



## Course Specifications

<b>Course Title:</b>	Interpreting I
<b>Course Code:</b>	ENG 382
<b>Program:</b>	Bachelor of Arts in English Language
<b>Department:</b>	Department of English Language & Literature
<b>College:</b>	College of Languages and Translation
<b>Institution:</b>	Imam Mohammad Ibn Saud Islamic University

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## A. Course Identification

<b>1. Credit hours:</b>	<b>3 Hours</b>
<b>2. Course type</b>	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b>	Level 6 / Third Year
<b>4. Pre-requisites for this course (if any):</b>	
	ENG 355 - ENG 358
<b>5. Co-requisites for this course (if any):</b>	
	None

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	12	25%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other (Lab)	36	75%

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	12
2	Laboratory/Studio	36
3	Tutorial	12
4	Others (Assignments)	36
	<b>Total</b>	<b>96</b>

## B. Course Objectives and Learning Outcomes

<p><b>1. Course Description</b></p> <p>This course aims to develop students' interpreting competencies and practical skills in sight and consecutive interpreting between English and Arabic in order to equip them with entry-level skills required in the professional market. It focuses on the required strategies and techniques for sight and consecutive interpreting. The course exposes students to different scenarios in which interpretation is used such as legal proceedings and international conferences. The subject areas include law, society, business and trade, health, politics and international relations. It contains two interrelated components: (a) minimally required practice-oriented theoretical guidelines and (b) intensive interpreting practice at various discourse levels (short sentences, a short speech or audio recording and advancing to extended and sophisticated oral discourse).</p>
<p><b>2. Course Main Objective</b></p> <p><b>By the end of this course, students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Define basic ideas about Interpretation as a general topic</li> <li>2. Explain clearly the difference between sight and consecutive interpreting and their techniques.</li> <li>3. Tell the main problems that interpreters face when dealing with these different types of interpreting</li> <li>4. Recognize the types of adaptation using appropriate software applications.</li> </ol>

5. To produce semi-professional sight and consecutive interpreting of texts and audio content of short to medium length.
6. To identify register-based lexical, semantic and pragmatic equivalents between Arabic and English.
7. Identify the interpreting techniques used in various registers and modes.
8. Build their own repertoire (and glossaries) of register-specific terminology.
9. Do lexical search in paper and electronic documents to find optimal interpreting equivalence

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1.0	<b>Knowledge and Understanding</b> <i>By the end of the course, students will be able to:</i>	
1.1	<b>Describe</b> comprehensive knowledge and understanding of the features, theories and terminology related to the fields of conference interpreting, specifically, to sight and consecutive interpretation.	<b>K1</b>
1.2	<b>Recognize</b> the required skills of various types of interpreting including on sight, and consecutive interpreting.	<b>K2</b>
1.3	<b>Define</b> with accuracy, knowledge about different social, cultural, political, economic, historical, religious, legal, technical, and medical contexts in sight and consecutive conference interpreting.	<b>K3</b>
1.4	<b>Identify</b> different linguistic and cultural problems in sight and consecutive interpreting and the strategies that are used to solve them.	<b>K4</b>
2.0	<b>Skills</b> <i>By the end of the course, students will be able to:</i>	
2.1	<b>Use</b> the acquired knowledge of conference interpreting to practice sight and consecutive interpretation in local and international organizations.	<b>S1</b>
2.2	<b>Apply</b> the appropriate strategies of sight and consecutive interpreting to perform efficiently when carrying out the interpreting tasks.	<b>S2</b>
2.3	<b>Develop</b> an awareness of the philosophical, ideological, and socio-cultural backgrounds of the verbal speeches that need to be interpreted from English into Arabic and vice versa.	<b>S3</b>
2.4	<b>Produce</b> error-free interpreted speeches in the target language.	<b>S4</b>
3.0	<b>Values</b> <i>By the end of the course, students will be able to:</i>	
3.1	<b>Demonstrate</b> self-efficacy through a willingness to question, learn and take challenges independently.	<b>V1</b>
3.2	<b>Communicate</b> and work effectively on individual tasks, and collaboratively within teams.	<b>V2</b>
3.3	<b>Modify</b> sight and consecutive interpreting decisions on receiving feedback from peers or instructors.	<b>V3</b>
3.4	<b>Show</b> a commitment to abide by ethical behavior in research and academic work as well as in various settings—academic, social and professional.	<b>V4</b>

