Course Specification

— (Bachelor)

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: **20 Jan 2025**

Table of Contents

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

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
1.	**Lectures**	20
2.	**Interpreting labrotary**	25
3.	**Field**	-
4.	**Tutorial**	-
5.	**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:** Introduce students to the fundamentals of consecutive interpreting, including key concepts, guiding principles, and basic techniques. Define consecutive interpreting and Highlight its importance, key Concepts, basic Techniques, and Principles. **Class Discussion:** Encourage students to reflect on the importance of consecutive interpreting principles and techniques and share their initial thoughts or experiences.	Formative Assessment 1 (5 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			Ask the following questions to initiate discussion: • *"What do you think are the most important skills for a consecutive interpreter?"* • *"Why is note-taking crucial in consecutive interpreting, and how can it be improved?"* • *"What challenges do you anticipate in learning consecutive interpreting?"* Summarize their responses and link them to the lecture content. **Group Activity:** Provide students with an opportunity to practice foundational consecutive interpreting techniques in a collaborative setting. Divide students into groups of 3-4 members. Provide a short, simple speech (e.g., a brief introduction, a personal anecdote, or a short informative segment). Assign roles. Each group reflects on the exercise and discusses: • What strategies worked well for note-taking and memory. • Challenges faced during interpretation and possible solutions.	
1.2	Identify different roles of the interpreter according to the consecutive interpreting mode	K3	**Lecture:** Provide students with an understanding of the various roles that interpreters perform in consecutive interpreting mode and the skills required for each role. Discuss the following topics: Introduction to the Roles of the Interpreter, Roles in Specific Contexts, Skills for Fulfilling These Roles. **Class Discussion:** Encourage students to reflect on the roles of the interpreter and how they adapt based on context and audience.	Midterm Exam (30 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			Pose questions to the class, Divide students into small groups. o Ask each group to share one key insight or strategy from their discussion. o Summarize responses and link them back to the lecture content. **Group Activity:** Provide students with practical experience in interpreting while focusing on the different roles of the interpreter. Divide students into groups of 3-4. Provide each group with a role-play scenario that requires consecutive interpreting. Assign roles within each group. Groups perform the role-play exercise, with the interpreter adapting their role based on the scenario. Observers provide feedback. Each group reflects on the activity and discusses.	
1.3	Recognize cross-cultural differences that influence and are reflected in the use of language	K3	**Lecture:** Introduce students to the concept of cross-cultural differences and their impact on language use in consecutive interpreting. • Introduction to Cross-Cultural Differences • Key Cultural Dimensions and Their Impact on Language Use • Implications for Interpreters **Class Discussion:** Engage students in analyzing and reflecting on the influence of cultural differences in interpreting. Give Discussion Prompts, Divide students into small groups and provide examples of culturally influenced language use. • Ask each group to share one example and their strategy for interpreting it effectively.	Assignment 1 (5 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			• Summarize their insights and connect them to the lecture content. **Pair Activity:** Allow students to practice interpreting while addressing cross-cultural differences in language use. Pair students and provide a short bilingual dialogue (e.g., between an English speaker and an Arabic speaker) containing cross-cultural elements. Students work in pairs, Each pair discusses: • What cultural differences were most challenging to interpret. • Strategies they found effective in bridging cultural gaps.	
2.0	**Skills**			
2.1	Demonstrate proficiency in advanced consecutive interpreting from Arabic into English and vice versa	S1	**Lecture:** Provide students with advanced strategies and techniques for consecutive interpreting and highlight areas for further skill enhancement. Give Introduction to Advanced Consecutive Interpreting, Key Advanced Techniques, and Common Challenges and Solutions. **Class Discussion:** Encourage students to share experiences and challenges related to advanced consecutive interpreting and explore potential solutions collaboratively. Pose questions to the class. Divide students into small groups and assign them tasks. • Ask a representative from each group to share one key insight or strategy. • Summarize the collective insights and connect them to the lecture content.	Formative Assessment 2 (5 marks) Quiz (10 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			Individual interpreting Practice: Provide students with hands-on experience in advanced consecutive interpreting tasks, allowing them to apply and refine their skills. Provide students with two short but complex speeches in Arabic and English (e.g., a political speech, a cultural discussion, or a technical presentation). Encourage students to: • Use structured notes to capture key ideas. • Retain the original speaker's tone and intent. • Provide cultural or contextual explanations where necessary. • Students review their recordings or reflect on their performance: • Identify strengths and areas for improvement. • Evaluate their ability to handle complex language, cultural nuances, and pacing. • Encourage peer feedback if recordings are shared within pairs or small groups.	
2.2	Demonstrate effective listening, concentration and memory skills, and note-taking techniques	S1	**Lecture:** Introduce students to key skills required for consecutive interpreting and practical note-taking techniques to enhance their performance. Discuss: 1. The Importance of Key Skills in Consecutive Interpreting 2. Principles of Effective Note-Taking 3. Note-Taking Techniques **Class Discussion:** Engage students in reflecting on their listening, concentration,	Assignment 2 (5 marks) Final Exam (40 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			memory, and note-taking experiences and strategies. Pose the following questions to the class: • *"What techniques do you currently use to stay focused during a long speech?"* • *"How do you balance listening and note-taking without losing important details?"* • *"What challenges do you face in retaining information during consecutive interpreting?"* Divide students into small groups. • Each group shares one key insight or challenge from their discussion. • Summarize the collective feedback and connect it to the lecture content. **Individual Interpreting Practice:** Provide students with an opportunity to apply listening, concentration, memory, and note-taking skills during consecutive interpreting practice. Provide students with two short speeches (2-3 minutes each). After the practice, students review their notes and reflect on: • How well their notes supported their memory. • The clarity and completeness of their interpretation. • Areas for improvement in their listening, concentration, or note-taking.	
2.3	Overcome potential linguistic, cultural and psychological issues that	S2	**Lecture:** Introduce students to the challenges interpreters may encounter and equip them with professional strategies and techniques to address these issues.	Quiz (10 marks) Final Exam (40 marks)

