



Course Specification of Consecutive Interpretation

| I. Course Identification and General Information: | | | | | | |
|---|--|-----------------------------------|---------|----------|----------------|-------|
| 1 | Course Title: | <i>Consecutive Interpretation</i> | | | | |
| 2 | Course Number & Code: | DR 73 | | | | |
| 3 | Credit hours: 3 | C.H | | | | Total |
| | | Theoretical | Seminar | Practice | Field Training | |
| | | 3 | - | - | - | |
| 4 | Study level/ semester at which this course is offered: | Level 4, Semester 1 | | | | |
| 5 | Pre –requisite (if any): | DR 14; DR 24; DR 31; DR 35; DR 65 | | | | |
| 6 | Co –requisite (if any): | None | | | | |
| 7 | Program (s) in which the course is offered: | BA in Translation | | | | |
| 8 | Language of teaching the course: | English and Arabic | | | | |
| 9 | Location of teaching the course: | Faculty of Languages | | | | |
| 10 | Prepared by: | Mohamed Naif | | | | |
| 11 | Date of approval: | | | | | |

II. Course description:

This course focuses on consecutive interpretation between English and Arabic. Students are guided through regular interpreting practice and discussions of relevant readings and videos to help them acquire some theoretical and practical background information about interpreting strategies and skills so as to interpret accurately, appropriately, and professionally.

III. Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Knowledge and Understanding.

| Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding | Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding |
|--|---|
| After completing this program, students will be able to: | After participating in the course, students will be able to: |
| A6 Explain with an informed knowledge the history and development of translation and interpreting studies and practices. | a1 Recognize the effective skills and strategies utilized in consecutive interpreting. |
| | a2 Demonstrate understanding of how to perform quality consecutive interpreting in different contexts and situations. |

Teaching and Assessment Methods for Achieving Learning Outcomes:

Alignment Learning Outcomes of Knowledge and Understanding to Teaching and Assessment

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| Methods: | | |
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| Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding | Teaching strategies/methods to be used | Methods of assessment |
| After participating in the course, students will be able to: | | |
| a1 Recognize the effective skills and strategies utilized in consecutive interpreting. | <ul style="list-style-type: none"> ▪ Interactive Lectures ▪ Discussions of assigned readings ▪ Group activities to build knowledge of various topics ▪ Showing interpreting training videos related to the concepts discussed ▪ Practice of the interpreting concepts and ideas presented in each class session. | <ul style="list-style-type: none"> ▪ Formative evaluation: <ul style="list-style-type: none"> - Performing several interpreting sessions from English into Arabic and vice versa to demonstrate knowledge and understanding of interpreting concepts, ideas and skills throughout the semester - Doing mini-research projects - Home assignments to prepare oral texts for interpreting texts and specialized terminology. ▪ Summative evaluation: <ul style="list-style-type: none"> - Each student shall perform a ten to fifteen-minute consecutive interpreting from English into Arabic and vice versa. |
| a2 Demonstrate understanding of how to perform quality consecutive interpreting in different contexts and situations. | | |

| (B) Intellectual Skills: | | | |
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| Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills | | | |
| Program Intended Learning Outcomes (Sub-PILOs) in Intellectual skills | | Course Intended Learning Outcomes (CILOs) of Intellectual Skills | |
| After completing this program, students will be able to: | | After participating in the course, students will be able to: | |
| B4 | Identify and assess core concepts relevant to translation and interpreting studies and theory. | b1 | Distinguish between the different type of oral texts and speakers' moods through body language, facial expressions, and tone of voice. |
| B5 | Compare and contrast competing translation methods, strategies and techniques of translation and interpretation. | b2 | Identify coping techniques to deal with unexpected situations and uncooperative speakers. |

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| Teaching and Assessment Methods for Achieving Learning Outcomes: | | |
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| Alignment Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods: | | |
| Course Intended Learning Outcomes (CILOs) in Intellectual Skills. | Teaching strategies/methods to be used. | Methods of assessment |
| After participating in the course, students will be able to: | | |
| b1 Distinguish between the different type of oral texts and speakers' moods through body language, facial expressions, and tone of voice. | Classroom discussions of homework assigned readings Group and pair work activities ▪ Interpreting skills Exercises ▪ Problem solving activities Role play (performing speakers' and interpreters' roles) | ▪ Oral examinations ▪ Active participation ▪ Oral Quizzes ▪ Oral assessment plus oral feedback ▪ Classroom graded practical sessions |
| b2 Identify coping techniques to deal with unexpected situations and uncooperative speakers. | | |

| (C) Professional and Practical Skills. | | | |
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| Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills | | | |
| Program Intended Learning Outcomes (Sub- PILOs) in Professional and Practical Skills | | Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills | |
| After completing this program, students will be able to: | | After participating in the course, students will be able to: | |
| C2 C5 | Critically analyze a variety of texts including literary, journalistic, historical and other types of texts for the purpose of translation and interpretation. | c1 | Perform consecutive interpreting in a variety of contexts and situations to demonstrate what they have learned. |
| | Successfully apply translation and interpretation strategies to translate and interpret diverse forms of discourse. | c2 | Use effective coping techniques whenever they encounter difficult situations and uncooperative speakers. |

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| Teaching and Assessment Methods for Achieving Learning Outcomes: | | |
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| Alignment Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods: | | |
| Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills | Teaching strategies/methods to be used | Methods of assessment |
| <p>After participating in the course, students will be able to:</p> <p>c1 Perform consecutive interpreting in a variety of contexts and situations to demonstrate what they have learned.</p> <p>c2 Use effective coping techniques whenever they encounter difficult situations and uncooperative speakers.</p> | <ul style="list-style-type: none"> ▪ Classroom discussions of assigned interpreting readings for homework ▪ Group and pair work interpreting skills activities ▪ Interpreting exercises of specific interpreting skills ▪ Problem solving Activities ▪ Role play (students play the roles of speakers and interpreters and perform certain interpreting tasks) | <ul style="list-style-type: none"> ▪ Oral examinations ▪ Active participation ▪ Oral Quizzes of specific interpreting skills such as notetaking, coping strategies, etc. ▪ Formative Oral assessment plus oral feedback throughout the semester ▪ Classroom graded practical sessions |

| (D) General / Transferable Skills: | | | |
|---|---|--|--|
| Alignment Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills | | | |
| Program Intended Learning Outcomes (PILOs) in General / Transferable skills | | Course Intended Learning Outcomes (CILOs) in General / Transferable skills | |
| After completing this program, students will be able to: | | After participating in the course, students will be able to: | |
| D1 | Engage in a life-long self-learning, time management and effective leadership | d1 | Engage in self- and professional development through taking part in professional interpreters' groups and attending training sessions and conferences. |
| D5 | Employ efficient skills in research capability, creative thinking and interpersonal relationship skills | d2 | Engage in self- and professional development through taking part in professional interpreters' groups and attending training sessions and conferences. |

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| Teaching and Assessment Methods for Achieving Learning Outcomes: | | |
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| Alignment Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods. | | |
| Course Intended Learning Outcomes (CILOs) in General and Transferable Skills | Teaching strategies/methods to be used. | Methods of assessment |
| After participating in the course, students will be able to: | | |
| d1- Engage in self- and professional development through taking part in professional interpreters' groups and attending training sessions and conferences. | <ul style="list-style-type: none"> Play the roles of speakers and interpreters and perform certain interpreting tasks) Team work (i.e. students work in groups to conduct a guided mini-research project). | <ul style="list-style-type: none"> Classroom graded practical sessions A graded team work mini-research project |
| d2- Conduct some action research to consolidate their knowledge, understanding and professional practice of consecutive interpreting in the real world. | | |

| IV. Course Content: | | | | | |
|---------------------|---|--------------------|---|-----------------|---------------|
| Nr | Topic List / Units | CILOs (symbols) | Sub-topic List | Number of weeks | Contact hours |
| 1 | Introduction | a1; a2 | Presenting an overview of the course (i.e. teaching strategies and assessment; activities and assignments required from students; introducing consecutive interpreting vs. translating through training videos. | 1 | 3 |
| 2 | The role of the interpreter plus preparation for consecutive interpreting | a1; a2; b1; c1; d1 | Roles trained interpreters have to undertake when performing consecutive interpreting; discussing the assigned reading on preparing for consecutive interpreting sessions. | 1 | 3 |
| 3 | Public speaking skills (video and assigned reading material) plus | a1; a2; c1; d1 | Speaking loudly and clearly; maintaining eye-contact; making use of body language to enhance audience's understanding; discussing the assigned reading on public speaking skills; review the assigned terminology; performing | 1 | 3 |

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| | basic consecutive interpreting exercises | | basic consecutive interpreting exercises. | | |
| 4 | Concentration and memory techniques (video and assigned homework reading) plus consecutive interpreting techniques. | a2; a5; b2; c1; d1 | Watching video 3 on concentration and memory techniques; discussing assigned reading homework on the same topic; reviewing the assigned terminology on Language, Literature and the Press; practicing concentration and memory techniques; doing consecutive interpreting exercise in pairs. | 1 | 3 |
| 5 | Notetaking skills | a2; b2; c1; c2; d1; d2 | Watching the fourth video on notetaking skills; discussing the assigned homework reading on the same topic; reviewing the assigned terminology; performing some notetaking exercise, conducting interpreting exercises. | 1 | 3 |
| 6 | Coping tactics | a2; b2; c1; c2; d1 | Watching the fifth video on coping tactics; discussing the assigned homework reading on the same topic; reviewing the religion and belief set of terminology; doing interpreting sessions to practice coping tactics, the assigned terminology and previously taught consecutive skills. | 1 | 3 |
| 7 | Cultural awareness and ways to avoid embarrassing situations | a2; b1; b2; c1; c2; d1 | Watching video six on cultural awareness; reviewing the set of terminology assigned in the previous lecture; conducting some interpreting exercises. | 1 | 3 |
| 8 | Professionalism and interpreting codes of ethics | a2; b1; b2; c1; c2; d1; d2 | Watching video 7 on interpreting professionalism and codes of ethics; discussing the assigned reading on the same topic; reviewing the assigned set of vocabulary; conducting some consecutive exercises. | 1 | 3 |
| 9 | Evaluated Consecutive Interpreting Sessions | a2; b1; b2; c1; c2; d1; d2 | Reviewing the assigned set of terminology items; conducting consecutive interpreting sessions to practice all the skills learned in the previous class sessions plus giving detailed feedback for each pair. | 2 | 6 |
| 10 | Evaluated | a2; b1; | Reviewing the assigned set of terminology | 2 | 6 |

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| | Consecutive Interpreting Practice | b2; c1; c2; d1; d2 | items; conducting consecutive interpreting sessions to practice all the skills learned in the previous class sessions plus giving detailed feedback for each pair. | | |
| 11 | Evaluated Consecutive Interpreting Sessions Plus Talking about the Final Consecutive Interpretation Exam | a2; b1; b2; c1; c2; d1; d2 | Reviewing the assigned set of terminology items; conducting consecutive interpreting sessions to practice all the skills learned in the previous class sessions plus giving detailed feedback for each pair. | 2 | 6 |
| Number of Weeks /and Units Per Semester | | | | 14 | 42 |

| b- Training Aspect: | | | | |
|--|----------------|-----------------|-----------------|---------------|
| Order | Training Tasks | CILOs (symbols) | Number of weeks | Contact hours |
| Number of Weeks /and Units Per Semester | | | | |

| V. Teaching strategies of the course: | |
|--|---|
| <ul style="list-style-type: none"> ▪ Interactive Lectures ▪ Role plays to perform consecutive interpreting sessions and exercises ▪ Group and pair work ▪ Problem solving ▪ Cooperative learning (students work in groups and teams to learn from each other) | <ul style="list-style-type: none"> ▪ Classroom discussions of assigned readings and sets of specialized terminology. ▪ Showing selective professionally-designed videos, discussing them and putting into practice the consecutive ideas and skills learned from them ▪ group research projects ▪ Presentations |
| 3-Assessment Methods: | |
| <ul style="list-style-type: none"> ▪ Summative Assessment - consecutive interpreting examinations from Arabic into English and vice versa ▪ Attendance and participation (i.e. reading assigned course material, preparing selective | <ul style="list-style-type: none"> ▪ Formative assessment - graded consecutive interpreting sessions from Arabic into English and vice versa and providing feedback ▪ Conducting group mini research projects |

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| consecutive interpreting topics for class interpreting sessions) ▪ Terminology assignments and quizzes | |
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VI. Schedule of Assessment Tasks for Students During the Semester:

| No. | Assessment Method | Week Due | Mark | Proportion of Final Assessment | Aligned Course Learning Outcomes (CILOs symbols) |
|-----|--|----------|------------|--------------------------------|--|
| 1 | Participation, terminology and class reading quizzes | 1-14 | 20 | 20% | a1; a2; b1; b2; c1; c2; d1; d2 |
| 2 | Group mini research assignment | 5-12 | 10 | 10% | a1; a2; b1; b2; c1; c2; d1; d2 |
| 3 | Mid-semester exam | 7 | 30 | 30% | a1; a2; b1; b2; c1; c2 |
| 5 | Final Exam | 16 | 40 | 40% | a1; a2; b1; b2; c1; c2; d1; d2 |
| | Total | | 100 | 100% | |

VII. Learning Resource (MLA style or APA style)s:

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| 1- Required Textbook(s) (maximum two) | An in-house compiled booklet of consecutive interpreting readings and exercises |
| 2- Recommended Readings and Reference Materials | Phelan, M. (2001). <i>The Interpreter's Resource</i> . Multilingual Matters LTD: Clevedon • Buffalo • Toronto • Sydney |
| 3- Essential References | Nolan, J. (2012). <i>Interpretation Techniques and Exercises, 2nd ed.</i> Multilingual Matters LTD: Bristol • Buffalo • Toronto • Sydney |
| 4- Electronic Materials and Web Sites etc. | 1- www.arabtranslators.org 2- www.atida.org 3- http://aiic.net/ 4- www.trans-int.org/index.php/trans/ |
| 5- Other Learning Material. | - Supplementary worksheets, reading materials and consecutive interpreting videos provided by the instructor when necessary |

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IX. Course Policies: (Based on the Uniform Students' Bylaw (2007))

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| 1 | Class Attendance: Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes. |
| 2 | Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class. |
| 3 | Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed. |
| 4 | Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark. |
| 5 | Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply. |
| 6 | Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply. |
| 7 | Other policies: The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration. |

| اللجنة الإشرافية: | | | |
|-------------------|---------------------|-------------------------------------|---------|
| م | الاسم | الصفة الوظيفية | التوقيع |
| ١ | د/ عباس مطهر | نائب العميد للدراسات العليا | |
| ٢ | أ.م.د/ أحمد مجاهد | نائب عميد مركز التطوير وضمان الجودة | |
| ٣ | أ.د/ إبراهيم المطاع | نائب رئيس الجامعة للشؤون الأكاديمية | |

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Course Plan of Consecutive Interpretation

| I. Information about Faculty Member Responsible for the Course: | | | | | | | | |
|---|--|--|--------------|-----|-----|-----|-----|-----|
| Name of Faculty Member | | | Office Hours | | | | | |
| Location & Telephone No. | | | SAT | SUN | MON | TUE | WED | THU |
| E-mail | | | | - | - | - | - | - |

| II. Course Identification and General Information: | | | | | | |
|--|---|---|---------|-----|--------|-------|
| 1- | Course Title: | Consecutive Interpretation | | | | |
| 2- | Course Number & Code: | DR 73 | | | | |
| 3- | Credit hours: | C.H | | | | Total |
| | | Th. | Seminar | Pr. | F. Tr. | |
| | | 1.5 | - | 1.5 | 3 | |
| 4- | Study level/year at which this course is offered: | Level 4, Semester 1 | | | | |
| 5- | Pre –requisite (if any): | DR 14; DR 24; DR 31; DR 35; DR 65 | | | | |
| 6- | Co –requisite (if any): | None | | | | |
| 7- | Program (s) in which the course is offered | BA in Translation | | | | |
| 8- | Language of teaching the course: | English and Arabic | | | | |
| 9- | System of Study: | Regular | | | | |
| 10- | Mode of delivery: | Interactive lectures, discussions and video presentations | | | | |
| 11- | Location of teaching the course: | Faculty of Languages | | | | |

| III. Course Description: |
|---|
| This course focuses on consecutive interpretation between English and Arabic. Students are guided through regular interpreting practice and discussions of relevant readings and videos to help them acquire some theoretical and practical background information about interpreting strategies and skills so as to interpret accurately, appropriately, and professionally. |

| IV. Intended learning outcomes (ILOs) of the course: |
|---|
| After completing this course, students will be able to: |
| <ol style="list-style-type: none"> 1. Recognize the effective skills and strategies utilized in consecutive interpreting. 2. Demonstrate understanding of how to perform quality consecutive interpreting in different contexts and situations. 3. Distinguish between the different type of oral texts and speakers' moods through body language, facial expressions, and tone of voice. 4. Identify coping techniques to deal with unexpected situations and uncooperative speakers. 5. Perform consecutive interpreting in a variety of contexts and situations to demonstrate what they have learned. 6. Use effective coping techniques whenever they encounter difficult situations and uncooperative |

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speakers.

7. Engage in self- and professional development through taking part in professional interpreters' groups and attending training sessions and conferences.
8. Engage in self- and professional development through taking part in professional interpreters' groups and attending training sessions and conferences.

V. Course Content:

A – Theoretical Aspect:

| Nr | Topics List | Week Due | Contact Hours |
|----|--|-----------------|---------------|
| 1 | Presenting an overview of the course (i.e. teaching strategies and assessment; activities and assignments required from students; introducing consecutive interpreting vs. translating through training videos. | 1 st | 3 |
| 2 | Roles trained interpreters have to undertake when performing consecutive interpreting; discussing the assigned reading on preparing for consecutive interpreting sessions. | 2 nd | 3 |
| 3 | Speaking loudly and clearly; maintaining eye-contact; making use of body language to enhance audience's understanding; discussing the assigned reading on public speaking skills; review the assigned terminology; performing basic consecutive interpreting exercises. | 3 rd | 3 |
| 4 | Watching video 3 on concentration and memory techniques; discussing assigned reading homework on the same topic; reviewing the assigned terminology on Language, Literature and the Press; practicing concentration and memory techniques; doing consecutive interpreting exercise in pairs. | 4 th | 3 |
| 5 | Watching the fourth video on notetaking skills; discussing the assigned homework reading on the same topic; reviewing the assigned terminology; performing some notetaking exercise, conducting interpreting exercises. | 5 th | 3 |
| 6 | Watching the fifth video on coping tactics; discussing the assigned homework reading on the same topic; reviewing the religion and belief set of terminology; doing interpreting sessions to practice coping tactics, the assigned terminology and previously taught consecutive skills. | 6 th | 3 |
| 7 | Mid-Term Test | 7 th | |
| 8 | Watching video six on cultural awareness; reviewing the set of terminology assigned in the previous lecture; conducting some interpreting exercises. | 8 th | 3 |
| 9 | Watching video 7 on interpreting professionalism and codes of ethics; discussing the assigned reading on the same topic; reviewing the assigned set of vocabulary; conducting some consecutive exercises. | 9 th | 3 |

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| 10 | (1) Reviewing the assigned set of terminology items; conducting consecutive interpreting sessions to practice all the skills learned in the previous class sessions plus giving detailed feedback for each pair. | 10 th | 3 |
| 11 | (2) Reviewing the assigned set of terminology items; conducting consecutive interpreting sessions to practice all the skills learned in the previous class sessions plus giving detailed feedback for each pair. | 11 th | 3 |
| 12 | (1) Reviewing the assigned set of terminology items; conducting consecutive interpreting sessions to practice all the skills learned in the previous class sessions plus giving detailed feedback for each pair. | 12 th | 3 |
| 13 | (2) Reviewing the assigned set of terminology items; conducting consecutive interpreting sessions to practice all the skills learned in the previous class sessions plus giving detailed feedback for each pair. | 13 th | 3 |
| 14 | (1) Reviewing the assigned set of terminology items; conducting consecutive interpreting sessions to practice all the skills learned in the previous class sessions plus giving detailed feedback for each pair. | 14 th | 3 |
| 15 | (2) Reviewing the assigned set of terminology items; conducting consecutive interpreting sessions to practice all the skills learned in the previous class sessions plus giving detailed feedback for each pair. | 15 th | 3 |
| 16 | Final Exam | 16 th | |
| Number of Weeks /and Units Per Semester | | 16 | 48 |

| b- Training Aspect: | | | |
|--|----------------|-----------|---------------|
| Order | Training Tasks | Week Due | Contact hours |
| | | | |
| Number of Weeks /and Units Per Semester | | 13 | |

| VI. Teaching strategies of the course: | |
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| <ul style="list-style-type: none"> ▪ Interactive Lectures ▪ Role plays to perform consecutive interpreting sessions and exercises ▪ Group and pair work activities ▪ Problem solving ▪ Cooperative learning (students work in groups) | <ul style="list-style-type: none"> ▪ Classroom discussions of assigned readings and sets of specialized terminology. ▪ Showing selective professionally-designed videos, discussing them and putting into practice the consecutive ideas and skills learned from |

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| and teams to learn from each other) | <p>them</p> <ul style="list-style-type: none"> ▪ Presentations ▪ group research projects ▪ Presentations |
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VII. Assessment Methods:

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|--|---|
| <ul style="list-style-type: none"> ▪ Summative Assessment - consecutive interpreting examinations from Arabic into English and vice versa ▪ Attendance and participation (i.e. reading assigned course material, preparing selective consecutive interpreting topics for class interpreting sessions) ▪ Terminology assignments and quizzes | <ul style="list-style-type: none"> ▪ Formative assessment - graded consecutive interpreting sessions from Arabic into English and vice versa and providing feedback ▪ Conducting group mini research projects |
|--|---|

| No. | Type of Assessment Tasks | Week Due | Mark | Proportion of Final Assessment |
|-----|--|----------|------|--------------------------------|
| 1 | Participation, terminology and class reading quizzes | 1-14 | 20 | 20% |
| 2 | Group mini research assignment | 5-12 | 10 | 10% |
| 3 | Mid-semester exam | 7 | 30 | 30% |
| 5 | Final Exam | 16 | 40 | 40% |
| | Total | | | 100 |

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أ.م.د/ هدى العماد
رئيس الجامعة
أ.د/ القاسم عباس

عميد الكلية
د/ محمد الناصر

نائب العميد لشؤون الجودة
أ.م.د/ عبد الحميد الشجاع

رئيس القسم
أ.م.د/ عدنان الشعبي



| VIII. Learning Resource (MLA style or APA style)s: | |
|--|---|
| 1- Required Textbook(s) (maximum two) | |
| | An in-house compiled booklet of consecutive interpreting readings and exercises |
| 2- Recommended Readings and Reference Materials | |
| | lan, M. (2001). <i>The Interpreter's Resource</i> . Multilingual Matters LTD: Clevedon • Buffalo • Toronto • Sydney |
| 3- Essential References | |
| | Nolan, J. (2012). <i>Interpretation Techniques and Exercises, 2nd ed.</i> Multilingual Matters LTD: Bristol • Buffalo • Toronto • Sydney |
| 4- Electronic Materials and Web Sites etc. | |
| | 1- www.arabtranslators.org 2- www.atida.org 3- http://aiic.net/ 4- www.trans-int.org/index.php/trans/ |
| 5- Other Learning Material. | |
| | - Supplementary worksheets, reading materials and consecutive interpreting videos provided by the instructor when necessary |

| IX. Course Policies: (Based on the Uniform Students' Bylaw (2007)) | |
|--|--|
| 1 | Class Attendance: Class Attendance is mandatory. A student is considered absent and shall be banned from taking the final exam if his/her absence exceeds 25% of total classes. |
| 2 | Tardiness: A student will be considered late if he/she is not in class after 10 minutes of the start time of class. |
| 3 | Exam Attendance/Punctuality: No student shall be allowed to the exam hall after 30 minutes of the start time, and shall not leave the hall before half of the exam time has passed. |
| 4 | Assignments & Projects: Assignments and projects must be submitted on time. Students who delay their assignments or projects shall lose the allocated mark. |
| 5 | Cheating: Cheating is an act of fraud that results in the cancelation of the student's exam or assignment. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply. |
| 6 | Forgery and Impersonation: Forgery/Impersonation is an act of fraud that results in the cancelation of the student's exam, assignment or project. If it takes place in a final exam, the Uniform Students' Bylaw (2007) shall apply. |
| 7 | Other policies: The University official regulations in force will be strictly observed and students shall comply with all rules and regulations of the examination set by the Department, Faculty and University Administration. |



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