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| **Course Title**: Consecutive Interpreting |
| **Course Code**: TRN3341-3 |
| **Program**: **Bachelor of Arts in Translation** |
| **Department**: **Department of Translation** |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **19 November 2024** |

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# **A. General information about the course:**

**1. Course Identification**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (3) | | | | | | |
| This course is designated 3 credit hours, as indicated in the parentheses above. In Section 3, 'CONTACT HOURS', a detailed breakdown of the course's contact hours is provided, specifying lectures, tutorials, laboratory sessions, and other forms of student-teacher interaction. Meanwhile, Section C, 'COURSE CONTENT', elucidates the primary topics, themes, and sub-areas that the course will cover, ensuring students are aware of the academic terrain they will navigate throughout the term. It is essential to refer to these sections for a comprehensive understanding of the course's structure and content. | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 5 - Year 3) | | | | | | |
| 4. Course General Description: | | | | | | |
| TRN3341-3 Consecutive Interpreting aims to train students to develop and practice interpreting skills, acquire professional knowledge and be able to reflect on their progress. Different authentic audio materials will be provided for consecutive interpreting practice from Arabic into English and vice versa, while the training is based on weekly classes in the language lab, where students are trained on using facilities required for interpretation (booths, recording headsets and microphones). | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| TRN2331-3 Introduction to Translation | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| This course aims to equip students with preparatory interpreting skills in consecutive interpreting, so that they can be able to reproduce interpreting tasks of authentic audio materials between English and Arabic, and vice versa, and apply fundamental skills and strategies of interpreting. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 40.5 | 90% |
| 2 | E-learning | 4.5 | 10% |
| 3 | Hybrid   * Traditional classroom * E-learning | - | - |
| 4 | Distance learning | - | - |

**3. Contact Hours** (based on the academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 20 |
|  | **Interpreting labrotary** | 25 |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 45 |

# **B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods**

| **Code** | **Course Learning Outcomes** | **Code of PLOs aligned with the program** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- | --- |
| **1.0** | **Knowledge and understanding** | | | |
| 1.1 | Acquire basic knowledge about consecutive interpreting concepts, principles and techniques | K2& k4 | **Lecture**  **Class Discussion**  **Group Activity** | Formative Assessment 1 (5 marks) |
| 1.2 | Identify different roles of the interpreter according to the consecutive interpreting mode | K3 | **Lecture**  **Class Discussion**  **Group Activity** | Midterm Exam (30 marks) |
| 1.3 | Recognize cross-cultural differences that influence and are reflected in the use of language | K3 | **Lecture**  **Class Discussion**  **Pair Activity** | Assignment 1 (5 marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Demonstrate proficiency in advanced consecutive interpreting from Arabic into English and vice versa | S1 | **Lecture**  **Class Discussion**  **Individual interpreting Practice** | Formative Assessment 2 (5 marks)  Quiz (10 marks) |
| 2.2 | Demonstrate effective listening, concentration and memory skills, and note-taking techniques | S1 | **Lecture**  **Class Discussion**  **Individual Interpreting Practice** | Assignment 2 (5  marks)  Final Exam (40 marks) |
| 2.3 | Overcome potential linguistic, cultural and psychological issues that interpreters may face, applying professional strategies and techniques | S2 | **Lecture**  **Class Discussion**  **Pair Activity** | Quiz (10 marks)  Final Exam (40 marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Reflect on your own learning experience and explore options to continuously develop your competence as interpreters and communicators | V1 | **Class Discussion**  **Observation**  **Group Activity** | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Communicate appropriately, accurately and effectively while involved in group tasks | V2 | **Individual Consultation**  **Observation**  **Group Work** | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Display a commitment to the learning process by consistently attending classes, actively participating in discussions and activities, and showing respect for diverse opinions and perspectives | V3 | **Attendance Tracking**  **Observation**  **Group Work** | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | Introduction to consecutive interpreting | 5 |
|  | Issues in consecutive interpreting practice (e.g. interpreting professional skills, interpreting ethics, difficulties and strategies, and quality and assessment). | 6 |
| **3.** | Strategies & techniques of consecutive interpreting | 6 |
| **4.** | Settings of consecutive interpreting (e.g. conference, court, community, and healthcare for interpreting). | 6 |
| **5.** | Consecutive interpreting practice in various fields (medical, tourism, business, legal, and political) | 22 |

This schedule allows for the complexity of the tasks, the time it would take to teach and practice, and leaves extra time for review and assessment. The distribution may need adjustments depending on the students' progress and the actual time each topic requires. Always be ready to adapt and change according to the needs of the students.

Remember that it's important to have interactive activities, engage students in discussion, and incorporate real-life context into teaching to help students better understand and apply what they've learned.

