Materials on Model Performance | <ul style="list-style-type: none"> - Graded Student Presentations - Interpreting Test - External Raters - Self-assessment (dual-track audio-recordings) - Peer assessment |
| 3.4 | Show individual responsibility and professional accountability in time and interpreting project management | <ul style="list-style-type: none"> - Intensive Laboratory Drilling - Collaborative/ Team Teaching - Peer/Group Correction - Audio and Video Materials on Model Performance | <ul style="list-style-type: none"> - Graded Student Presentations - Interpreting Test - External Raters - Self-assessment (dual-track audio-recordings) - Peer assessment |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|---------------------------------|---------------------|--------------------------------------|
| 1 | Weekly mock-interpreting tests | Weekly | 20 % |
| 2 | Home assignments | 3, 6, 9, 11, 13, 15 | 10 % |
| 3 | Mid-term exam | 8 | 20% |
| 4 | Assiduity & class participation | Weekly | 10 % |
| 5 | Final exam | 16 | 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:

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------------------------|---|
| Required Textbooks | Pochacker, Franz. (2016). <i>Introducing Interpreting Studies</i> . 2 nd edition. London: Routledge. |
| Essential Reference Materials | Diriker, Ebru. (2004). <i>De-/re-contextualizing Conference Interpreting: Interpreters in the Ivory Tower?</i> Philadelphia: J. Benjamins. Duflou, Veerle. (2016). <i>Be(com)ing a Conference Interpreter</i> . New York: John Benjamins Publishing Company. |

| | |
|---------------------------------|--|
| | <p>Gile, Daniel. (2009). <i>Basic Concepts and Models for Interpreter and Translator Training</i>. Philadelphia: John Benjamins Pub. Company.</p> <p>Mikkelsen, Holly (2000). <i>Introduction to Court Interpreting</i>. Manchester: St. Jerome.</p> <p>Nolan, James. (2005) <i>Interpretation: Techniques and Exercises</i>, Clevedon: Multilingual Matters.</p> <p>Pochacker, Franz. (2016). <i>Introducing Interpreting Studies</i>. 2nd edition. London: Routledge.</p> <p>Rudvin, M. and Tomassini, E. (2011). <i>Interpreting in the Community and Workplace. A Practical Teaching Guide</i>. Palgrave Macmillan: New York.</p> <p>Pöchhacker, Franz; Nadja Grbić; Peter Mead; Robin Setton. (2016). <i>The Routledge Encyclopedia of Interpreting Studies</i>. New York : Routledge, Taylor & Francis Group.</p> |
| Electronic Materials | <ul style="list-style-type: none"> - Interpreting training resources http://interpreters.free.fr/ - Consecutive and Simultaneous interpreting https://www.conference-interpreters.ca/Differences-Consecutive-Simultaneous-Interpreters.html |
| Other Learning Materials | <ul style="list-style-type: none"> - E-learning materials for interpreters (webinars) https://www.theinterpretingcoach.com/elearning/ - On-line interpreter training tools and resources for students and trainers of conference interpreting https://ec.europa.eu/education/knowledge-centre-interpretation/conference-interpreting/training-tools-and-support/training-tools_en - Interpreter training resources https://interpretertrainingresources.eu <ul style="list-style-type: none"> • <i>Ethics of interpreting and translating: A guide to obtaining NAATI credentials</i>. <p>National Accreditation Authority for Translators and Interpreters Ltd Canberra,</p> |

2. Educational and research Facilities and Equipment Required

| Item | Resources |
|--|--|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | Lecture halls Language labs |
| Technology Resources (AV, data show, Smart Board, software, etc.) | Data show Smart board Interpreting software packages (electronic courses) |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Permanent and portable interpreting equipment <ul style="list-style-type: none"> - Interpreting booth - Headsets - Wireless receiver for instructor - Microphone integrated in interpreter console - Professional audio and video recorders |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|--|
| Effectiveness of Teaching | <ul style="list-style-type: none"> Students Peer Reviewers Faculty External Reviewers Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |
| Effectiveness of Assessment | <ul style="list-style-type: none"> Students Faculty Curriculum Committee Assessment Committee External Reviewers Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> Students Faculty Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> Students Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |



Course Specifications (Postgraduate Degree)

| | |
|----------------------|---|
| Course Title: | Interpreting Quality Assessment |
| Course Code: | TRA 708 |
| Program: | Master of Arts in Interpreting |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

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| H. Specification Approval Data | 8 |

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A. Course Identification

| | |
|---|--|
| 1. Credit hours: | 3 |
| 2. Course type | <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: | Level 3/year 2 |
| 4. Pre-requisites for this course (if any): | TRA 602 TRA 603 TRA 604 TRA 606 |
| 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 | 36 | 75% |
| 2 | Blended | 12 | 25% |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|--------------|--|----------------|
| 1 | Lecture | 24 |
| 2 | Laboratory/Studio | 24 |
| 3 | Seminars | - |
| 4 | Others (specify) Self-Study Project Work | 24 24 |
| Total | | 96 |

*The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course deals with the concept of quality from the stakeholders' perspectives: end-user (audience), course instructor (pedagogical evaluation), and professional expert (ISO requirements). Students will be familiarized with principles and standards of manual and semi-automatic quality assessment in conference and community interpreting, with focus on simultaneous and consecutive modes. Benchmarking in IQA is ISO-referenced in international practices, especially in non-educational contexts. Two major interrelated categories of interpreter competencies will be the focus of evaluative analysis: (a) interpreter's *transactional* competencies (i.e. related to interpreter's formal training, loyalty, reliability, speed, lingua-cultural knowledge, bilingual profile, and production of intelligible and fluent target message), and (b) *interactional* competencies and skills (message delivery skills, communicative skills, responsiveness to audience expectations, management of client-interpreter relations, handling of technical equipment, observance of ethical code of behavior). Of course, inter-subjective variability does not negate the need for minimal universal norms of interpreting quality both at the didactic and professional levels. A set of schemes utilized in IQA will be surveyed in the course to serve a double purpose: (a) to sensitize students to the IQA norms and practices to help them reach the degree of baseline expertise in interpreting, and (b) to open up new horizons for their future research projects in the fourth semester of the program.

1. Course Main Objective

This course is mainly aimed at familiarizing students with the principles and standards of manual and semi-automatic quality assessment in conference and community interpreting, with focus on simultaneous and consecutive modes. Evaluative analysis will focus on interpreter's *transactional* and *interactional* competencies and skills.

2. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|---|---------------|
| 1 | Knowledge and Understanding <i>By the end of this course, students are expected to:</i> | |
| 1.1 | Demonstrate awareness of the interpreter's role in the interpreting process as well as the issues of measurement related to IQA | K1 |
| 1.2 | Demonstrate awareness of IQA models, methods, concepts, terms and principles | K1 |
| 1.3 | Demonstrate awareness of new vistas of research methodology in the field | K4 |
| 2 | Skills: <i>By the end of this course, students are expected to:</i> | |
| 2.1 | Assess interpreting skills with special focus on interpreter's transactional as well as interactional competencies | S1 |
| 2.2 | Assess professional standards, practices, and ethics in interpreting practice. | S3 |
| 2.3 | Integrate research and practice in the application of IQA | S6 |
| 3 | Values: <i>By the end of this course, students are expected to:</i> | |
| 3.1 | Observe IQA criteria, norms and standards in general and in the simultaneous/consecutive modes of interpreting in particular | V1 |
| 3.2 | Assume personal responsibility, dedication and commitment to timely, orderly, and professional practice | V2 |
| 3.3 | Adhere to originality and creativity in academic research | V3 |