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	interpreters may face, applying professional strategies and techniques		• Introduction to Potential Issues in Interpreting (e.g., Linguistic Issues, Cultural Issues, Psychological Issues) • Strategies for Overcoming Linguistic Issues (e.g., Pre-Session Preparation, Paraphrasing, and Clarification). • Strategies for Addressing Cultural Issues (e.g., Cultural Awareness, Adaptation, and Neutral Tone) • Techniques for Handling Psychological Challenges (e.g., Stress Management, Confidence Building, and Time Management) **Class Discussion:** Engage students in reflecting on the challenges interpreters face and brainstorming strategies to address them effectively. Ask the following questions to guide the discussion: • *"What linguistic challenges have you encountered in interpretation, and how did you handle them?"* • *"How do cultural differences impact the interpretation process?"* • *"What psychological challenges do you think are the most difficult for interpreters to overcome?"* • Divide students into small groups and assign tasks. • Ask each group to share one challenge and their proposed solution. • Summarize the insights and connect them to the lecture content. **Pair Activity:** Allow students to practice overcoming linguistic, cultural, and psychological challenges in a controlled	

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			setting using professional strategies. Pair up students and assign each pair a role-play scenario based on interpreting challenges. Students engage in role-play, focusing on: • Identifying and addressing the specific challenges in their scenario. • Applying techniques discussed in the lecture to resolve issues effectively. After each round, pairs provide feedback to each other on performance and areas for improvement.	
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:** Facilitate a reflective discussion where students analyze their interpreting journey, identify areas of growth, and discuss opportunities for improvement. Pose the following questions to initiate discussion: • *"What skills have you improved the most during this course?"* • *"What challenges do you still face in consecutive interpreting?"* • *"What strategies or resources have been most helpful to your development as an interpreter?"* • Divide the class into small groups (3-4 students per group). • Assign each group the task of discussing • Ask each group to share one key insight or strategy they discussed. • Summarize the shared ideas on the board for collective learning. **Observation:** Observe students' ability to reflect on their learning experiences and engage collaboratively during group	The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured.

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			activities. During the group discussions, observe: Participation, Reflection Depth, and Collaboration. o Note positive examples of reflective thinking and collaboration. o Identify areas where students could improve, such as articulating their learning goals or engaging more actively. **Group Activity:** Encourage students to collaboratively create actionable plans for continuous improvement in their interpreting and communication skills. Divide students into small groups (3-4 students per group). Assign the task of creating a **Personal Development Plan** that includes: **Strengths and Areas for Improvement.** Groups work collaboratively to: • Reflect on individual and collective experiences. • Share strategies and resources they've found effective. • Draft a clear and actionable development plan.	
3.2	Communicate appropriately, accurately and effectively while involved in group tasks	V2	**Individual Consultation:** Provide personalized feedback to students on their communication skills in group settings and offer strategies for improvement. Meet with students one-on-one to: • Discuss their role in previous group activities, focusing on their ability to communicate effectively and collaborate with peers. • Provide actionable feedback, such as:	The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation,

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			o Improving clarity and conciseness when sharing ideas. o Actively listening to others and responding constructively. o Maintaining professionalism and respect during disagreements. • Recommend strategies, such as preparing key points before discussions or using structured formats like turn-taking to ensure balanced participation. **Observation:** Observe students during group tasks to evaluate their communication dynamics and identify strengths and areas for improvement. Provide students with a collaborative interpreting task. Assign roles within each group to ensure balanced participation: • Lead Interpreter: Manages the interpreting process and initiates discussion. • Terminology Specialist: Focuses on identifying and researching key terms. • Review Coordinator: Ensures the final interpretation is accurate and cohesive. Observe each group's communication and note: Clarity, Engagement, Respect, and Problem-Solving. **Group Work:** Provide students with a collaborative task to practice effective communication in a realistic interpreting scenario. Assign a realistic consecutive interpreting scenario for the group to tackle collaboratively. Groups work together to: • Discuss potential challenges in the speech, such as idiomatic expressions or cultural references.	and how the results are measured.

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			• Share strategies for overcoming these challenges. • Produce a cohesive and accurate interpretation that reflects effective group communication. Provide constructive feedback on: • The accuracy and appropriateness of the interpretation. • The effectiveness of their communication and collaboration.	
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:** Monitor student attendance and punctuality while reinforcing the importance of regular participation in the learning process. Use a physical or digital attendance sheet with columns for: • Attendance: Mark present or absent. • Punctuality: Record late arrivals. • Participation Notes: Add brief comments on student engagement during activities (optional). Briefly remind students of the connection between attendance, participation, and their development as interpreters. **Observation:** Observe and evaluate students' participation, collaboration, and respect for diverse perspectives during a group activity. Divide the class into small groups (3-4 members each). Provide each group with a collaborative task. Identify specific examples of positive behaviors, such as teamwork and active listening, and note areas for improvement.	The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured.

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
			Group Work: Facilitate a group activity that requires students to demonstrate their commitment to learning through active participation and respect for others' ideas. Assign a group activity that encourages collaboration and critical thinking. Each group briefly presents their work, focusing on: • Key decisions made during the activity. • How they collaborated and addressed diverse opinions. Provide constructive feedback on both their work and group dynamics, highlighting examples of effective collaboration and commitment.	

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to consecutive interpreting.	5
2.	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
Total		**45**

This schedule accounts for the complexity of the tasks, the time required for teaching and practice, and includes additional 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 evaluate the nuanced objectives specified in individual units/chapters and lessons within the course. **Please note that the Midterm is cumulative, 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 considered 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
1.	**Formative Assessment 1 (5 Marks) CLO Measured: 1.1**	**3**	5%
2.	**Formative Assessment 2 (5 Marks) CLO Measured: 2.1**	**5**	5%
3.	**Assignment 1 (5 Marks) CLO Measured: 1.2**	**6**	5%
4.	**Assignment 2 (5 Marks) CLO Measured: 2.2**	**9**	5%
5.	**Quiz (10 Marks) CLO Measured: 2.3**	**11**	10%
6.	**Midterm Exam (30 Marks) CLO Measured: 1.3 While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time.**	**7**	30%
7.	**Final Exam (40 Marks) CLO Measured: 2.3**	**16**	40%

Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course.		
Overall Total		**100%**

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.

Required Textbooks	**A notebook approved by the Translation Department**, offering practical guidance and essential insights into consecutive interpreting, including key strategies, ethics, and field applications.
Essential References	Students are however recommended to refer to the following textbooks: • Mikkelson, H., & Jourdenais, R. (2015). The Routledge handbook of interpreting. London: Routledge. • Gillies, A. (2019) Consecutive Interpreting: A Short Course, 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

FACILITIES	• Interpreting labs (Capacity 24 max) • Multimedia rooms • Study areas

TECHNOLOGY EQUIPMENT	• Computer and internet connection for instructors • Projectors • Smart boards • Subject-specific softwares • Audio-visual devices
OTHER EQUIPMENT	• Textbooks • Reference materials • Subject-specific learning resources • Supplementary materials
ADDITIONAL RESOURCES	• Optional: Mobile Charging Station

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	• 1. Semester-End Learning Outcome Mapping: Systematic mapping of all questions

Assessment Areas/Issues	Assessor	Assessment Methods
	❖ Program Level Quality Committee	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.

Assessment Areas/Issues	Assessor	Assessment Methods
		3. Course Satisfaction Surveys: Comprehensive course satisfaction surveys are carried out, using factor analysis to identify key variables that influence student satisfaction levels. **4. Alignment and Quality Committee Oversight:** Each Course Learning Outcome is meticulously aligned with a corresponding Program Learning Outcome. Both are documented in the course specification and must be adhered to. A separate analysis on this alignment is conducted by the Program Level Quality Committee to ensure compliance and effectiveness. It is imperative that all instructors duly complete this alignment as outlined.

G. Specification Approval

COUNCIL /COMMITTEE	COLLEGE COUNCIL
REFERENCE NO.	15
DATE	FEBRUARY 12, 2023