



## Course Specifications

<b>Course Title:</b>	Interpreting II
<b>Course Code:</b>	ENG 485
<b>Program:</b>	Bachelor of Arts in English
<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 Credit 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 7 / Fourth Year
<b>4. Pre-requisites for this course (if any):</b>	
ENG 382	
<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

<b>1. Course Description</b>
<p>This course aims to develop students' interpreting competencies in simultaneous interpreting between English and Arabic in order to equip them with entry-level interpreting skills required in the professional market. It focuses on the required strategies and techniques of simultaneous and conference interpreting. The course exposes students to different scenarios in which interpretation is used such as seminars, media interviews, and international conferences. The subject areas include education, business and trade, health, financial and banking issues, 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>
<b>2. Course Main Objective</b>
<p><b>By the end of this course, students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Define simultaneous/ conference interpreting and identify its features.</li> <li>2. Explain clearly the differences between simultaneous interpreting (and its techniques) and other types of interpreting.</li> </ol>

3. Discuss types of challenges encountered by simultaneous interpreters and ways of overcoming them.
4. Recognize the types of adaptation using appropriate software applications.
5. To produce semi-professional simultaneous interpreting of 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 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	<i>Describe</i> comprehensive knowledge and understanding of the features, theories and terminology in English language related to the fields of conference interpreting, specifically, in simultaneous interpretation.	<b>K1</b>
1.2	<i>Recognize</i> the required skills of simultaneous translations	<b>K2</b>
1.3	<i>Define</i> and use with accuracy, knowledge in conference interpreting in different contexts—social, political, economic, historical, religious, cultural, legal, technical, medical— according to different local and international settings of simultaneous conference interpreting.	<b>K3</b>
1.4	<i>Identify</i> different problems and strategies of simultaneous interpreting.	<b>K4</b>
2.0	<b>Skills</b> <i>By the end of the course, students will be able to:</i>	
2.1	<i>Use</i> the acquired knowledge of conference interpreting to practice simultaneous interpreting in local and international organization.	<b>S1</b>
2.2	<i>Apply</i> the appropriate strategies of interpretation to identify and solve the problems of simultaneous conference interpreting.	<b>S2</b>
2.3	<i>Develop</i> an awareness and appreciation of the philosophical, ideological, the social, and the cultural contexts of simultaneous conference interpreting.	<b>S3</b>
2.4	<i>Produce</i> error-free target language recordings when delivering simultaneously various types of speeches.	<b>S4</b>
3.0	<b>Values</b> <i>By the end of the course, students will be able to:</i>	
3.1	<i>Demonstrate</i> self-efficacy through a willingness to question, learn and take challenges independently	<b>V1</b>
3.2	<i>Communicate</i> and work effectively on individual tasks, and collaboratively within teams.	<b>V2</b>
3.3	<i>Show</i> a commitment to abide by ethical behavior in research and academic work as well as in various settings—academic, social and professional.	<b>V3</b>
3.4	<i>Modify</i> simultaneous conference interpreting decisions on receiving feedback from peers or instructors.	<b>V4</b>

## C. Course Content

No	List of Topics	Contact Hours
1	Simultaneous interpretation in the labour market: description and illustration of the profession as well as the skilled required; definitions of terms used in the field of simultaneous interpretation interpretation.	4
2	Theories of simultaneous conference interpreting Methods of assessing simultaneous conference interpreting.	4
3	Concepts of different modes of interpretation; introduce the theory and practice of interpretation; strategies of enhancing short memory.	4
4	Simultaneous interpretation: political and legal speeches (English-Arabic-English) Conferences at International organizations: UN documents (Terminology) of the field.	4
5	Simultaneous interpretation: Speeches on economics, commerce, and trade (English-Arabic-English). Conferences at local organizations and (Terminology) of the field.	4
6	Simultaneous interpretation on media (cont'd)	4
7	Simultaneous interpretation: Medical and scientific Speeches (English-Arabic-English). Conferences at local and international organizations and (Terminology) of the field.	4
8	Simultaneous interpretation on media (cont'd)	4
9	Simultaneous interpretation on media, including social media (English-Arabic-English). Conferences at local and international organizations and (Terminology) of the field	4
10	Simultaneous interpretation on media (cont'd)	4
11	Simultaneous interpretation on media, including technology and technical industrial fields (e.g. oil, petrochemical industries. etc) Use English-Arabic-English audio materials. Conferences at local and international organizations and (Terminology) of the field.	4
12	Simultaneous interpretation on media (cont'd)	4
13	Design a mini conference for students' practice	4
14	Mini-conference for real life practice on simultaneous interpreting (English-Arabic-English).	4
15	Final exam Revision	4
16	Final exam Revision	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
1.0	<b>Knowledge and Understanding</b>		
1.1	<i>Describe</i> comprehensive knowledge and understanding of the features, theories and terminology in English language related to the fields of simultaneous conference interpreting.	<ul style="list-style-type: none"> <li>• Class lectures</li> <li>• Class Discussion</li> <li>• PowerPoint presentations</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>
1.2	<i>Recognize</i> the required skills of simultaneous conference interpreting.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class Discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Per-assessment</li> </ul>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		<ul style="list-style-type: none"> <li>• Collaborative participations</li> <li>• Practices in the laboratory.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor feedback.</li> <li>• Home assignments</li> <li>• Research paper.</li> </ul>
1.3	<i>Define</i> and use with accuracy, knowledge in conference interpreting in different contexts—social, political, economic, historical, religious, cultural, legal, technical, medical— according to the backgrounds of the source language speakers.	<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>
1.4	<i>Identify</i> different problems and strategies of simultaneous conference interpreting.	<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 simultaneous conference interpreting in local and international organization.	<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 strategy of interpretation to identify and solve the problems of simultaneous conference interpreting conference interpreting.	<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>• Rubric</li> </ul>
2.3	<i>Develop</i> an awareness and appreciation of the philosophical and social contexts of simultaneous conference interpreting.	<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>• Midterm exams</li> <li>• Final Exam</li> </ul>
2.4	<i>Produce</i> error-free target language materials related to different speeches delivered though simultaneous conference interpreting.	<ul style="list-style-type: none"> <li>• Lab practices</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Per-assessment</li> <li>• Instructor feedback</li> <li>• 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>• Class discussions</li> <li>• Team Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Home assignments</li> <li>• Midterm exams</li> <li>• Final Exam</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> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Per-assessment</li> <li>• Instructor feedback</li> <li>• Rubric</li> </ul>
3.3	<i>Modify</i> translation decisions on receiving feedback from peers or instructors.	<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>• Midterm exams</li> <li>• Final Exam</li> </ul>
3.4	<i>Show</i> a commitment 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> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation of individual student performance</li> <li>• Class peers' feedback</li> </ul>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		<ul style="list-style-type: none"> <li>PowerPoint presentations</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:

