

COURSE CODE	Eng 732	COURSE LEVEL & YEAR	2nd year level
COURSE TITLE	Interpreting		
COURSE TEACHER/S			
CREDIT HOURS	3		
PRE-REQUISITES			
CO-REQUISITES	None		
DURATION OF COURSE	16-week semester		
TOTAL STUDENT STUDY TIME	3 hours per each contact hour weekly		
AIMS	<p><i>Subject-specific skills (Knowledge Skills):</i> Understanding theories of interpretation with focus on identifying the techniques and strategies applied to various text-types of interpretation. Acquiring knowledge on different types of interpretation</p> <p><i>Core Academic skills (Cognitive Skills):</i> Ability to comprehend the meaning of various texts and speeches, and interpret them from SL into TL.Creativity. Ability to overcome unexpected difficulties during the interpretation process. Application: use knowledge in a new area</p> <p><i>Interpersonal and Key skills:</i> Some of the interpretation materials are based on oral communicative situations that are conducted in both English and Arabic and interviews. Students share discussions on the assignments</p>		
INTENDED LEARNING OUTCOMES	<p>Specify briefly ILOs in relation to the three aim clusters as in the above box.</p> <ul style="list-style-type: none"> ▪ Practical training on all types of interpretation, including sight, consecutive, and simultaneous interpretation. ▪ Acquiring the skills of interpretation, specifically speed, accuracy, and adequacy. ▪ Analyzing various types of texts and utterances. ▪ Identifying and solving the linguistic problems of interpreting various utterances. ▪ Identifying the characteristics of the TL and their impact on interpretation. ▪ Learning the importance of terminology in interpretation. ▪ Studying the international system of note-taking. 		
LEARNING/TEACHING METHODS	<p>Pay attention to the distinction between ‘teaching’ and ‘learning’. This is not only about the ‘teaching’ methods you will use, but also about what ‘learning’ strategies you will encourage students to adopt.</p> <ul style="list-style-type: none"> • Team research, Class Discussions , Lab practice , Research paper, Weekly assignments 		
ASSIGNMENTS	<p>List the frequency and type of formative (non-assessed) assignments given over the duration of the course. Assignments are varied. They include: -library-related assignments -online-related assignments -oral classroom presentations/talks -research papers</p>		
ASSESSMENT	<p>List methods, frequency, time, and percentage of the mark for each assessment, including final examination.</p>		

Students will be assessed on the basis of the following tasks:

- Research paper/assignments- Presentations 20%
- Written midterm exam 20%
- final exam 60%

SYLLABUS PLAN

List of Topics	No. of Weeks
Theoretical Research on interpretation	2
The interpretation process, including strategies for improving comprehension, memory, skills of taking notes, and improving syntactic and semantic knowledge to re-express the meaning into the target language.	2
Identifying the characteristics of On Sight translation, using various texts in the field of medicine and law.	3
Midterm Exam	1
Consecutive Interpretation: types , and strategies , using different audio files in the area of education, business administration, agriculture, science, and healthcare.	3
Simultaneous Interpretation : strategies and equipment , using various audio files in the area of politics, economics, and international organizations, specifically United Nations.	4
Final Exam	1

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Assessment
1	Mid-term exam	7	20
2	Team Research	11	20
3	Class Discussions and Presentations	1-14	10
4	Final exam	16	50

INDICATIVE BASIC READING LIST

List text books and main supporting reference works.

- Bowen, D. and Bowen, M. (1997), *Steps to Consecutive Interpreting*, Pent and Boot: USA.
- Higbee, K.L. (2001), *Your Memory: How It Works and How to Improve It*, Marlowe & Company
- Nolan, J. (2005) *Interpretation: Techniques & exercises*. Clevedon: Multilingual Matters.
- Setton, R. (1999), *Simultaneous Interpreting: A Cognitive-Pragmatic Analysis*, Manhattan Press: USA
- Alkhanji, R., El-shiyah, S. & Hussein, R. (2000) *On the use of compensatory strategies in simultaneous interpretation*. *Met* 45 (3), 548-557.
- Andrew. G. (2005). *Note-taking for Consecutive Interpreting: A Short Course*, St Jerome publishing.
- Al-Salman, S. & Al-kanji, R. (2002) *The native language factor in Simultaneous Interpretation in an Arabic/English Context*. *Meta* 47, 607-625.
- Bell, R. (1991). *Translation and translating: Theory and practice*. London: Longman.
- Sawyer, D. (2004) *Fundamental Aspects of Interpreter Education: Curriculum and Assessment*.

Amsterdam and Philadelphia: Benjamins.