* Program Learning Outcomes

C. Course Content

| No | List of Topics | Contact Hours |
|--------------|---|---------------|
| 1 | Introduction: Conceptual issues on interpreting | 3 |
| 2 | Perspectives on interpreting quality assessment | 3 |
| 3 | Perspectives on interpreting quality assessment | 3 |
| 4 | Quality Standards and Criteria | 3 |
| 5 | Quality Standards and Criteria | 3 |
| 6 | Evaluative analysis: transactional competencies and skills | 3 |
| 7 | Evaluative analysis: transactional competencies and skills | 3 |
| 8 | Mid-term exam | 3 |
| 9 | Evaluative analysis: interactional competencies and skills | 3 |
| 10 | Evaluative analysis: interactional competencies and skills | 3 |
| 11 | Methodological approaches | 3 |
| 12 | Methodological approaches | 3 |
| 13 | Methodological approaches | 3 |
| 14 | IQA schemes, norms and practices in interpreting quality assessment | 3 |
| 15 | IQA schemes, norms and practices in interpreting quality assessment | 3 |
| 16 | IQA schemes, norms and practices in interpreting quality assessment | 3 |
| Total | | 48 |

D. 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 | Demonstrate awareness of the interpreter's role in the interpreting process as well as the issues of measurement related to IQA | <ul style="list-style-type: none"> - Formal lecturing - Discussions - Seminars - Workshops, - Tutorials - Questionnaires | <ul style="list-style-type: none"> - Progress achievement testing - Final achievement in-class testing - Graded home assignments - Student presentations |
| 1.2 | Demonstrate awareness of IQA models, methods, concepts, terms and principles | | |
| 1.3 | Demonstrate awareness of new vistas of research methodology in the field | | |
| 2.0 | Skills | | |
| 2.1 | Assess interpreting skills with special focus on interpreter's transactional as well as interactional competencies | <ul style="list-style-type: none"> - Discussions - Collaborative learning - Experiential learning, - Inquiry-guided instruction - Task-based self-learning - Workshops | <ul style="list-style-type: none"> - Progress achievement testing - Final achievement in-class testing - Student presentations |
| 2.2 | Assess professional standards, practices, and ethics in interpreting practice. | | |
| 2.3 | Integrate research and practice in the application of IQA | | |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|--|---|---|
| 3.0 | Values | | |
| 3.1 | Observe IQA criteria, norms and standards in general and in the simultaneous/consecutive modes of interpreting in particular | - Discussions - Collaborative learning - Experiential learning, | - Progress achievement testing - Final achievement in-class testing - Student presentations |
| 3.2 | Assume personal responsibility, dedication and commitment to timely, orderly, and professional practice | - Inquiry-guided instruction - Task-based self-learning | |
| 3.3 | Adhere to originality and creativity in academic research | - Workshops | |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|---------------------|-------------|--------------------------------------|
| 1 | Weekly assignment | 3,5,7,10,12 | 15 % |
| 2 | Presentations (PPT) | 7 | 10 % |
| 3 | Mid-term exam | 8 | 20 % |
| 5 | TQA Portfolio | 14 | 15 % |
| 6 | Final exam | 16 | 40 % |
| 7 | Total | | 100% |

*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:

Below are the processes followed in the department for student counselling and support:

- 1 The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial advice.
- 2 The college also has a Student Affairs Unit that specifically handles students' social and medical excuses.
- 3 On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
- 4 Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
- 5 The Special Needs Unit in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled).

Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.

6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. F. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------------------------|--|
| Required Textbooks | <p>- Chen, Jing, Han, Chao (Eds.). (2020). Testing and Assessment of Interpreting. ISBN 978-981-15-8554-8</p> <p>- Huertas-Barros, E. (Author, Ed.), Vandepitte, S. & Fernández, E. I. (Eds.). (2018). Quality Assurance and Assessment Practices in Translation and Interpreting (Advances in Linguistics and Communication Studies) 1st Edition. IGI Global. ISBN-13: 978-1522552253</p> |
| Essential Reference Materials | <p>- Wei Su (2019): Interpreting quality as evaluated by peer students, The Interpreter and Translator Trainer</p> <p>- Han, C., & Slatyer, H. (2016). Test validation in interpreter certification performance testing: An argument-based approach. Interpreting, 18(2), 231–258. doi:10.1075/intp.18.2.04han</p> <p>- Huertas Barros, E., & Vine, J. (2018). Current trends on MA translation courses in the UK: Changing assessment practices on core translation modules. The Interpreter and Translator Trainer, 12(1).</p> |
| Electronic Materials | <p>- Videoconferencing distant setup Solutions Benchmark, Gartner Inc, (2014); to be found at: http://ec.europa.eu/dgs/scic/docs/working_with_int/inf_tech_group/2014-04/final_workshop_recommendations_vc_distant_party_setup-29-04-2014.pdf</p> |
| Other Learning Materials | <p>- Collados Aís, A., & García Becerra, O. (2015). Quality criteria. In F. Pöchhacker, N. Grbic, P. Mead, & R. Setton (Eds.), Encyclopedia of Interpreting Studies (pp. 368–383). London: Routledge.</p> <p>- Flanagan, M., & Heine, C. (2017). Peer-feedback as a translation training tool in web-based communication. Journal of Language and Communication in Business, 54, 115–136.</p> <p>- Lee, S.-B. (2016). University students' experiences of 'scale-referenced' peer assessment for a consecutive interpreting examination. Assessment & Evaluation in Higher Education.</p> <p>- Lee, S.-B. (2015). Developing an analytic scale for assessment undergraduate students' consecutive interpreting performances. Interpreting, 17(2), 226–254. doi:10.1075/intp.17.2.04lee</p> |

2. Educational and research Facilities and Equipment Required

| Item | Resources |
|--|---|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | <ul style="list-style-type: none"> - Ordinary classrooms - Language labs |
| Technology Resources (AV, data show, Smart Board, software, etc.) | <ul style="list-style-type: none"> - Data show - Smart board - Quantitative research resources (software packages) |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Audio equipment (recorders) |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|--|
| Effectiveness of Teaching | <ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |
| Effectiveness of Assessment | <ul style="list-style-type: none"> • Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> • Students • Faculty • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> • Students • Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |



غدير امين مالكي

Course Specifications (Postgraduate Degree)

| | |
|---------------|---|
| Course Title: | Interpreting Pedagogy |
| Course Code: | TRA 709 |
| Program: | Master of Arts in Interpreting |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

غدير امين مالكي

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غدير امين مالكي

غدير امين مالكي

A. Course Identification

| | |
|---|--|
| 1. Credit hours: | 3 Hours |
| 2. Course type | <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: | Year 2 Level 3 |
| 4. Pre-requisites for this course (if any): | TRA 602 TRA 603 TRA 604 TRA 606 |
| 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 | 36 | 75 % |
| 2 | Blended | 12 | 25 % |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other | | |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|--------------|-------------------|----------------|
| 1 | Lecture | 32 |
| 2 | Laboratory/Studio | - |
| 3 | Seminars | 16 |
| 4 | Others (specify) | |
| | Self-Study | 16 |
| | Library Search | 16 |
| | Project Work | 16 |
| Total | | 96 |

B. Course Objectives and Learning Outcomes

1. Course Description

This course contains two complementary components. The theoretical input introduces the array of approaches to designing interpreting courses and implementing interpreting training regarding the Arabic-English language pair. A number of interpreting-related issues are critically and extensively reviewed, including language-teaching versus interpreting teaching, the impact of directionality on interpreting quality, the relevance of theoretical input to interpreter training, the interdisciplinary composition of training courses (e.g. acoustic coding, mnemonics, aural message decoding, aural-oral synchronization strategies, analytic drilling, dual-tracked recordings, etc.). The experimental layer of the course trains students to assess samples of interpreter training materials and programs, using a set of ISO-driven benchmarking criteria of interpreting quality. In addition to its academic scope, the course equally has a didactic dimension as it prepares students for a potential teaching career in interpreting.

2. Course Main Objective

The course aims to familiarize students with the major principles of interpreting pedagogy in relation to theoretical approaches, curriculum design, materials development, and training evaluation. More specific objectives derive from the above-stated generic goal.