### C. Course Content

No	List of Topics	Contact Hours
1	Conference interpreting in the labour market: description and illustration of the profession as well as the skilled required; definitions of terms used in the field of interpretation;	4
2	Concepts of different modes of interpretation, specifically sight and consecutive interpreting, based on linking theory to practice.	4

3	At sight translation introduction: discuss principles and strategies of sight interpretation, and use the lab so students learn how to read written texts in the source language, understand their meanings in order to re- express the meaning of each text verbally using the target language.	4
4	At sight translation: focus on medical, healthcare, and legal topics (English-Arabic-English).	4
5	Apply the strategies of identifying and solving the problems of at sight translation.	4
6	<b>Tutorial</b>	4
7	At sight translation: focus on political and economic, and social topics (English-Arabic-English). Students should learn the terminology of the field.	4
8	Apply the strategies of identifying and solving the problems of at sight translation.	4
9	Linking theories to practice, introduce consecutive interpreting, using the lab so students learn how to listen to an audio in the source language, understand its meaning, while taking notes, and re- express the meaning verbally using the target language.	4
10	Linking theories to practice, consecutive interpreting, lab practice. Discuss the strategies of note-taking.	4
11	Consecutive interpreting training in the lab, using political and legal topics (English-Arabic-English) Students should learn the terminology of the field.	4
12	Consecutive interpreting training in the lab using topics on economics, commerce, and trade (English-Arabic-English). Use local and international (e.g. UN conference interpreting materials). Students should learn the terminology of the field.	4
13	Consecutive interpreting training in the lab, using medical and scientific topics (English-Arabic-English). Students should learn the terminology of the field.	4
14	<b>Revision</b> Review the terminology of the field, principles, and strategies of conference interpreting, using the lab so students can discuss them while involved in recording their interpreting tasks. Use a mini- conference interpreting in the lab so students get engaged in real experience about the work of the interpreters. Use a variety of materials from local and international organizations (English-Arabic-English).	4
15	<b>Revision</b> (cont'd)	4
16	<b>Revision</b> (cont'd)	4
<b>Total</b>		<b>64</b>

## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
<b>1.1</b>	<i>Describe</i> comprehensive knowledge and understanding of the features, theories and terminology related to the fields of conference interpreting, specifically, to sight and consecutive interpretation.	<ul style="list-style-type: none"> <li>Class lectures</li> <li>PowerPoint presentations</li> <li>Class Discussion</li> <li>Class practice using laboratory equipment</li> </ul>	<ul style="list-style-type: none"> <li>Weekly oral quizzes</li> <li>Formal testing (midterm and final exams)</li> <li>Home assignments</li> <li>Research paper.</li> </ul>
<b>1.2</b>	<i>Recognize</i> the required skills of various types of interpreting including on sight, and consecutive interpreting.	<ul style="list-style-type: none"> <li>Lecture</li> <li>Class Discussions</li> <li>Collaborative participations</li> <li>Practices in the laboratory.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment</li> <li>Per-assessment</li> <li>Instructor feedback.</li> <li>Home assignments</li> <li>Research paper.</li> </ul>
<b>1.3</b>	<i>Define</i> with accuracy, knowledge about different social, cultural, political, economic, historical, religious, legal, technical, and medical contexts in conference interpreting.	<ul style="list-style-type: none"> <li>Lecture</li> <li>Class Discussions</li> <li>Power Point Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Weekly quizzes</li> <li>Home assignments</li> </ul>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.4	<i>Identify</i> different linguistic and cultural problems in sight and consecutive interpreting and the strategies that are used to solve them.	<ul style="list-style-type: none"> <li>• Intensive lab practices.</li> <li>• Exposure to successful interpreting cases from local and international conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly quizzes</li> <li>• Performance Rubric</li> <li>• Midterm and final Exams</li> <li>• Home assignments</li> </ul>
2.0	<b>Skills</b>		
2.1	<i>Use</i> the acquired knowledge of conference interpreting to practice sight and consecutive interpretation in local and international organizations.	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Watching videos on model interpreting cases.</li> <li>• Lab exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation of students' performance.</li> <li>• Midterm exams</li> <li>• Peer correction</li> <li>• Feedback on individual performance</li> </ul>
2.2	<i>Apply</i> the appropriate strategies of sight and consecutive interpreting to perform efficiently when carrying out the interpreting tasks.	<ul style="list-style-type: none"> <li>• Lab practices.</li> <li>• Class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Per-assessment</li> <li>• Instructor feedback</li> <li>• Performance Rubric</li> </ul>
2.3	<i>Develop</i> an awareness of the philosophical, ideological, and socio-cultural backgrounds of the verbal speeches that need to be interpreted from English into Arabic and vice versa.	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Team Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Home assignments</li> <li>• Research paper</li> </ul>
2.4	<i>Produce</i> error-free interpreted speeches in the target language.	<ul style="list-style-type: none"> <li>• Lab practices</li> <li>• Class discussions</li> <li>• Individual Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Per-assessment</li> <li>• Instructor feedback</li> <li>• Performance Rubric</li> </ul>
3.0	<b>Values</b>		
3.1	<i>Demonstrate</i> self-efficacy through a willingness to question, learn and take challenges independently.	<ul style="list-style-type: none"> <li>• Lab practices.</li> <li>• Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Per-assessment</li> <li>• Instructor feedback</li> <li>• Performance Rubric</li> </ul>
3.2	<i>Communicate</i> and work effectively on individual tasks, and collaboratively within teams.	<ul style="list-style-type: none"> <li>• Lab practices</li> <li>• Class discussions</li> <li>• Individual Assignments</li> <li>• Team Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Per-assessment</li> <li>• Instructor feedback</li> <li>• Performance Rubric</li> </ul>
3.3	<i>Modify</i> sight and consecutive interpreting decisions on receiving feedback from peers or instructors.	<ul style="list-style-type: none"> <li>• Lab practices</li> <li>• Class discussions</li> <li>• Individual Assignments</li> <li>• Team Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Per-assessment</li> <li>• Instructor feedback</li> <li>• Performance Rubric</li> </ul>
3.4	<i>Show</i> commitments to abide by ethical behavior in research and academic work as well as in various settings—academic, social and professional.	<ul style="list-style-type: none"> <li>• Using laboratory equipment</li> <li>• Using computers</li> <li>• Using the Internet</li> <li>• Class Discussions</li> <li>• PowerPoint presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation of individual student performance</li> <li>• Class peers' feedback</li> </ul>

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Mid-term test 1	6 or 7	20%
2	Mid-term test 2	11 or 12	20%
4	Assignments	Throughout the semester	20%
5	Final Exam	16/17	40%
<b>Total</b>			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:

- Regular academic advising (it is recommended that each group be assigned to their regular instructor because this will spare them extra psychological barriers or communicative obstacles due to contact with unfamiliar advisers).
- Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems.
- Instructors should be available during weekly office hours to answer students' questions.
- Instructors should be available for electronic contact (e-mail) by students.
- The possibility of setting up a cyberspace for instructor-student interaction about academic issues relating to the course in general (e.g. Google Discussion Group or any other special application facilitating such fruitful interaction).

