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| SYLLABUS  Faculty of Arts and Sciences | | | | | | | | | | | | | |
| Course Code | | | **Course Title** | | | | | | **Credits** | | | ECTS Value | |
| TRN219 | | | On-Sight Translation | | | | | | (2-2) 3 | | | 6 | |
| Prerequisite Courses: | | |  | | | | | | | | | | |
| Course Language: | | | English/Turkish | | | **Course Delivery Mode:** | | | | Face to Face | | | |
| Course Type and Level: | | | Selective  2nd year first semester | | | | | | | | | | |
| Instructor's Title, Name, and Surname | | | | | | **Course Hours** | | | **Office Hours** | | | Contact | |
| Dr. Aysun Dağtaş | | | | | | Tue. 10.00 – 12.20 | | | Monday 10.00 – 11.00 | | | aysunyurdaisik@cag.edu.tr | |
| Course Coordinator: | | | Dr. Aysun Dağtaş | | | | | | | | | | |
| Course Objectives: The objective of the On Sight Translation course is to equip students with the skills required to render written texts orally and fluently in the target language without prior preparation. The course aims to develop quick comprehension, memory, and reformulation abilities while enhancing students’ awareness of linguistic and cultural differences. It also prepares students to apply professional strategies under time pressure, ensuring accuracy, clarity, and natural delivery in diverse communicative settings. | | | | | | | | | | | | | |
| Course Learning Outcomes | Upon successful completion of this course, the student will be able to; | | | | | | | | | Relations | | | |
| Program Outcomes | | | Net Contribution |
| 1 | | define and explain the principles, techniques, and challenges of sight translation. | | | | | | | 4 | | | 5 |
| 2 | | apply sight translation techniques to a variety of text types, ensuring fluency and clarity | | | | | | | 6,13 | | | 5,4 |
| 3 | | analyze linguistic, structural, and cultural challenges in sight translation tasks | | | | | | | 9 | | | 4 |
| 4 | | critically evaluate one’s own and peers’ sight translations in terms of accuracy, coherence, and delivery. | | | | | | | 13,2 | | | 4,5 |
| 5 | | develop and implement personalized strategies for improving speed, comprehension, and reformulation skills in sight translation | | | | | | | 13 | | | 5 |
| 6 | |  | | | | | | |  | | |  |
| 7 | |  | | | | | | |  | | |  |
| Course Content: | | | This course introduces students to the principles, techniques, and challenges of sight translation. It covers essential skills such as rapid comprehension, memory, and oral reformulation, while addressing common difficulties like complex syntax, terminology, and cultural references. Students practice sight translation with various text types, including general, technical, legal, and literary texts, and learn strategies for accuracy, fluency, and professional delivery. The course also emphasizes error analysis, self-monitoring, and practical applications in real-world contexts. | | | | | | | | | | |
| Course Schedule (Weekly Plan) | | | | | | | | | | | | | |
| Week | | **Topic** | | | | | **Preparation** | | | | Teaching Methods and Techniques | | |
| 1 | | Reviewing the syllabus reading; introduction to the concept of sight translation and interpreting, and its place in translation studies | | | | | Reviewing the article: Obidina, V. V. (2015). “Sight Translation: Typological Insights into the Mode.” Journal of Siberian Federal University. Humanities & Social Sciences (1): 91-98. DOI: 10.17516/1997-1370-2015-8-1-91-98 | | | | Discussion  Question and Answer | | |
| 2 | | The relationship between translation, interpreting, and sight translation | | | | | Instructor prepares a short lecture outline highlighting the similarities and differences between translation, interpreting, and sight translation.  Reading assignment: introductory chapters or articles comparing these three practices. | | | | Venn Diagram Activity: Students work in groups to visually map shared and distinct features of the three practices.  Comparative Discussion: Class discussion on how translation, interpreting, and sight translation overlap and differ in terms of process, skills, and context. | | |
| 3 | | Skills required for sight translation – reading speed, comprehension, memory, and reformulation | | | | | Instructor selects short texts of varying complexity (news articles, technical passages, literary excerpts).  Students are asked to practice timed silent reading at home to measure their reading speed.  Short pre-class reflection: students identify which of the four skills (reading speed, comprehension, memory, reformulation) they find most challenging. | | | | Speed Reading Drills: Timed exercises where students read a short passage and summarize its meaning orally.  Memory Training Games: Instructor reads a few sentences aloud; students reproduce the meaning orally in the target language. | | |