- 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.
- 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 should be available for 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. Rayaa, B. and Zarrouk, M. (2017). A Handbook for Simultaneous Interpreting Training from English, French and Spanish to Arabic.</li> <li>2. <a href="https://issuu.com/escueladetradoctorestoledo/docs/cuaderno_16_aertefinal_version_web">https://issuu.com/escueladetradoctorestoledo/docs/cuaderno_16_aertefinal_version_web</a></li> <li>3. Rudvin, M. and Tomassini, E. (2011). Interpreting in the Community and Workplace. A Practical Teaching Guide. Palgrave Macmillan: New York.</li> <li>4. Elewa, A. (2012). <i>To Be an Interpreter</i>, Qalam for Translation and Publication: Cairo.</li> </ol>
<b>Essential References Materials</b>	<ol style="list-style-type: none"> <li>1. Dunning, D., &amp; Holmes, J. (2014). Does working memory training promote the use of strategies on untrained working memory tasks? <i>Memory &amp; Cognition</i>, 42(6), 854-862.</li> <li>2. Gile, D. (1991). The processing capacity issue in conference interpretation, <i>Babel</i> 37 (1), 15-27.</li> <li>3. Gile, D. (1999). Testing the Effort Models' tightrope hypothesis in simultaneous interpreting: A contribution. <i>Journal of Linguistics Hermes</i> 23, 153-172.</li> <li>4. Gile, D. (2000). <i>Issues in inter disciplinary research into conference interpreting: Language processing and simultaneous interpreting</i>. Amsterdam: John Benjamins Publishing Company.</li> <li>5. Gile, D. (2009). Basic concepts and models for interpreter and translator training. The Netherland &amp; Philadelphia: John Benjamins B.V.</li> </ol>

	6. Setton, R. (1999). <i>Simultaneous interpreting: A cognitive-pragmatic analysis</i> . USA: Manhattan Press..
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>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>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>Conference Interpreting - Simultaneous Interpretation (video). Retrieved from the URL <a href="https://www.youtube.com/watch?v=Sod2aw995d8">https://www.youtube.com/watch?v=Sod2aw995d8</a></li> <li>Political speeches. Retrieved from the URL <a href="https://americanrhetoric.com/top100speechesall.html">https://americanrhetoric.com/top100speechesall.html</a></li> <li>Simultaneous interpretation (video). Retrieved from the URL <a href="https://www.youtube.com/watch?v=P1g3geJE7LE&amp;t=463s">https://www.youtube.com/watch?v=P1g3geJE7LE&amp;t=463s</a></li> <li>VOA Archives: <a href="https://archive.org/details/VOANewscasts">https://archive.org/details/VOANewscasts</a></li> <li>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><a href="http://www.arabswata.org">www.arabswata.org</a> الجمعية الدولية للمترجمين واللغويين العرب</li> <li><a href="http://www.traductionmagazine.com">www.traductionmagazine.com</a> (www. جسور) المجلة الدولية لعلوم الترجمة واللغة)</li> <li><a href="http://www.arabswata.org">www.arabswata.org</a> الجمعية الدولية للمترجمين واللغويين العرب</li> <li><a href="http://www.arabswata.info">www.arabswata.info</a> مجلة وانا للترجمة واللغات</li> <li><a href="http://atida.org/main.php">http://atida.org/main.php</a> جمعية الترجمة العربية وحوارات الثقافة (عتيدة)</li> <li>List of online dictionaries: <a href="http://www.egyta.com/DictionariesDirectory.htm">http://www.egyta.com/DictionariesDirectory.htm</a></li> </ul>
<b>Other Learning Materials</b>	<ul style="list-style-type: none"> <li>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>Glossary of Interpreting Terminology, <a href="http://trans-k.co.uk/glossary.html">http://trans-k.co.uk/glossary.html</a></li> <li>Interprétation: <a href="http://interpreters.free.fr/reading.htm#top">http://interpreters.free.fr/reading.htm#top</a></li> <li>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>National Accreditation Authority for Translators and Interpreters(NATI).URL <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>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>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>The Role of the interpreter: <a href="http://www.youtube.com/watch/v">http://www.youtube.com/watch/v</a></li> </ul>

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<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>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<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

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	