- 1) Familiarize students with the specificity of interpreting pedagogy as distinct from language teaching and even translation teaching
- 2) Help them gain mastery of the principles of interpreter training
- 3) Help them discover and evaluate the spectrum of interpreting strategies and drills used in training courses (e.g. mnemonic and analytic exercises)
- 4) Enable them to perceive the links between interpreting as a didactic instrument and a professional career

3. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|---|---------------|
| 1 | Knowledge and Understanding: <i>By the end of the course, students should be able to:</i> | |
| 1.1 | Show comprehensive awareness of interpreting theories, strategies, and skills on the basis of mode (simultaneous vs. consecutive) and setting (e.g. conference vs. courtroom) | K1 |
| 1.2 | Demonstrate reasonable knowledge of pedagogical principles and approaches to interpreting in teaching (e.g. university courses) and training (professional purposes) | K1 |
| 1.3 | Identify the interdisciplinary scope of interpreting pedagogy (i.e. interface with acoustics, mnemonics, conditional reflex theory...) | K2 |
| 1.4 | Recognize the major research paradigms in interpreting studies in preparation for designing a research proposal and writing an MA thesis | K4 |
| 2 | Skills: <i>By the end of the course, students should be able to:</i> | |
| 2.1 | Apply principles of interpreting pedagogy in designing teaching and training materials and activities | S1 |
| 2.2 | Select the appropriate concepts and tools to evaluate existing training materials and activities | S5 |
| 2.3 | Design relevant materials for interpreting as teaching or training settings depending on trainees' profile and needs | S3 |

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|--|---------------|
| 2.4 | Conduct research in interpreting pedagogy in preparation for higher level pieces of research at level 4 (<i>Interpreting internship and Internship Research Project</i>) | S6 |
| 3 | Values: <i>By the end of the course, students should be able to:</i> | |
| 3.1 | Demonstrate individual qualities of team work, personal accountability, and social flexibility in educational and professional settings | V2 |
| 3.2 | Show commitment to ethical standards followed in the domain of interpreting as an educational activity or a professional career | V1 |
| 3.3 | Prove autonomous creativity, critical thinking, and intellectual originality when engaged in project management (<i>Interpreting internship and Internship Research Project</i>) | V4 |
| 3.4 | Show individual responsibility to manage time, meet deadlines, and work effectively under pressure in both the academic and professional spheres. | V3 |

* Program Learning Outcomes

C. Course Content

| No | List of Topics | Contact Hours |
|--------------|---|---------------|
| 1 | Interpreting Pedagogy: An Emerging Branch of Didactics & Interpreting Studies | 3 |
| 2 | Interpreting Pedagogy (1): Educational Setting and Scope | 3 |
| 3 | Interpreting Pedagogy (2): Professional Setting and Scope | 3 |
| 4 | Teaching Interpreting in EFL/ESL Contexts: History and Foundations | 3 |
| 5 | Major Models of Interpreting Didactics: Principles, Strategies, & Drills | 3 |
| 6 | Case Study (1): Interpreting Courses in English Departments: A Descriptive Account of a Random Sample | 3 |
| 7 | Case Study (2): Interpreting Courses in English Departments: A Critical Account | 3 |
| 8 | Midterm Exam | 3 |
| 9 | Interpreter Training (1): Objectives, Principles, and Methodology | 3 |
| 10 | Interpreter Training (2): Didactic Strategies, Tactics, and Drills | 3 |
| 11 | The Socio-Behavioral Perspective of Interpreter Training: The German School | 3 |
| 12 | The Psycholinguistic Perspective of Interpreter Training: The French School | 3 |
| 13 | The Cognitive Perspective of Interpreter Training: The Efforts Model | 3 |
| 14 | Case Study (3): A Descriptive Account of a Sample Interpreter Training Course | 3 |
| 15 | Case Study (4): A Critical Account of a Sample Interpreter Training Course | 3 |
| 16 | Final Exam | 3 |
| Total | | 48 |

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 | Show comprehensive awareness of interpreting theories, strategies, and skills on the basis of mode (simultaneous vs. consecutive) and setting (e.g. conference vs. courtroom) | <ul style="list-style-type: none"> - Lectures - Research Projects - Term Paper - Classroom Discussion | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments |
| 1.2 | Demonstrate reasonable knowledge of pedagogical principles and approaches to interpreting in teaching (e.g. university courses) and training (professional purposes) | <ul style="list-style-type: none"> - Workshops - Tutorials - Assignments - Classroom Discussion | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded student presentations - Graded home assignments |
| 1.3 | Identify the interdisciplinary scope of interpreting pedagogy (i.e. interface with acoustics, mnemonics, conditional reflex theory...) | <ul style="list-style-type: none"> - Lectures - Student Presentations - Peer Tutoring - Classroom Discussion | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments - Oral Testing |
| 1.4 | Recognize the major research paradigms in interpreting studies in preparation for designing a research proposal and writing an MA thesis | <ul style="list-style-type: none"> - Lectures - Student Presentations - Peer Tutoring - Classroom Discussion | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Graded home assignments - Oral Testing |
| 2.0 | Skills | | |
| 2.1 | Apply principles of interpreting pedagogy in designing teaching and training materials and activities | <ul style="list-style-type: none"> - Tutorials - Assignments - Intensive Lab Drilling - Audio and Video Materials on Model Performance - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching | <ul style="list-style-type: none"> - Graded Home Assignments - Oral Testing - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) |
| 2.2 | Select the appropriate concepts and tools to evaluate existing training materials and activities | <ul style="list-style-type: none"> - Tutorials - Assignments - Intensive Lab Drilling - Audio and Video Materials on Model Performance - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching | <ul style="list-style-type: none"> - Graded Home Assignments - Oral Testing - Instructor-Monitored Peer Assessment - Formative diagnostic assessment (i.e. progress achievement testing) |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|--|---|--|
| 2.3 | Design relevant materials for interpreting as teaching or training settings depending on trainees' profile and needs | <ul style="list-style-type: none"> - Tutorials - Assignments - Intensive Lab Drilling - Audio and Video Materials on Model Performance - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Oral Testing |
| 2.4 | Conduct research in interpreting pedagogy in preparation for higher level pieces of research at level 4 (<i>Interpreting internship and Internship Research Project</i>) | <ul style="list-style-type: none"> - Tutorials - Assignments - Intensive Lab Drilling - Audio and Video Materials on Model Performance - Student Presentations - Peer Tutoring - Workshops - Collaborative Teaching | <ul style="list-style-type: none"> - Formative diagnostic assessment (i.e. progress achievement testing) - Formal Summative Assessment (i.e. final achievement in-class testing) - Graded Student Presentations - Oral Testing |
| 3.0 | Values | | |
| 3.1 | Demonstrate individual qualities of team work, personal accountability, and social flexibility in educational and professional settings | <ul style="list-style-type: none"> - Collaborative/ Team Teaching - Peer/Group Correction - Audio and Video Materials on Model Performance | <ul style="list-style-type: none"> - Graded Student Presentations - Interpreting Test - External Raters - Self-assessment (dual-track audio-recordings) - Peer assessment |
| 3.2 | Show commitment to ethical standards followed in the domain of interpreting as an educational activity or a professional career | <ul style="list-style-type: none"> - Collaborative/ Team Teaching - Peer/Group Correction - Audio and Video Materials on Model Performance | <ul style="list-style-type: none"> - Graded Student Presentations - Interpreting Test - External Raters - Self-assessment (dual-track audio-recordings) - Peer assessment |
| 3.3 | Prove autonomous creativity, critical thinking, and intellectual originality when engaged in project management (<i>Interpreting internship and Internship Research Project</i>) | <ul style="list-style-type: none"> - Collaborative/Team Teaching - Peer/Group Correction - Audio and Video Materials on Model Performance | <ul style="list-style-type: none"> - Graded Student Presentations - Interpreting Test - External Raters - Self-assessment (dual-track audio-recordings) - Peer assessment |
| 3.4 | Show individual responsibility to manage time, meet deadlines, and work effectively under pressure in both the academic and professional spheres. | <ul style="list-style-type: none"> - Collaborative/ Team Teaching - Peer/Group Correction - Audio and Video Materials on Model Performance | <ul style="list-style-type: none"> - Graded Student Presentations - Interpreting Test - External Raters - Self-assessment (dual-track audio-recordings) - Peer assessment |

