

SYLLABUS

| | | Faculty of Art | s and Sciences | | | |
|---|---|---|-------------------------------------|---------------------------------|------------------------------|-----------------------|
| Cour | se Code | Course Title | | | edits | ECTS Value |
| TR | RN 218 | Introduction to Consecutive In | terpreting | (2-2-3) | | 5 |
| | rerequisite None | | | | | |
| Course Language: | | English | Course Delivery | Mode: | Face to Face | |
| Course Type and Level: Compulsory / Undergraduate / 2nd Year / Spring Semester | | | | | | |
| Instr | Instructor's Title, Name, and Surname Course Hours Office H | | | ours | Contact | |
| | | | - 11:00 | day: 10:00 & 13:30 – 4:30 | kartalcelikay@ cag.edu.tr | |
| Course Coordinator: Asst. Prof. Dr. Mustafa Kartal Çelikay | | | | | | |
| Cour | se Object | ives | | | | |
| semo | understa consecut memory, promotes | es, and techniques of interpreting. Students will gain an anding of the cognitive and linguistic skills required in both tive and simultaneous interpreting. They will develop short-term, listening, and note-taking skills through practice. The course also s professional awareness, ethical competence, and stress ment strategies essential for interpreters. | | | | Net s Contribution |
| Outc | 1 | Defines the main types and processes | 3, 4, 13 | 5, 4, 4 | | |
| Learning Outcomes | 2 | Explains the role of short-term memory and note-taking in consecutive and simultaneous interpreting. | | | | 5, 4 |
| Learr | 3 | Applies listening, comprehension, and message-transfer strategies effectively. | | | 6 | 5 |
| Course | 4 | Performs interpreting practices in various contexts (media, tourism, etc.). | | | 3, 12, 13 | 5, 4, 4 |
| ပိ | 5 | Identifies stress factors during interpreting and applies coping techniques. | | | 9, 10 | 4, 5 |
| | 6 | Analyzes and evaluates personal interpreting performance. | | | 8, 9 | 5, 5 |
| | 7 | Defines interpreting theories and prof them to practice. | and professional ethics and relates | | | 5, 5 |
| Course Content: | | This course covers the theoretical foundations and practical applications of interpreting, including both consecutive and simultaneous modes. Students will explore interpreting processes, practice note-taking and memory techniques, and participate in simulations representing various real-world settings. The course also emphasizes professional conduct, ethical principles, and global awareness. | | | | |

Course Schedule (Weekly Plan)

ethical principles, and global awareness.

| Week | Topic | Preparation | Teaching Methods and Techniques |
|------|--|--|--|
| 1 | Introduction to the course, syllabus, expectations | Instructor's presentation | Instructor presentation, Q&A, discussion |
| 2 | Types and historical development of interpreting | Instructor's presentation & student research | Discussion, Q&A |



| 3 | Qualities and responsibili | ties of interpreters | Reading: Vural (2023), Atik (2011) | Discussion: global awareness and general knowledge in interpreting | |
|-----------|---|--|---|---|--|
| 4 | Cognitive approaches in interpreting and the role of memory | | Instructor's presentation and demonstration | Practice: memory-based exercises without note-taking | |
| 5 | Listening and note-taking | techniques I | Review of note-taking basics | Practical demonstration and student application | |
| 6 | Listening and note-taking | techniques II | Preparation of personal symbols | Workshop: developing symbols and abbreviations | |
| 7 | Stress management in in | terpreting | Baltaş & Baltaş (2006) | Discussion and group activity | |
| 8 | Midterm Exam | | Study of previous topics | Written exam and practical note-taking task | |
| 9 | Midterm Exam | | Study of previous topics | Written exam and practical note-taking task | |
| 10 | Interpreting Simulation: Sports and Media | | Research on sports interviews & TV talk shows terminology | Student-led simulation (sports interview, TV show) | |
| 11 | Interpreting Simulation: Tourism and Guiding | | Field terminology preparation | Student-led simulation (museum tour, hotel reception) | |
| 12 | Fundamentals of Simultaneous Interpreting | | Gile (2009), sample videos | Demonstration, practice | |
| 13 | Simultaneous Interpreting Practice | | Instructor-provided texts | Performance and analysis | |
| 14 | Interpreting Simulation: Conference Setting | | UN conference recordings | Practice and analysis | |
| 15 | Ethics, confidentiality, an conduct in interpreting | d professional | Reading: Doğan (2022) | Discussion, case analysis | |
| 16 | General review and pre-final discussion | | Review of all topics & notes | Forum, student reflection, Q&A | |
| 17 | Final Exam | | Preparation of interpreting materials | Performance exam: interpreting short speeches, written report submission | |
| 18 | Final Exam | | Preparation of interpreting materials | Performance exam: interpreting short speeches, written report submission | |
| | | Course I | Resources | | |
| | | | 22). Sözlü Çeviri Çalışmaları ve Uygulamaları. Siyasal | | |
| Textbook: | | Vural, R. Z. (2023). Çeviribilimde Kişiye Özel Tercüme Hizmetleri: KÖTM. Nobel Yayınları. Gile, D. (2009). Basic Concepts and Models for Interpreter and Translator | | | |
| | | Training. John Benjamins. | | | |
| | | Atik, G. (2011). Sözlü Çeviri: Yöntem ve Teknikleri. Sinemis Publishing. Baltaş, A. & Baltaş, Z. (2006). Stress and Coping Methods. Remzi Publishing. | | | |
| Recom | mended References: | Nolan, J. (2005). Interpretation Techniques and Exercises. Multilingual Matters. | | | |



Dırıker, E. (2023). Interpreting: Education and Practice [Video Lecture]. YouTube.

https://learning.edx.org/course/coursev1:SDGAcademyX+TOW001+3T2025/home

https://sdgs.un.org/

https://speechbank.un.org/en/speech-search

Course Assessment and Evaluation

| Number | Percentile | Notes |
|--------|------------|---|
| 1 | 30% | Assessment of theoretical knowledge and application of note-taking techniques on a short text. Includes both classical questions and performance in note-taking. |
| 6 | 10% | Students are required to participate at least once by taking the interpreter's role. Evaluation is based on effort and participation, not success. |
| 6 | 10% | Students are expected to prepare terminology and contextual knowledge before their simulation week. Evaluated through readiness and supporting materials. |
| 1 | 50% | Final Interpreting Performance (40%): Students perform consecutive interpreting of short speeches, demonstrating note-taking and delivery. Final Report (10%): Students submit a reflective report analyzing their interpreting process and performance. |
| | 6 | 1 30% 6 10% |

ECTS Table

| Content | Number | Hours | Total |
|---|--------|--------|-----------------------|
| Course Duration | 14 | 3 | 42 |
| Out-of-Class Study | 14 | 4 | 56 |
| Preparation for Simulations | 5 | 3 | 15 |
| Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation) | 1 | 15 | 15 |
| Final Exam (Final Exam Duration + Final Exam Preparation) | 1 | 20 | 20 |
| | | Total: | 148 |
| Total / 30: | | | 148 / 30 ≈ 4,9 ≈ 5 |
| | 5 | | |