### F. Learning Resources and Facilities

#### 1. Learning Resources

<b>Required Textbooks</b>	<ol style="list-style-type: none"> <li>1. Rudin, M. and Tomassini, E. (2011). <i>Interpreting in the Community and Workplace. A Practical Teaching Guide</i>. Palgrave Macmillan: New York.</li> <li>2. M. de Jongh, E. (2012). <i>From the Classroom to the Courtroom</i>, John Benjamins Publishing Company: Amsterdam/Philadelphia</li> <li>3. Elewa, A. (2012). <i>To Be an Interpreter</i>, Qalam for Translation and Publication: Cairo.</li> <li>4. Lahlali, El Mustapha and Abu Hatab, Wafa. (2014). <i>Advanced English-Arabic Translation: A Practical Guide</i>. Edinburgh University Press.</li> <li>5. Aljarf, Reima. (2015). <i>Consecutive Interpreting Teaching Guide</i>. <a href="https://www.researchgate.net/publication/280942742_Consecutive_Interpreting_Teaching_Guide">https://www.researchgate.net/publication/280942742_Consecutive_Interpreting_Teaching_Guide</a></li> </ol>
<b>Essential References Materials</b>	<ol style="list-style-type: none"> <li>1. Chmiel, A. (2010). How effective is teaching note-taking to trainee interpreters? <i>The Interpreter and Translator Trainer</i> 4(2): 233-250.</li> <li>2. Gile, D. (2009). <i>Basic concepts and models for interpreter and translator training</i> (1st ed.). Amsterdam: John Benjamins.</li> <li>3. Enani, M. (198). <i>An introduction to at sight &amp; consecutive translation &amp; interpretation</i>.</li> <li>4. Gile, D. (2009). <i>Basic concepts and models for interpreter and translator training</i>. The Netherland &amp; Philadelphia: John Benjamins B.V.</li> <li>5. Gillies, A. (2014). <i>Note-taking for consecutive interpreting: A short course</i>. New York: Routledge.</li> <li>6. Madkour, M.(2015).Spiral techniques for teaching interpretation at higher education: Quantitative research. <i>Higher Education of Social Science</i>, 9 (2), 1-12</li> <li>7. M. de Jongh, E. (2012). <i>From the classroom to the courtroom</i>. John Benjamins Publishing Company: Amsterdam/Philadelphia</li> </ol>