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2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|------------------|---------------------|--------------------------------------|
| 1 | Oral Tests | Weekly | 15 % |
| 2 | Quizzes | 3,6,9,11, 13 | 5 % |
| 3 | Home assignments | 3, 6, 9, 11, 13, 15 | 10 % |
| 4 | Mid-term exam | 8 | 20% |
| 5 | Presentations | 4,7, 10, 14 | 10 % |
| 6 | Final exam | 16 | 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:

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------------------------|---|
| Required Textbooks | Colina, Sonia; and Claudia V. Angelelli. (eds) (2017). <i>Translation and Interpreting Pedagogy in Dialogue with Other Disciplines</i> . Benjamins Current Topics 90. New York: John Benjamins Publishing Company. |
| Essential Reference Materials | <p>Downie, Jonathan. (2016). <i>Being a Successful Interpreter: Adding Value and Delivering Excellence</i>. New York: Routledge.</p> <p>Gonzalez, Javier & Francesca Gany. (2010). <u>VITAL: Virtual Interpreting Training and Learning</u>, in International Journal of Interpreter Education, July 8, 2014/in Volume 2 / November.</p> <p>Issues in Interpreting Pedagogy, Leelany Ayob, in International Journal of Interpreter Education, July 8, 2014/in Volume 2 / November, 2010</p> <p>Setton, Robin. (2013). Models of Interpreting. In Chapelle C.A. (ed.), <i>The Encyclopedia of Applied Linguistics</i>. Oxford, UK: Wiley-Blackwell.</p> <p>Setton, Robin. (2016). Models. In Pöchhacker, Franz. <i>Encyclopaedia of Interpreting Studies</i>, 263-268. London: Routledge.</p> |
| Electronic Materials | <ul style="list-style-type: none"> - E-learning materials for interpreters (webinars) https://www.theinterpretingcoach.com/elearning/ - On-line interpreter training tools and resources for students and trainers of conference interpreting https://ec.europa.eu/education/knowledge-centre-interpretation/conference-interpreting/training-tools-and-support/training-tools_en - Interpreter training resources https://interpretertrainingresources.eu http://interpreters.free.fr/ https://languageexchangeinc.com/for-interpreters/resources/ - Consecutive and Simultaneous interpreting https://www.conference-interpreters.ca/Differences-Consecutive-Simultaneous-Interpreters.html https://interpretereducationonline.com/resources-2/ <ul style="list-style-type: none"> • <i>Ethics of interpreting and translating: A guide to obtaining NAATI credentials</i>. National Accreditation Authority for Translators and Interpreters Ltd Canberra, |
| Other Learning Materials | |

3. Educational and research Facilities and Equipment Required

| Item | Resources |
|--|---|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | Lecture halls Language labs |
| Technology Resources (AV, data show, Smart Board, software, etc.) | Data show Smart board Interpreting software packages (electronic courses) |

| Item | Resources |
|--|--|
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Permanent and portable interpreting equipment <ul style="list-style-type: none"> - Interpreting booth - Headsets - Wireless receiver for instructor - Microphone integrated in interpreter console - Professional audio and video recorders |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|--|
| Effectiveness of Teaching | <ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |
| Effectiveness of Assessment | <ul style="list-style-type: none"> • Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> • Students • Faculty • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> • Students • Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |

اعتماد
NCAAA

T15

Course Specifications (Postgraduate Degree)

| | |
|----------------------|---|
| Course Title: | MA Dissertation |
| Course Code: | TRA 799 |
| Program: | Master of Arts in Translation Studies |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

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| G. Course Quality Evaluation..... | 9 |
| H. Specification Approval Data..... | 9 |

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A. Course Identification

| |
|---|
| 1. Credit hours: 6 |
| 2. Course type <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: Level 4/year2 |
| 4. Pre-requisites for this course (if any): TRA 701 |
| 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 | | |
| 2 | Blended | | |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other (Independent Study) | 96 | 100% |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|--------------|---|----------------|
| 1 | Lecture | - |
| 2 | Laboratory/Studio | - |
| 3 | Seminars | - |
| 4 | Others (specify) 1. Self-study 2. Library search 3. Project work 4. Supervision | 192 |
| Total | | 192 |

B. Course Objectives and Learning Outcomes

1. Course Description

The present course provides students with a comprehensive supervision of the MA dissertation. The MA supervisor will most notably guide students throughout all the components of the MA dissertation. This will cover the research proposal, writing the dissertation, title page, abstract, acknowledgement, contents page, introduction, literature review, research methodology, findings / results / data Analysis, discussion, conclusions, references, appendices, layout, style and writing suggestions, dissertation formatting, writing style, using introductions and conclusions to chapters, approval of questionnaires and surveys, citations and references.

2. Course Main Objective

The main objective of this course is to provide students with both the knowledge and skills required for writing an MA thesis in the field of translation studies.

5. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|---|---------------|
| 1 | Knowledge and Understanding <i>By the end of this course, students are expected to:</i> | |
| 1.1 | Know in depth the methods and theories in the respective field of study | K1 |
| 1.2 | Understand the theoretical and practical sides of writing an MA dissertation | K3 |
| 1.3 | Be familiar with the different stages in writing an MA dissertation | K4 |
| 2 | Skills: <i>By the end of this course, students are expected to:</i> | |
| 2.1 | Communicate research concepts and contexts clearly and effectively both in writing and orally | S1 |
| 2.2 | Plan and engage in an independent and sustained critical investigation and evaluation of a chosen research topic. | S5 |
| 2.3 | Apply theories and methods of study to research questions and collect analyze data | S6 |
| 3 | Values: <i>By the end of this course, students are expected to:</i> | |
| 3.1 | Understand and apply ethical standards of conduct in the collection and evaluation of data and other resources | V2 |
| 3.2 | Show qualities of diligence, responsibility, patience and respect of deadlines | V3 |
| 3.3 | Know how to deal with and to work with others and to be open to criticism and to take suggestions | V4 |

* Program Learning Outcomes

C. Course Content

| No | List of Topics | Contact Hours |
|--------------|---|---------------|
| 1 | Introduction to the Research Proposal | 12 |
| 2 | Writing the Dissertation, Title Page, Abstract, Acknowledgement and Contents Page | 12 |
| 3 | Introduction | 12 |
| 4 | Literature Review | 12 |
| 5 | Research Methodology | 12 |
| 6 | Findings | 12 |
| 7 | Results | 12 |
| 8 | Data Analysis | 12 |
| 9 | Discussion | 12 |
| 10 | Conclusions | 12 |
| 11 | References, Appendices, Layout, Style and Writing Suggestions | 12 |
| 12 | Dissertation Formatting, Writing Style, Using Introductions | 12 |
| 13 | Conclusions to Chapters | 12 |
| 14 | Approval of Questionnaires and Surveys | 12 |
| 15 | Citations and References | 12 |
| 16 | Editing Process and Revision. | 12 |
| Total | | 192 |

