|  |
| --- |
| **Course Title**: Simultaneous Interpreting |
| **Course Code**: TRN3342-3 |
| **Program**: **Bachelor of Arts in Translation** |
| **Department**: **Translation** |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 1 |
| **Last Revision Date**: **19 November 2024** |

**Table of Contents**

[**A. General information about the course:** 2](#_Toc183528504)

[**B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods** 3](#_Toc183528505)

[**C. Course Content** 5](#_Toc183528506)

[**D. Students Assessment Activities** 6](#_Toc183528507)

[**E. Learning Resources and Facilities** 7](#_Toc183528508)

[**F. Assessment of Course Quality** 8](#_Toc183528509)

[**G. Specification Approval** 9](#_Toc183528510)

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

**1. Course Identification**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (3) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 6 - Year 3) | | | | | | |
| 4. Course General Description: | | | | | | |
| This course is designed to introduce the theory and practice of simultaneous Interpreting. It introduces the cognitive processes involved in simultaneous interpretation and factors that influence those processes. This course also overviews the different areas of interpreting, such as legal, medical, business, community and conference interpreting. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| TRN3341-3 Consecutive Interpreting | | | | | | |
| 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 simultaneous 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 simultaneous 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** | 25 |
|  | **Laboratory/Studio** | 20 |
|  | **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 simultaneous 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 mode of simultaneous interpreting | 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 simultaneous interpreting from Arabic into English and vice versa | S1 | **Lecture**  **Class Discussion**  **Individual Interpreting Practice** | Formative Assessment 2 (5 marks) |
| 2.2 | Demonstrate effective listening, concentration and memory skills, and note-taking techniques | S2 | **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 | S1 | **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 simultaneous interpreting | 5 |
|  | Issues in simultaneous interpreting practice (e.g. interpreting professional skills, interpreting ethics, difficulties and strategies, and quality and assessment). | 6 |
| **3.** | Strategies & techniques of simultaneous interpreting | 6 |
| **4.** | Settings of simultaneous interpreting (international conferences, live broadcasts, business meetings, educational seminars, legal proceedings) | 6 |
| **5.** | Consecutive interpreting practice in various fields (medical, tourism, business, legal, and political) | 22 |
| **Total** | | **45** |

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**

**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.**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | Mikkelson, H., & Jourdenais, R. (2015). The Routledge handbook of interpreting. Routledge.  Approved audio materials for interpreting practice provided by the course instructor. |
| **Essential References** | Instructors and students are, however, recommended to refer to the following textbooks and dictionaries:  Mikkelson, H. (2016). Introduction to court interpreting. Routledge.  Carol J. Patrie. (2005) Simultaneous Interpreting from English (Effective Interpreting Series) Dawn Sign Press.  Gillies, A. (2014) Conference Interpreting: A Student's Practice Book, London: Routledge.  Gillies, A. (2017) Note-taking for Consecutive Interpreting, London: Routledge. |
| **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 | * Classroom Observations Utilizing Standardized Rating Instruments * Peer Review Assessments Following Institutional Guidelines   Triangulated Student Feedback Mechanisms Including Anonymized Surveys and Focus Groups |
| 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. * **Second Level:** After the assessments are administered, the results for each question are inputted to evaluate the alignment and performance against the predetermined Course Learning Outcomes.   **2. Program Learning Outcome Surveys:** Rigorous surveys are designed and implemented to quantitatively and qualitatively measure the attainment of program-specific learning outcomes. |

# **G. Specification Approval**

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