<p style="text-align: center;"><b>Electronic Materials</b></p>	<ol style="list-style-type: none"> <li>1. A Day in The Life: Interpreters (video): Retrieved from the URL <a href="https://www.youtube.com/watch?v=rdVDO49cmpA">https://www.youtube.com/watch?v=rdVDO49cmpA</a></li> <li>2. All topics speeches and audio files. Retrieved from the URL : <a href="https://www.learnoutloud.com/Catalog/History/Speeches">https://www.learnoutloud.com/Catalog/History/Speeches</a></li> <li>3. BBC: audio files for home assignments. Retrieved from the URL <a href="http://www.bbc.co.uk/learningenglish/">http://www.bbc.co.uk/learningenglish/</a></li> <li>4. Consecutive Interpretation (video). Retrieved from the URL <a href="https://www.youtube.com/watch?v=XCbVvbH8qKI">https://www.youtube.com/watch?v=XCbVvbH8qKI</a></li> <li>5. How to be an interpreter (video): Retrieved from the URL: <a href="https://www.youtube.com/watch?v=4QtDKzqx974">https://www.youtube.com/watch?v=4QtDKzqx974</a></li> <li>6. Sight Interpretation (video). Retrieved from the URL <a href="https://www.youtube.com/watch?v=wTyxDeEoLMc">https://www.youtube.com/watch?v=wTyxDeEoLMc</a></li> <li>7. VOA Archives: <a href="https://archive.org/details/VOANewscasts">https://archive.org/details/VOANewscasts</a></li> <li>8. VOA: Audio Files: <a href="https://memory.loc.gov/ammem/awhhtml/awrs9/voa.html">https://memory.loc.gov/ammem/awhhtml/awrs9/voa.html</a></li> <li>9. <a href="http://www.Traductionmagazine.com">www.Traductionmagazine.com</a> جسور المجلة الدولية لعلوم الترجمة واللغة</li> <li>10. <a href="http://www.arabswata.org">www.arabswata.org</a> الجمعية الدولية للمترجمين واللغويين العرب</li> <li>11. <a href="http://www.arabswata.info">www.arabswata.info</a> مجلة وانا للترجمة واللغات</li> <li>12. <a href="http://atida.org/main.php">http://atida.org/main.php</a> جمعية الترجمة العربية وحوارات الثقافة (عتيدة)</li> <li>13. List of online dictionaries: <a href="http://www.egyta.com/DictionariesDirectory.htm">http://www.egyta.com/DictionariesDirectory.htm</a></li> </ol>
<p style="text-align: center;"><b>Other Learning Materials</b></p>	<ol style="list-style-type: none"> <li>1. Ethics of interpreting and translating: A guide to obtaining NAATI credentials.URL: <a href="https://books.google.com.sa/books/about/Ethics_of_Interpreting_and_Translating.html?id=tXLMwQEACAAJ&amp;redir_esc=y">https://books.google.com.sa/books/about/Ethics_of_Interpreting_and_Translating.html?id=tXLMwQEACAAJ&amp;redir_esc=y</a></li> <li>2. Glossary of Interpreting Terminology, <a href="http://trans-k.co.uk/glossary.html">http://trans-k.co.uk/glossary.html</a></li> <li>3. Interprétation: <a href="http://interpreters.free.fr/reading.htm#top">http://interpreters.free.fr/reading.htm#top</a></li> <li>4. Interpreter Training : <a href="http://www.linguisticworld.com/index_files/bookseries.htm">http://www.linguisticworld.com/index_files/bookseries.htm</a></li> <li>5. National Accreditation Authority for Translators and Interpreters(NATI).URL</li> <li>6. <a href="https://thetranslationcompany.com/translation-directory/translation-associations/naati-national-accreditation-authority-for-translators-and-interpreters/">https://thetranslationcompany.com/translation-directory/translation-associations/naati-national-accreditation-authority-for-translators-and-interpreters/</a></li> <li>7. On Sight Translation: <a href="http://www.translationdirectory.com/article755.htm">http://www.translationdirectory.com/article755.htm</a></li> <li>8. Routledge Audiovisual translation: <a href="https://www.routledge.com/Audiovisual-Translation-Dubbing-1st-Edition/Chaume/p/book/9781905763917">https://www.routledge.com/Audiovisual-Translation-Dubbing-1st-Edition/Chaume/p/book/9781905763917</a></li> <li>9. Speed Skills: <a href="http://www.speedread.org/catalog/speed-read-/students.php">http://www.speedread.org/catalog/speed-read-/students.php</a></li> <li>10. The Role of the interpreter: <a href="http://www.youtube.com/watch/v">http://www.youtube.com/watch/v</a></li> <li>11. Translation and Interpretation: <a href="http://www.miis.edu/bethesolution/translation">http://www.miis.edu/bethesolution/translation</a></li> </ol>

## 2. Facilities Required

Item	Resources
<p style="text-align: center;"><b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	<ul style="list-style-type: none"> <li>• Lecture rooms Optimal group size: 15—20</li> <li>• Flexible seating arrangement for pair and group work</li> <li>• Laboratory equipped with technological facilities, including video projector (data show), whiteboard, Blackboard Interactive Technology, and video projection facilities.</li> </ul>
<p style="text-align: center;"><b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)</p>	<ul style="list-style-type: none"> <li>• Laboratories ned to be installed in order to be used for practices.</li> <li>• Laboratory equipment that includes software such as concordance, software note-taking, or special software designed for conference interpreting.</li> <li>• Imam University official cloud server <a href="http://cloud.imamu.edu.sa">cloud.imamu.edu.sa</a></li> <li>• Access to multiple <b>Microsoft Office 365</b> applications such as OneDrive, Teams, SharePoint, Kaizala ...etc.</li> <li>• Blackboard</li> <li>• Cisco Webex</li> <li>• AV</li> <li>• Data show</li> </ul>



Item	Resources
	<ul style="list-style-type: none"> <li>• overhead projector</li> <li>• electronic whiteboard</li> <li>• course book software</li> <li>• Internet Access</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> <li>• Intranet system allowing students in the same lab to share the master screen (operated by the instructor). This is useful in tasks requiring the automatic treatment of linguistic data in conference interpreting.</li> </ul>

### G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders	Direct / Indirect
Standards of student achievement	Faculty	Direct

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

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

### H. Specification Approval Data

Council / Committee	
Reference No.	
Date	