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 | Know in depth the methods and theories in the respective field of study | -Blended learning -learner-centered -Engaging in class discussions, seminars, fieldwork, study | -Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps) -Compare and contrast - Research Paper |
| 1.2 | Understand the theoretical and practical sides of writing an MA dissertation | -Blended learning -learner-centered -Engaging in class discussions, seminars, fieldwork, study | -Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps) -Compare and contrast - Research Paper |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------------|--|--|---|
| 1.3 | Be familiar with the different stages in writing an MA dissertation | -Blended learning -learner-centered -Engaging in class discussions, seminars, fieldwork, study | -Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps) -Compare and contrast - Research Paper |
| 2.0 | Skills | | |
| 2.1 | Communicate research concepts and contexts clearly and effectively both in writing and orally | -Blended learning -learner-centered -Engaging in class discussions, seminars, fieldwork, study | -Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps) -Compare and contrast - Research Paper |
| 2.2 | plan, and engage in, an independent and sustained critical investigation and evaluation of a chosen research topic | -Blended learning -learner-centered -Engaging in class discussions, seminars, fieldwork, study | -Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps) -Compare and contrast - Research Paper |
| 2.3 | Apply theories and methods of study to research questions and collect analyze data | -Blended learning -learner-centered -Engaging in class discussions, seminars, fieldwork, study | -Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps) -Compare and contrast - Research Paper |
| 3.0 | Values | | |
| 3.1 | understand and apply ethical standards of conduct in the collection and evaluation of data and other resources | -Blended learning -learner-centered -Engaging in class discussions, seminars, fieldwork, study | -Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps) -Compare and contrast - Research Paper |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|---|--|---|
| 3.2 | Show qualities of diligence, responsibility, patience and respect of deadlines | -Blended learning -learner-centered -Engaging in class discussions, seminars, fieldwork, study | -Brainstorming -Direct instruction -Problem-based learning -Advanced organizers (Mind Maps) -Compare and contrast - Research Paper |
| 3.3 | Know how to deal with and to work with others and to be open to criticism and to take suggestions | | |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|--------------------------|--------------|--------------------------------------|
| 1 | Monthly progress report | 4, 8, 12, 16 | - |
| 2 | Chapter completion grade | 3, 6, 9, 12 | - |
| 3 | Thesis defense | 16 | 100 % |

*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:

Below are the processes followed in the department for student counselling and support:

- 1 The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial advice.
- 2 The college also has a Student Affairs Unit that specifically handles students' social and medical excuses.
- 3 On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
- 4 Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and

professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.

- 5 The Special Needs Unit in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
- 6 6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------------------------|--|
| Required Textbooks | - Yvonne N. Bui. 2020. How to Write a Master's Thesis. London: SAGE Publications. |
| Essential Reference Materials | <ul style="list-style-type: none"> - Kate L. Turabian. 2018. A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth edition. London: The university of Chicago Press. - Lynn P. Nygaard (2017). Writing Your Master's Thesis: From A to Zen. London. Sage Publication. - Derek Swetnam and Ruth Swetnam (2015). Writing Your Dissertation. London. Hachette. - Paul Gruba, Justin Zobel. 2017. How To Write Your First Thesis. London: Springer. |
| Electronic Materials | <p>Doing Your Master's Dissertation: From Start to Finish. 2015 https://books.google.com.sa/books?id=iivwaBOYc60C&printsec=frontcover&dq</p> <p>How to Write a Good Dissertation A guide for University Undergraduate Students. 2018 https://books.google.com.sa/books?id=j_tIDwAAQBAJ&pg=PA83&dq=electronic+books</p> <p>A Thesis is Not a Diary and Other Myths 2019. https://www.google.com.sa/search?q=electronic+books</p> <p>Doing Your Master's Dissertation: From Start to Finish. 2015 https://books.google.com.sa/books?id=iivwaBOYc60C&printsec=frontcover&dq</p> |
| Other Learning Materials | <p>Timeline Templates: https://www.officetimeline.com/timeline-template</p> <p>APA Research methods: https://www.apa.org/</p> |

2. Educational and research Facilities and Equipment Required

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

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|--|
| Effectiveness of Teaching | <ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |
| Effectiveness of Assessment | <ul style="list-style-type: none"> • Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> • Students • Faculty • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> • Students • Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |



Course Specifications (Postgraduate Degree)

| | |
|----------------------|---|
| Course Title: | Interpreting Research Project |
| Course Code: | TRA 797 |
| Program: | Master of Arts in Interpreting |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

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A. Course Identification

| | |
|---|--|
| 1. Credit hours: | 4 hours |
| 2. Course type | <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: | Level 4/year 2 |
| 4. Pre-requisites for this course (if any): | TRA 706 TRA 707 TRA 708 TRA 709 |
| 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 | | |
| 2 | Blended | | |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other (Independent Study) | 64 | 100% |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|--------------|-----------------------|----------------|
| 1 | Lecture | - |
| 2 | Laboratory/Studio | - |
| 3 | Seminars | - |
| 4 | Others (Project Work) | 128 |
| Total | | 128 |

* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

B. Course Objectives and Learning Outcomes

1. Course Description

This course represents the theoretical facet of level four modules, with the internship course (INT 711) as its hands-on component. During the fourth level, students are required to select a research topic, collect oral data (e.g. recordings from students' tutorial work or professional databases), choose experimentally validated methodological tools (e.g. Think Aloud Protocols, adopt a theoretical framework (Giles' efforts model), and analyze data to reach significant findings. The interpreting research project (IRP) can either be directly linked to the student's interpreting internship in course (INT 711) or simply focused on another subject (theoretical or experimental). Preferably, the chosen subject should echo one or more of the components of the MA courses (e.g. interpreting types and modes, memory research, interpreter training, cognitive modelling, quality assessment, interpreting didactics, technology in interpreting, etc.). The components, format, editing style, size, supervisory tutoring, and formal defense of the IRP will be subsequently specified by the program director and the department.

2. Course Main Objective

This is a guided overview research course in which students conduct original research with the goal of producing a substantial study, adding to the professional development needs of interpreting practitioners and educators.

1. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|--|---------------|
| 1 | Knowledge and Understanding <i>By the end of this course, students are expected to:</i> | |
| 1.1 | Demonstrate familiarity with relevant literature in the field of translation and interpreting studies | K.1 |
| 1.2 | Demonstrate knowledge of the main methods for data collection and analysis in the field | K.1 |
| 1.3 | Demonstrate awareness of the interdisciplinary nature of interpreting | K.2 |
| 1.4 | Demonstrate knowledge of the expectations in the research process in order to be able to choose the appropriate target for the research project | K.4 |
| 2 | Skills: <i>By the end of this course, students are expected to:</i> | |
| 2.1 | Apply methods and theoretical assumptions appropriately | S.1 |
| 2.2 | Apply appropriate data collection instruments and measures for planning and conducting research | S.6 |
| 2.3 | Develop a research proposal with focused research questions and methodology | S.6 |
| 2.4 | Effectively design and defend all phases of independent research projects | S.6 |
| 3 | Values: <i>By the end of this course, students are expected to:</i> | |
| 3.1 | Make methodological, conceptual (theoretical) and, eventually, empirical contributions that would help advance research in the field of interpreting | V.1 |
| 3.2 | Observe ethical norms and standards when conducting research | V.1 |
| 3.3 | Adhere to originality, autonomous creativity and pro-active innovation in academic research | V.4 |

* Program Learning Outcomes

C. Course Content

| No | List of Topics | Contact Hours |
|--------------|---|---------------|
| 1 | Overview: Expectations from a research project | 4 |
| 2 | Overview: Expectations from a research project | 4 |
| 3 | Researching interpreting: Approaches to inquiry | 4 |
| 4 | Researching interpreting: Approaches to inquiry | 4 |
| 5 | Designing a research project: Beginning with the end in mind | 4 |
| 6 | Designing a research project: Beginning with the end in mind | 4 |
| 7 | Identifying and interpreting scientific phenomena: Simultaneous challenges to interpreting research | 4 |
| 8 | Mid-term follow-up | 4 |
| 9 | Identifying and interpreting scientific phenomena: Simultaneous challenges to interpreting research | 4 |
| 10 | Methodology in interpreting studies: A methodological review of evidence-based research | 4 |
| 11 | Methodology in interpreting studies: A methodological review of evidence-based research | 4 |
| 12 | Methodology in interpreting studies: A methodological review of evidence-based research | 4 |
| 13 | The merits of publishing interpreting research | 4 |
| 14 | The merits of publishing interpreting research | 4 |
| 15 | Feasibility issues: project planning <ul style="list-style-type: none"> - Areas of interest, topics and objectives - Method and resources - Baseline expertise - Sample representativeness - Sample size | 4 |
| 16 | Feasibility issues: project planning <ul style="list-style-type: none"> - Areas of interest, topics and objectives - Method and resources - Baseline expertise - Sample representativeness - Sample size | 4 |
| Total | | 64 |

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 | Demonstrate familiarity with relevant literature in the field of translation and interpreting studies | <ul style="list-style-type: none"> - Formal lecturing - Discussions - Seminars - Workshops, - Tutorials | <ul style="list-style-type: none"> - Progress achievement testing - Final achievement in-class testing - Graded home assignments |
| 1.2 | Demonstrate knowledge of the main methods for data collection and analysis in the field | | |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|--|---|---|
| 1.3 | Demonstrate awareness of the interdisciplinary nature of interpreting | | - Student presentations |
| 1.4 | Demonstrate knowledge of the expectations in the research process in order to be able to choose the appropriate target for the research project | | |
| 2.0 | Skills | | |
| 2.1 | Apply methods and theoretical assumptions appropriately | - Discussions -Collaborative learning - Experiential learning, -Inquiry-guided instruction -Task-based self-learning - Workshops | - Progress achievement testing - Final achievement in-class testing - Student presentations |
| 2.2 | Apply appropriate data collection instruments and measures for planning and conducting research | | |
| 2.3 | Develop a research proposal with focused research questions and methodology | | |
| 2.4 | Effectively design and defend all phases of independent research projects | | |
| 3.0 | Values | | |
| 3.1 | Make methodological, conceptual (theoretical) and, eventually, empirical contributions that would help advance research in the field of interpreting | - Discussions -Collaborative learning - Experiential learning, -Inquiry-guided instruction -Task-based self-learning - Workshops | - Progress achievement testing - Final achievement in-class testing - Student presentations |
| 3.2 | Observe ethical norms and standards when conducting research | | |
| 3.3 | Adhere to originality, autonomous creativity and pro-active innovation in academic research | | |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|---------------------------------|----------|--------------------------------------|
| 1 | Research Presentation 1 | 2 | 10 % |
| 2 | Research Proposal 1 | 4 | 10 % |
| 3 | Research Presentation 2 | 6 | 10 % |
| 4 | Research Proposal 2 | 8 | 10 % |
| 5 | Term/Research first draft paper | 12 | 20 % |
| 6 | Research final draft submission | 16 | 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:

Below are the processes followed in the department for student counselling and support:

- 1 The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the Student Advising Unit office at male and female campuses, where they can receive social, psychological, and financial advice.
- 2 The college also has a Student Affairs Unit that specifically handles students' social and medical excuses.
- 3 On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.
- 4 Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
- 5 The Special Needs Unit in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
- 6 Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------------------------|--|
| Required Textbooks | <p>- Creswell, J. W. & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 5th Edition. SAGE Publications, Inc. ISBN-13: 978-1506386706</p> <p>- Angelelli, C. V. & Baer, B. J. (eds.). (2015). Researching Translation and Interpreting (1st Edition). London: Routledge ISBN-13: 978-0415732543</p> |
| Essential Reference Materials | <p>- Biel, L., Engberg, J., Ruano, R. M. & Sosoni, V. (eds.). (2018). Research Methods in Legal Translation and Interpreting: Crossing Methodological Boundaries. London: Routledge.</p> <p>- Nicodemus, B & Swabey, L (2011) eds. Advances in Interpreting Research, Benjamins</p> |

| | |
|---------------------------------|--|
| Electronic Materials | <p>- <i>Interpreting</i> International Journal of Research and Practice in Interpreting, John Benjamins Publishing Company (https://benjamins.com/catalog/intp)</p> <p>- The international journal of translation and interpreting research https://trove.nla.gov.au/version/38729748</p> |
| Other Learning Materials | <p>Smeyers, P., Bridges, D., Burbules, N.C., Griffiths, M. (Eds.) (2015). International Handbook of Interpretation in Educational Research. Springer Netherlands. ISBN 978-94-017-9282-0</p> |

2. Educational and research Facilities and Equipment Required

| Item | Resources |
|--|---|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | <ul style="list-style-type: none"> - Ordinary classrooms - Language labs |
| Technology Resources (AV, data show, Smart Board, software, etc.) | <ul style="list-style-type: none"> - Data show - Smart board - Quantitative research resources (software packages) |
| Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | Audio equipment (recorders) |

G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|--|
| Effectiveness of Teaching | <ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |
| Effectiveness of Assessment | <ul style="list-style-type: none"> • Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> • Students • Faculty • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> • Students • Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |

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Course Specifications (Postgraduate Degree)

| | |
|----------------------|---|
| Course Title: | Interpreting Internship |
| Course Code: | TRA 798 |
| Program: | Master of Arts in Interpreting |
| Department: | English Language and Literature |
| College: | College of Languages and Translation |
| Institution: | Imam Mohammad Ibn Saud Islamic University |

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A. Course Identification

| |
|---|
| 1. Credit hours: 8 Hours |
| 2. Course type <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective |
| 3. Level/year at which this course is offered: Level 4/ year 2 |
| 4. Pre-requisites for this course (if any): TRA 706 TRA 707 TRA 708 TRA 709 |
| 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 | | |
| 2 | Blended | | |
| 3 | E-learning | | |
| 4 | Distance learning | | |
| 5 | Other (real life working environment) | 128 | 100% |

7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|--------------|--|----------------|
| 1 | Lecture | |
| 2 | Laboratory/Studio | |
| 3 | Seminars | |
| 4 | Others (real life interpreting practice) | 128 |
| Total | | 128 |

B. Course Objectives and Learning Outcomes

1. Course Description

This course offers interns substantial field experience in order to enhance their interpreting skills. They receive intensive training in a real-world setting within a supervised program in which they spend an entire academic term in working environments including health care centers, courts, police stations, TV channels, international conferences, airports, among other public or private institutions inside the Kingdom. The intern is accountable to both the professional mentor and the academic supervisor. The responsibilities of interns, mentors, and supervisors are specified in the *Field Training By-Laws* (see Program Chair). During the internship period, interns should submit weekly logs signed by their mentors to their academic supervisors (electronically or in paper format). They should also attend five in-class sessions with their supervisors for debrief and focused discussion of emerging problems. At the end of the internship period, interns are expected to submit a portfolio summarizing their experience in real-situation interpreting. The portfolio comprises all the intern's weekly logs summarizing his/her professional activities, the mentor's appraisal report, the supervisor's assessment report, and the intern's summative account of his/her personal experience during the whole internship period. Both the mentor and the supervisor serve on the defense panel of the Internship Portfolio at the end of the academic term.

2. Course Main Objective

The internship is a pre-professional work experience that serves as a springboard for the intern to enter the future occupational world upon graduation. This practice-bound course is intended to:

- 1) Provide interns with the opportunity to experience real-life professional settings where they can practice the knowledge and skills they learnt in the program
- 2) Allow them to observe and reflect on authentic occupational situations which are impossible to encounter in the classroom setting
- 3) Help them re-examine and adjust their previous assumptions on translation as a professional activity
- 4) Encourage them to develop critical and troubleshooting skills on-site
- 5) Encourage them to gain self-confidence through successful performance of translation/interpreting tasks
- 6) Train them to develop commendable professional habits (e.g. team work, activity planning, goal-setting, benefiting from mentors' guidance, etc.)
- 7) Allow them to start networking with their potential employer
- 8) Place them in authentic professional contexts where they can test-drive their interpreting/translation competence.

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3. Course Learning Outcomes

| Course Learning Outcomes (CLOs) | | Aligned PLOs* |
|---------------------------------|---|---------------|
| 1 | Knowledge and Understanding: <i>By the end of this course, students should be able to:</i> | |
| 1.1 | Understand the organizational settings, workflows, procedures and best practices on the internship site (workplace) | K1 |
| 1.2 | Identify the nature, scope, and function of the tasks allocated by the mentor in the workplace | K3 |
| 1.3 | Perceive the links between previously academic knowledge (in-class interpreting training) and currently assigned professional tasks on site | K2 |
| 1.4 | Be aware of the strategies of integration in the professional milieu | K2 |
| 2 | Skills: <i>By the end of this course, students should be able to:</i> | |
| 2.1 | Apply the previously acquired knowledge about interpreting strategies in the internship context | S1 |
| 2.2 | Perform assigned tasks efficiently and skillfully | S3 |
| 2.3 | Write a weekly debrief (log) summarizing the intern's activities onsite (signed by the mentor and the supervisor) | S4 |
| 2.4 | Take personal initiatives to do networking onsite for future self-marketing | S5 |
| 2.5 | Test-drive interpreting skills in authentic occupational settings | S3 |
| 3 | Values: <i>By the end of this course, students should be able to:</i> | |
| 3.1 | Prove personal merits of responsibility, ethical conduct, & conscientiousness | V1 |
| 3.2 | Demonstrate a proven capacity to work flexibly and creatively in teams to exchange academic knowledge and professional skills in the workplace | V2 |
| 3.3 | Exhibit individual qualities of optimal time management and professional accountability through daily punctuality, regular submission of weekly logs, and meeting deadlines fixed by the mentor and the supervisor | V3 |
| 3.4 | Show signs of creativity, independence, and pro-active decision-making in complex academic and professional situations (accomplishment of assigned missions, benefiting from the internship, and contributing to solutions) | V4 |

* Program Learning Outcomes

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C. Course Content

| | List of Topics | Contact Hours |
|--------------|--|---------------|
| 1 | <i>Mandatory In-class Session (1):</i> Intern Placement & Internship Guidelines | 8 |
| 2 | Intern's Weekly Debrief (1): Intern's First Impressions (Placement 1) | 8 |
| 3 | Intern's Weekly Debrief (2): Intern's Sample Activities (Placement 1) | 8 |
| 4 | Intern's Weekly Debrief (3): Intern's Sample Activities (Placement 1) | 8 |
| 5 | Intern's Weekly Debrief (4): Intern's Appraisal of Experience (Placement 1) | 8 |
| 6 | <i>Mandatory In-class Session (2):</i> Appraisal of Placement 1 (Benefits and Drawbacks) | 8 |
| 7 | Intern's Weekly Debrief (1): Intern's First Impressions (Placement 2) | 8 |
| 8 | Intern's Weekly Debrief (2): Intern's Sample Activities (Placement 2) | 8 |
| 9 | Intern's Weekly Debrief (3): Intern's Appraisal of Experience (Placement 2) | 8 |
| 10 | Intern's Weekly Debrief (4): Intern's Appraisal of Experience (Placement 2) | 8 |
| 11 | <i>Mandatory In-class Session (3):</i> Appraisal of Placement 2 (Benefits and Drawbacks) | 8 |
| 12 | Intern's Weekly Debrief (1): Intern's First Impressions (Placement 3) | 8 |
| 13 | Intern's Weekly Debrief (2): Intern's Sample Activities (Placement 3) | 8 |
| 14 | Intern's Weekly Debrief (3): Intern's Sample Activities (Placement 3) | 8 |
| 15 | Intern's Weekly Debrief (4): Intern's Appraisal of Experience (Placement 3) | 8 |
| 16 | <i>Mandatory In-class Session (4):</i> Appraisal of Placement 3 (Benefits and Drawbacks) | 8 |
| Total | | 128 |

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 | Understand the organizational settings, workflows, procedures and best practices on the internship site (workplace) | <ul style="list-style-type: none"> - Four in-class sessions (explicit instruction) - Mentor's feedback on site - Supervisor's visits on site - Group discussion (intern & mentor & supervisor) - Webinars | <ul style="list-style-type: none"> - Intern's weekly logs for debriefing - Defense of <i>Internship Portfolio</i> - Mentor's formal appraisal sheet - Supervisor's formal appraisal sheet |
| 1.2 | Identify the nature, scope, and function of the tasks allocated by the mentor in the workplace | <ul style="list-style-type: none"> - Four in-class sessions (explicit instruction) - Mentor's feedback on site - Supervisor's visits on site - Group discussion (intern & mentor & supervisor) - Webinars | <ul style="list-style-type: none"> - Intern's weekly logs for debriefing - Defense of <i>Internship Portfolio</i> - Mentor's formal appraisal sheet - Supervisor's formal appraisal sheet |
| 1.3 | Perceive the links between previously academic knowledge (in-class interpreting training) and currently assigned professional tasks on site | <ul style="list-style-type: none"> - Four in-class sessions (explicit instruction) - Mentor's feedback on site - Supervisor's visits on site - Group discussion (intern & mentor & supervisor) - Webinars | <ul style="list-style-type: none"> - Intern's weekly logs for debriefing - Defense of <i>Internship Portfolio</i> - Mentor's formal appraisal sheet - Supervisor's formal appraisal sheet |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|---|--|---|
| 1.4 | Be aware of the strategies of integration in the professional milieu | <ul style="list-style-type: none"> - Four in-class sessions (explicit instruction) - Mentor's feedback on site - Supervisor's visits on site - Group discussion (intern & mentor & supervisor) - Webinars | <ul style="list-style-type: none"> - Intern's weekly logs for debriefing - Defense of <i>Internship Portfolio</i> - Mentor's formal appraisal sheet - Supervisor's formal appraisal sheet |
| 2.0 | Skills | | |
| 2.1 | Apply the previously acquired knowledge about interpreting strategies in the internship context | <ul style="list-style-type: none"> - Four in-class sessions (explicit instruction) - Mentor's feedback on site - Supervisor's visits on site - Group discussion (intern & mentor & supervisor) - Webinars | <ul style="list-style-type: none"> - Intern's weekly logs for debriefing - Defense of <i>Internship Portfolio</i> - Mentor's formal appraisal sheet - Supervisor's formal appraisal sheet |
| 2.2 | Perform assigned tasks efficiently and skillfully | <ul style="list-style-type: none"> - Four in-class sessions (explicit instruction) - Mentor's feedback on site - Supervisor's visits on site - Group discussion (intern & mentor & supervisor) - Webinars | <ul style="list-style-type: none"> - Intern's weekly logs for debriefing - Defense of <i>Internship Portfolio</i> - Mentor's formal appraisal sheet - Supervisor's formal appraisal sheet |
| 2.3 | Write a weekly debrief (log) summarizing the intern's activities onsite (signed by the mentor and the supervisor) | <ul style="list-style-type: none"> - Four in-class sessions (explicit instruction) - Mentor's feedback on site - Supervisor's visits on site - Group discussion (intern & mentor & supervisor) - Webinars | <ul style="list-style-type: none"> - Intern's weekly logs for debriefing - Defense of <i>Internship Portfolio</i> - Mentor's formal appraisal sheet - Supervisor's formal appraisal sheet |
| 2.4 | Take personal initiatives to do networking onsite for future self-marketing | <ul style="list-style-type: none"> - Four in-class sessions (explicit instruction) - Mentor's feedback on site - Supervisor's visits on site - Group discussion (intern & mentor & supervisor) - Webinars | <ul style="list-style-type: none"> - Intern's weekly logs for debriefing - Defense of <i>Internship Portfolio</i> - Mentor's formal appraisal sheet - Supervisor's formal appraisal sheet |
| 2.5 | Test-drive interpreting skills in authentic occupational settings | <ul style="list-style-type: none"> - Four in-class sessions (explicit instruction) - Mentor's feedback on site - Supervisor's visits on site - Group discussion (intern & mentor & supervisor) - Webinars | <ul style="list-style-type: none"> - Intern's weekly logs for debriefing - Defense of <i>Internship Portfolio</i> - Mentor's formal appraisal sheet - Supervisor's formal appraisal sheet |
| 3.0 | Values | | |
| 3.1 | Prove personal merits of responsibility, ethical conduct, & conscientiousness | <ul style="list-style-type: none"> - Four in-class sessions (explicit instruction) - Mentor's feedback on site - Supervisor's visits on site - Group discussion (intern & mentor & supervisor) - Webinars | <ul style="list-style-type: none"> - Intern's weekly logs for debriefing - Defense of <i>Internship Portfolio</i> - Mentor's formal appraisal sheet - Supervisor's formal appraisal sheet |