| 4 | | Text analysis and searching for main idea; fast reading skills, skimming and scanning exercises | | | | | Instructor selects short texts (news articles, academic passages, short stories) for skimming and scanning tasks.  Students are asked to read a short article at home and underline what they believe to be the main idea.  Pre-reading assignment on strategies for fast reading and comprehension. | | | | Skimming Exercise: Students read a text in one minute and identify the main idea or topic sentence.  Scanning Exercise: Students are asked to find specific details (dates, names, figures) within a text under time pressure.  Main Idea Mapping: Students create a quick outline or mind map of a text, showing central and supporting ideas.  Pair Work: Students exchange texts and test each other with questions requiring scanning skills. | | |
| 5 | | Strategies in sight interpreting: Paraphrasing, Chunking, Parsing, etc. | | | | | Instructor prepares short texts with varying levels of complexity to illustrate where each strategy might be applied.  Students review short readings or handouts that define and exemplify each strategy.  Pre-class reflection: students identify which strategies they already use instinctively when dealing with complex texts. | | | | Paraphrasing Drills: Students restate sentences in simpler forms before rendering them into the target language.  Chunking Exercises: Texts are broken into meaningful units; students practice translating one unit at a time to improve fluency.  Parsing Practice: Instructor highlights complex sentence structures; students analyze and reorganize them for easier delivery.  Peer Feedback: Students observe each other’s performance and comment on the strategies used effectively. | | |
| 6 | | Strategies in sight interpreting: Approximation, Condensing, Expanding, etc. | | | | | Instructor prepares short texts with varying levels of complexity to illustrate where each strategy might be applied.  Students review short readings or handouts that define and exemplify each strategy. | | | | Parsing Practice: Instructor highlights complex sentence structures; students analyze and reorganize them for easier delivery.  Approximation Activity: Students translate under time pressure, using near equivalents when exact terms are not accessible.  Condensing vs. Expanding Workshop: Pairs translate the same text twice—once by condensing information for brevity, once by expanding for clarity—then compare results. | | |
| 7 | | Sight translation of general texts (newspapers, informative texts) from English into Turkish | | | | | Instructor selects short news articles and informative texts (e.g., health brochures, public announcements) in English.  Students are asked to read a simple English news item at home and highlight unfamiliar vocabulary.  Vocabulary list of common news/informative text terms is provided for pre-class study. | | | | Sight Translation Practice: Students take turns rendering short passages from English into Turkish orally.  Chunking Activity: Texts are divided into logical segments; students practice interpreting segment by segment for fluency.  Peer Feedback: Students evaluate each other’s delivery, focusing on accuracy, clarity, and naturalness. | | |
| 8 | | Midterm Exam | | | | |  | | | |  | | |
| 9 | | Midterm Exam | | | | |  | | | |  | | |
| 10 | | Sight translation of technical and specialized texts | | | | | Instructor selects short technical or specialized texts (manuals, medical leaflets, legal contracts, scientific articles) in English.  Students are assigned pre-reading on subject-specific terminology.  Glossaries of key terms from different domains (medicine, law, technology) are provided. | | | | Glossary Development: Students collaboratively create mini-glossaries for specific fields (e.g., IT, law, medicine).  Segmented Translation: Complex passages are divided into smaller chunks; students practice rendering them step by step.  Simulation Exercise: Students sight translate technical documents as if working for a client, with specific instructions (e.g., accuracy over style, client-specific terminology). | | |
| 11 | | Sight translation of legal texts | | | | | Instructor selects authentic but short legal texts (contracts, court rulings, legal notices, official forms) in English.  Students are provided with a glossary of key legal terminology (e.g., plaintiff, defendant, hereby, jurisdiction, liability). | | | | Problem-Solving Workshop: Groups discuss strategies for dealing with untranslatable or ambiguous legal terms. Peer Feedback & Error Analysis: Students review each other’s sight translations, focusing on accuracy, consistency, and register. | | |
| 12 | | Sight translation of legal texts | | | | | Instructor selects authentic but short legal texts (contracts, court rulings, legal notices, official forms) in English.  Students prepare a glossary. | | | | Role-Play Simulation: Students act as court or business interpreters and perform sight translation in a professional context. | | |
| 13 | | Sight translation in the field of medical texts | | | | | Instructor selects short, authentic health-related texts (e.g., patient information leaflets, medical instructions, public health brochures, hospital forms).  Students are provided with a glossary of common medical terms (e.g., dosage, side effects, diagnosis, treatment, precaution). | | | | Discussion: Class reflects on the importance of precision and responsibility in medical translation, especially for patient safety.  Peer Review: Students work in pairs; one performs sight translation, the other provides feedback on terminology use and clarity. | | |
| 14 | | Sight translation in the field of medical texts | | | | | Instructor selects short, authentic health-related texts (e.g., patient information leaflets, medical instructions, public health brochures, hospital forms).  Students prepare a glossary. | | | | Simulation Exercise: Students act as interpreters in a hospital or clinic setting, performing sight translation for a “patient” (role-play). | | |
| 15 | | Professional applications of sight translation – conferences, courts, business settings | | | | | Instructor selects short authentic texts for each setting:  **Conferences:** speeches, abstracts, or press releases.  **Courts:** excerpts from legal rulings, contracts, or witness statements.  **Business:** company reports, meeting minutes, or business correspondence.  Students review key terminology from each domain before class. | | | | Simulation Exercises: Role-play activities where students act as translators in professional settings:  - A conference interpreter delivering a sight translation of a press release.  - A court interpreter performing sight translation of a legal document for a judge or lawyer. | | |
| 16 | | Professional applications of sight translation – conferences, courts, business settings | | | | | Instructor selects short authentic texts for each setting:  **Conferences:** speeches, abstracts, or press releases.  **Courts:** excerpts from legal rulings, contracts, or witness statements.  **Business:** company reports, meeting minutes, or business correspondence. | | | | Peer Observation & Feedback: Students evaluate each other’s performance focusing on accuracy, register, and professionalism. | | |
| 17 | | Final Exam | | | | |  | | | |  | | |
| 18 | | Final Exam | | | | |  | | | |  | | |
| Course Resources | | | | | | | | | | | | | |
| Textbook: | | | | Setton R.& Dawrant A.(2016). *Conference Interpreting: A Complete Course*. John Benjamins Publishing Company. | | | | | | | | | |
| Recommended References: | | | | Doğan, A. (2020). Sözlü çeviri çalışmaları ve uygulamaları. Siyasal Kitapevi.  Setton, R. & Dawrant A. (2016). Conference Interpreting: A Complete Course | | | | | | | | | |
| Course Assessment and Evaluation | | | | | | | | | | | | | |
| Activities | | | | **Number** | **Percentile** | | | Notes | | | | | |
| Midterm Exam | | | | 1 | 30% | | | Oral Interpreting | | | | | |
| Project | | | | 1 | 20% | | | Simulation Project | | | | | |
| Assignment | | | |  |  | | |  | | | | | |
| Presentation | | | |  |  | | |  | | | | | |
| Portfolio | | | |  |  | | |  | | | | | |
| Final | | | | 1 | 50% | | | Oral Interpreting | | | | | |
| ECTS Table | | | | | | | | | | | | | |
| Content | | | | | **Number** | | | **Hours** | | | | Total | |
| Course Duration | | | | | **14** | | | **3** | | | | 42 | |
| Out-of-Class Study | | | | | **14** | | | **3** | | | | 42 | |
| Assignment | | | | |  | | |  | | | |  | |
| Presentation | | | | |  | | |  | | | |  | |
| Project | | | | | **1** | | | **20** | | | | 20 | |
| Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation) | | | | | **1** | | | **30** | | | | 30 | |
| Final Exam (Final Exam Duration + Final Exam Preparation) | | | | | **1** | | | **35** | | | | 35 | |
| Total: | | | | | | | | | | | | 169 | |
| Total / 30: | | | | | | | | | | | | 169/30 | |
| ECTS Credit: | | | | | | | | | | | | 5.63=6 | |

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| Past Term Achievements | |
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