# **D. Students Assessment Activities**

Outlined below are the student assessment activities for this course, each mapped to an overarching course-level learning outcome. While this mapping provides a broad framework for understanding the intended skills and competencies to be gained, it is worth emphasizing that it does not fully encapsulate the evaluation spectrum. Beyond the scope of course-level learning outcomes, assessments also capture unit-specific and lesson-specific objectives that are integral to evaluating the full spectrum of student academic achievement and growth. Hence, these assessments are not confined solely to the learning outcomes to which they are mapped; they also serve to evaluate the nuanced objectives specified in individual units/chapters and lessons within the course. **Please note that the Midterm is cumulative in nature, covering the course material up until that point in time, whereas the final exam encompasses the entire course. Although all assessments are mapped to specific learning outcomes, this should not be interpreted as a limitation. In the table below, you'll find a quiz listed among various assessments. If only one quiz is indicated, it may be divided into two parts at the discretion of the course teaching team, with the original grade allocation being proportionally adjusted.**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Formative Assessment 1 (5 Marks)** | **3** | 5% |
|  | **Formative Assessment 2 (5 Marks)** | **4** | 5% |
|  | **Assignment 1 (5 Marks)** | **5** | 5% |
| **4.** | **Assignment 2 (5 Marks)**  . | **8** | 5% |
| **5.** | **Quiz (10 Marks)** | **7** | 10% |
| **6.** | **Midterm Exam (30 Marks)** | **6** | 30% |
| **7.** | **Final Exam (40 Marks)** | **12** | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

**Please note that the textbook(s) listed as required for each course are intended to be used as primary resources for course content. Instructors are expected to use these books as a foundation for their teaching materials, while also having the flexibility to adapt and supplement content from available sections or online versions as needed.**

**The semester coordinator will ensure that the materials used are in line with the learning outcomes and maintain the highest quality educational experience. Be aware that the required textbook list serves as a starting point, and the actual course content may also include additional or adapted resources. We appreciate your understanding and trust in our commitment to delivering an engaging and comprehensive educational experience.**

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| --- | --- |
| **Required Textbooks** | Gillies, A. (2019) Consecutive Interpreting: A Short Course, London: Routledge.  Mikkelson, H., & Jourdenais, R. (2015). The Routledge handbook of interpreting. Routledge.  Approved audio materials for interpreting practice provided by the course instructor. |
| **Essential References** | Students are however recommended to refer to the following textbooks and dictionaries:  Gazalah, H (2012). A Textbook of Literary Translation. Konooz Al-Marifa.  Al-adwari, M (2017). Arabic-English/English-Arabic Literary Translation and Its Cultural Complexities. CreateSpace Independent Publishing Platform.  عناني، محمد (1997) الترجمة الأدبية بين النظرية والتطبيق. ناشرون  Elewa, A. (2018). Levels of translation. Qalam for Transaltion and Publication. (Chapters 16 & 21).  Hassan, B. (2019). Working with different text types in English and Arabic: Translation in practice. Cambridge Scholars Publishing.Husni, R. and Newman, D. (2013). A to Z of Arabic-English-Arabic Translation. Saqi Books. |
| **Electronic Materials** | * <https://interpretertrainingresources.eu> * <https://orcit.eu>   <https://interpretertrainingresources.eu/simultaneous/> |
| **Other Learning Materials** | Saudi Digital Library <https://sdl.edu.sa/sdlportal/en/publishers.aspx> |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **Facilities** | Classrooms, specialized labs, multimedia rooms, study areas |
| **Technology Equipment** | Projectors, smart boards, subject-specific software, audio-visual devices |
| **Other Equipment** | Textbooks, reference materials, subject-specific learning resources, supplementary materials |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| Efficacy of Pedagogical Approaches | * Principal Instructor * Academic Peer Review Panel   Student Evaluation Subcommittee | * Principal Instructor * Academic Peer Review Panel   Student Evaluation Subcommittee |
| Integrity and Effectiveness of Student Assessments | * Principal Instructor * Independent Academic Auditors   Extern Advisory Board | * Assessment Tool Validation through Quantitative and Qualitative Methods   Employing Rubric-Based Evaluations With Inter-Rater Reliability Measures |
| Quality and Relevance of Educational Resources | * Principal Instructor * Student Curriculum Feedback Panel   Educational Technology and Resources Committee | * Utilizing Resource Evaluation Metrics and Checklists * Student Resource Utilization Surveys   Comparative Analysis with Nationally and Internationally Recognized Educational Standards |
| Achievement Level of Course Learning Outcomes (CLOs) | * Principal Instructor * Deanship of Academic Development and Quality   Program Level Quality Committee | • **1. Semester-End Learning Outcome Mapping:** Systematic mapping of all questions on all assessments to course and program learning outcomes is conducted at the end of each semester. This process involves the use of a specialized Excel sheet from the Deanship of Academic Development and Quality, which operates at two levels:   * **First Level:** An assessment blueprint is created, in which each question on all assessments is mapped to a specific Course Learning Outcome before the assessments are conducted. |

# **G. Specification Approval**

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| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |