SALAHADDIN UNIVERSITY - ERBIL

Ministry of Higher Education and Scientific Research Kurdistan Region – Iraq

Translation Department College of Languages

Subject: INTERPRETING

Course Book: 4th Year (2nd Semester)

Lecturer’s Name: Binin Mustafa Saeed Academic Year: 2022-2023

**Course Book 2022-2023**

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| **Course Name** | **INTERPRETING** |

**General Information**

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| **Code** | **College/Department** | **Semester** | **Stage** | **Theoretical (hour/week)** | **Practical (hour/week)** |
| **LE1305** | **English Language** | **2nd** | **FOURTH** | **2** | **-** |

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| **1-Module Language** | **English** |
| **2- Module Level** | **Undergraduate** |
| **3- Stage** | **4th stage** |
| **4- Lecturer** | **Binin Mustafa Saeed** |
| **5- Contact** | **Email:** [binin.saeed@su.edu.krd](mailto:binin.saeed@su.edu.krd)  **Mobile No.: 009647507758899** |
| **6- Teachers academic profile** | **BA. 2014, MA. 2019 in English Language and Linguistics College of Languages,**  **Salahaddin University-Erbil.** |
| **7- Office hours** | **N/A 24 hours of lecturing every week. Full-time** |
| **8- Keywords** | **INTERPRETING** |

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| **9- Course Overview** | Students will strengthen their interpreting skills. The extended interpreting process is a central component of this course and students will plan, draft and redraft their work. The work done in the areas of interpreting skills is closely inter-related. Individual tutorial sessions are included in the interpreting practice classes to discuss feedback and address particular problem areas.  weekly live interactive classes are supplemented with guided independent tasks. |
| **10- Course Objectives** | * By the end of the course, students will be able to: know their role as interpreters/translators. * Use I/T techniques and skills. * Have increased self-awareness and confidence. * Understand the ethics of the profession of I/T. * Recognize non-verbal communication. * Understand cultural concerns in I/T. * Solve problematic situations. * Use specialized terminology in some areas. * Assess and evaluate I/T. * Understand the expectations for interpreting assignments in college courses. * Understand and apply general strategies to complete college-level interpreting assignments efficiently and effectively. * Recognize specific types of interpreting assignments frequently included in college courses. * Understand and apply general strategies for managing college-level interpreting assignments. * Determine specific interpreting strategies that work best for you individually. |

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| **11- Course/Learning Outcomes** | * ﻿This course focuses on development of the skills of sight translation, consecutive interpreting, note taking, and introducing simultaneous interpretation. Coursework includes relevant interpreting theoretical frameworks and practice exercises in different settings with self-assessment. It also covers topic preparation skills, review of ethics and standards of practice in classroom activities, and application of available technologies, including telephonic and video remote interpreting. | | | | | |
| **12- Teaching methods** | Teaching methods used in this course include lecturing, questioning, collaborating and learning by teaching.  Lecturing is teaching by giving a discourse on a specific subject, usually given in the classroom while in questioning the teacher may ask a series of questions to collect information of what students have learned and what needs to be taught.  Collaborating is working in groups and it allows students to talk among each other and listen to all viewpoints of discussion or assignment.  In learning by teaching the student takes the teacher's role.  When we decide what teaching method to use, we will need to consider students' background knowledge, environment and learning goals. Sometimes we may need to use a blend of two or more teaching methods.  A model lesson plan may be as follows:  1. Reviewing the previous lecture  2. Presenting the new topic  3. Summarizing the main points of the new topic  4. Language objectives and content objectives  5. Assigning homework  The teaching aids used in the classroom include the whiteboard, data show projector, computer and other types of teaching aids. | | | | | |
| **13- Assessment Tools** |  | Method | | Quantity | Percentage (%) |  |
| Participation (individual – group work – class discussion)  +  Assignments | | - | 5 + 5 = 10 |
| Quiz | | 1 | 10 |
| Midterm Exam(s) | | 1 | 20 |
| Final Exam | | 1 | 60 |
| Total | |  | 100 |
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| **14- Students ‘obligation** | This course is built upon discourse and the analysis thereof. Attendance and participation are essential in this course because it blends theory and practice.  Class discussions are an important aspect of this course, especially in an environment of mutual respect. You are likely to enhance your learning and enjoyment by both speaking up and listening carefully to the ideas of your classmates. Attendance is vital, 10% of the marks will be tied to in-class activities, class participation, and assignments.  The students are assigned homework almost every lecture and they are also required to carry out weekly or biweekly assignments which are mainly about making comparisons and giving their opinions on certain topics.  The teacher marks their assignments and gets them back to his students so that they learn from their mistakes.  They are also required to take at least one monthly exam and do certain activities such as holding seminars and writing about the topics they study during the semester.   * Some reading assignments may be very long. You will be expected to come to class with a basic understanding of the material. * Reviewing for exams is primarily your responsibility. * Your grade may depend on just a few major assessments. Most assessments are writing based. * Outside of creative writing courses, most writing assignments are expository. * Although teachers want their students to succeed, they may not always realize when students are struggling. They also expect you to be proactive and take steps to help yourself. “Second chances” are less common. | | | | | |
| **15- Course Book/Textbook** | * TEXTBOOK OF INTERPRETING   <file:///Users/besttech/Downloads/ATEXTBOOKOFINTERPRETING.pdf>   * Multiple accredited online articles | | | | | |

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| **16- Course contents** | | The module comprises of 10 weeks of 2 hours theoretical as following: | |
| **Theoretical** | | | |
| **No. of Week** | **Hours** | | **Topic** |
| **Week 1** | **2** | | **Unit 1: Overview of interpreting** |
| **Week 2** | **2** | | **Unit 2: interpreting vs translation** |
| **Week 3** | **2** | | **Unit 3: Modes and types of interpreting** |
| **Week 4** | **2** | | **Unit 4: The roles of interpreter** |
| **Week 5** | **2** | | **Unit 5: interpreting process** |

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| **Week 6** | **2** | | **Unit 6: basic qualities required for an interpreter** | |
| **Week 7** | **2** | | **Unit 7: criteria for good interpretation** | |
| **Week 8** | **2** | | **Unit 8:**  **Interpreting practice, A** | |
| **Week 9** | **2** | | **Interpreting practice, B** | |
| **Week 10** | **2** | | **Interpreting practice, C** | |
| **17 - Examinations: types of questions** | | | Paragraphs  Essays  Multiple choice  Short/long answers  Discussions | |