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|---|--|---|
| 3.2 | Demonstrate a proven capacity to work flexibly and creatively in teams to exchange academic knowledge and professional skills in the workplace | <ul style="list-style-type: none"> - Four in-class sessions (explicit instruction) - Mentor's feedback on site - Supervisor's visits on site - Group discussion (intern & mentor & supervisor) - Webinars | <ul style="list-style-type: none"> - Intern's weekly logs for debriefing - Defense of <i>Internship Portfolio</i> - Mentor's formal appraisal sheet - Supervisor's formal appraisal sheet |
| 3.3 | Exhibit individual qualities of optimal time management and professional accountability through daily punctuality, regular submission of weekly logs, and meeting deadlines fixed by the mentor and the supervisor | <ul style="list-style-type: none"> - Four in-class sessions (explicit instruction) - Mentor's feedback on site - Supervisor's visits on site - Group discussion (intern & mentor & supervisor) - Webinars | <ul style="list-style-type: none"> - Intern's weekly logs for debriefing - Defense of <i>Internship Portfolio</i> - Mentor's formal appraisal sheet - Supervisor's formal appraisal sheet |
| 3.4 | Show signs of creativity, independence, and pro-active decision-making in complex academic and professional situations (accomplishment of assigned missions, benefiting from the internship, and contributing to solutions) | <ul style="list-style-type: none"> - Four in-class sessions (explicit instruction) - Mentor's feedback on site - Supervisor's visits on site - Group discussion (intern & mentor & supervisor) - Webinars | <ul style="list-style-type: none"> - Intern's weekly logs for debriefing - Defense of <i>Internship Portfolio</i> - Mentor's formal appraisal sheet - Supervisor's formal appraisal sheet |

2. Assessment Tasks for Students

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|--|--|--------------------------------------|
| 1 | Intern's Weekly Debrief (signed by both mentor and supervisor) | Every week | 25 % |
| 2 | Mandatory In-class Session (for appraisal) | 1, 6, 11, 16 | 15 % |
| 2 | Mentor's Reports | Weekly | 20 % |
| 4 | Portfolio Defense | Date fixed by the program administration | 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:

Below are the processes followed in the department for student counselling and support:

1. The General Academic Advisory office in both Male and Female Sections handles personal counseling case by case. For example, students requiring in-depth individual counseling are referred to the **Student Advising Unit** office at male and female campuses, where they can receive social, psychological, and financial advice.
2. The college also has a **Student Affairs Unit** that specifically handles students' social and medical excuses.
3. On registration, postgraduate students are assigned to academic advisors who cater for students' needs during their course of study. Advisors deal with students' inquiries and provide them with advice intended to solve certain problems impeding their educational progress and improve their learning experience.

4. Faculty members are also available to give consultations and advice to students during their office hours—usually from two to four weekly hours depending on their teaching loads and professional title. Students may visit instructors in their offices or call them on the phone or other means of communication (e.g. social media) they agree upon. Accommodations for one-on-one consultations are also available if students need them.
5. The **Special Needs Unit** in the college is in charge of providing accommodation and facilities on campus that fit special needs students (including the physically disabled). Committee members work with special needs students with a view to identifying their individual problems and helping them fulfil their academic requirements.
6. Talented and gifted students are encouraged to participate in research activities, seminars, community service, mentoring sessions and other activities available in the department.

F. Learning Resources and Facilities

1. Learning Resources

| | |
|--------------------------------------|--|
| Required Textbooks | <p>Internship Manuals: See Program's Internship Manual</p> <p>See also samples:</p> <ul style="list-style-type: none"> - https://www.modul.ac.at/uploads/files/user_upload/MSc_Internship_Manual_2016.pdf - https://www.uap-bd.edu/dba/internship_manual.pdf - http://www.uop.edu.pk/resources/Standard%20Internship%20Format%20(Updated).pdf |
| Essential Reference Materials | <p>Besznyák, Rita, Márta Fischer, Csilla Szabó. (2019). <i>Fit-For-Market Translator and Interpreter Training in a Digital Age</i>. Vernon Press.</p> <p>Gillies, Andrew. (2013). <i>Conference Interpreting: A Student's Practice Book</i>. London & New York: Routledge.</p> <p>Melchor, María, Ildikó Horváth, Kate Ferguson. (2020). <i>The Role of Technology in Conference Interpreter Training</i>. New Trends in Translation Studies. Peter Lang Ltd, International Academic Publishers.</p> <p>Mikkelsen, Holly. (2015). <i>The Routledge Handbook of Interpreting</i>. London & New York: Routledge.</p> <p>Mikkelsen, Holly. (2016). <i>Introduction to Court Interpreting</i>. 2nd edition. London & New York: Routledge.</p> <p>Nolan, James. (2005). <i>Interpretation Techniques and Exercises</i>. New York: Multilingual Matters.</p> |
| Electronic Materials | <ul style="list-style-type: none"> – Interpreter Training Toolbox Online – https://ec.europa.eu/info/education/skills-and-qualifications/develop-your-skills/language-skills/interpretation-training-toolbox_en – Interpreter Education Online: a variety of online courses – Online dictionary Reverso context – https://context.reverso.net/translation/ – https://circalingua.com/translation-and-interpreting-internship-working-with-a-freelancer/ – How to write an internship report: – https://www.wikihow.com/Write-a-Report-After-an-Internship – Sample internship report – https://www.academia.edu/35389260/WRITING_AN_INTERNSHIP_REPORT_A_SAMPLE |

| | |
|---------------------------------|---|
| Other Learning Materials | <ul style="list-style-type: none"> – The American Translation & Interpreting Studies Association – The International Association of Professional Translators and Interpreters – The Translation and Interpreting Summit Advisory Council – The Translators and Interpreters Guild |
|---------------------------------|---|

2. Educational and research Facilities and Equipment Required

| Item | Resources |
|--|--|
| Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) | <ul style="list-style-type: none"> - Workplace (internship site) - Lecture halls - Language labs (for webinars) |
| Technology Resources (AV, data show, Smart Board, software, etc.) | NA |
| 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 | <ul style="list-style-type: none"> • Students • Peer Reviewers • Faculty • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Student Surveys (Indirect) ➤ Formal Observations (Indirect) ➤ Course Report and Course File (Direct) ➤ Student Samples (Direct) ➤ Self-Reflection reports (Indirect) |
| Effectiveness of Assessment | <ul style="list-style-type: none"> • Students • Faculty • Curriculum Committee • Assessment Committee • External Reviewers • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data ((Indirect)) ➤ Teacher Feedback (Direct) ➤ Student Feedback (Direct) ➤ Course Report & Course File (Direct) |
| Extent of Achievement of Course Learning Outcomes | <ul style="list-style-type: none"> • Students • Faculty • Quality Assurance Unit | <ul style="list-style-type: none"> ➤ Item Analysis Data (Indirect) ➤ Course Report & Course File (Direct) ➤ Annual Program Review (Direct) |
| Learning Resources & Facilities | <ul style="list-style-type: none"> • Students • Faculty | <ul style="list-style-type: none"> ➤ Student surveys (Indirect) ➤ Faculty surveys (Indirect) |

Evaluation Areas/Issues (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 | College Council |
| Reference No. | Minutes (22) |
| Date | 19/8/1441 |