

SYLLABUS

Faculty of Arts and Sciences

| Course Code | Course Title | | Credits | ECTS Value |
|--|---|--|--|--------------------------|
| TRN 301 | Introduction to Consecutive Interpreting | | (2-2-3) | 6 |
| Prerequisite Courses: | None | | | |
| Course Language: | English | Course Delivery Mode: | Face to Face | |
| Course Type and Level: | Compulsory / Undergraduate / 3rd Year / Fall Semester | | | |
| Instructor's Title, Name, and Surname | | Course Hours | Office Hours | Contact |
| Asst. Prof. Dr. Mustafa Kartal Çelikay | | 3 | Wednesday: 10:00 – 11:00 & 13:30 – 14:30 | kartalcelikay@cag.edu.tr |
| Course Coordinator: | Asst. Prof. Dr. Mustafa Kartal Çelikay | | | |
| Course Objectives | | | | |
| Course Learning Outcomes | This course enables students to gain active experience in consecutive interpreting processes, balancing theoretical knowledge with practice. Students will improve short-term memory, listening, and note-taking skills, and gain interpreting experience in different simulation scenarios. Thus, they will enhance their professional competence, internalize complementary skills such as general knowledge, global awareness, and stress management, and develop a sustainable, high-quality interpreting practice. | | Relations | |
| | | | Program Outcomes | Net Contribution |
| | 1 | Identifies and distinguishes the sub-competences and macro-competences that constitute consecutive interpreting competence. | 3, 4, 13 | 5, 4, 4 |
| | 2 | Explains the role of short-term memory in consecutive interpreting and applies appropriate memory techniques. | 6, 9 | 5, 4 |
| | 3 | Applies listening and note-taking strategies, and develops effective symbols and abbreviations. | 6 | 5 |
| | 4 | Performs consecutive interpreting through role-play simulations in various fields (sports, media, law, business, tourism, literature, NGOs). | 3, 12, 13 | 5, 4, 4 |
| | 5 | Identifies stress factors in the interpreting process and applies stress management techniques. | 9, 10 | 4, 5 |
| | 6 | Analyzes own consecutive interpreting performance and evaluates strengths and weaknesses. | 8, 9 | 5, 5 |
| 7 | Identifies theories of consecutive interpreting and professional ethical principles, and relates them to practice. | 4, 10 | 5, 5 | |
| Course Content: | This course integrates the theoretical foundations and practical dimension of consecutive interpreting. Students interpret the historical and theoretical framework of both translation and interpreting, identify the sub- and macro-competences of interpreting, and apply short-term memory and note-taking techniques. They develop listening and note-taking skills, engage in stress management during interpreting, and participate in role-play simulations. By working on simulation scenarios themed on sports, media, law, business, tourism, literature, NGOs, and SDGs, students practice consecutive interpreting. Thus, they analyze theoretical knowledge and apply consecutive interpreting skills in different contexts, strengthening their professional competence. | | | |
| Course Schedule (Weekly Plan) | | | | |

| Week | Topic | Preparation | Teaching Methods and Techniques |
|------|---|---|--|
| 1 | Introduction to the course, syllabus, expectations | None | Instructor presentation, Q&A, discussion |
| 2 | Participation in the conference 'From Past to Future: The Journey of Translation and the Translator' on the occasion of International Translation Day | None | Instructor presentation, student discussion, Q&A |
| 3 | Translation competence: sub- and macro-competences | Reading: Çelikay & Durukan (2018) | Instructor presentation, discussion, Q&A |
| 4 | Cognitive approaches in consecutive interpreting: short-term memory | Assigned reading, consecutive translation without note-taking | Instructor demonstration, student exercises |
| 5 | Listening and note-taking techniques I | Review of note-taking basics | Instructor presentation, practice, Q&A |
| 6 | Listening and note-taking techniques II | Preparation of personal symbols | Instructor demonstration, student practice |
| 7 | Stress management in consecutive interpreting | Short reading on stress factors | Instructor presentation, group discussion |
| 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 | Simulation: Sports and Media | Research on sports interviews & TV talk shows terminology | Simulation: sports interview and TV talk show |
| 11 | Simulation: Law and Courtroom | Research on legal terminology | Simulation: witness testimony & lawyer-client dialogue |
| 12 | Simulation: Business and Economy | Research on business meetings & press releases terminology | Simulation: company meeting & press launch |
| 13 | Simulation: Tourism and Guiding | Research on tourism & hospitality terminology | Simulation: museum tour & hotel reception |
| 14 | Simulation: Interview and Book Promotion | Research on literary terminology & interviews | Simulation: author interview & book promotion |
| 15 | Simulation: NGO and SDG | Research on NGO & sustainability terminology | Simulation: human rights panel & environmental conference |
| 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 Resources

Textbook:

Adıgüzel, Ö. (2017). Eğitimde Yaratıcı Drama. Pegem Akademi.
 Baltaş, A. Ve Baltaş. Z. (2006). Stres ve Başaçaıkma Yolları. Remzi Kitabevi.
 Doğan, A. (2022). Sözlü Çeviri Çalışmaları ve Uygulamaları. Siyasal Kitabevi.

| | |
|--------------------------------|--|
| | <p>Durukan, E. ve Çelikay, M. K. (2018). Çeviri Edinci Kavramına Yönelik Kapsayıcı Bir Tanım Önerisi. Turkish Studies, 13/12, 161-176. DOI:http://dx.doi.org/10.7827/TurkishStudies.13601</p> <p>Gile, D. (2009). Basic Concepts and Models for Interpreter and Translator Training. John Benjamins Pub. Co.</p> <p>Gillies, A. (2007). Note-taking for Consecutive Interpreting – A Short Course. St. Jerome Publishing.</p> <p>Kussmaul, P. (1995). Training the Translator. John Benjamins Pub. Co.</p> <p>Yücel, F. (2016). Çevirinin Tarihi. Çeviribilim Yayınları.</p> |
| Recommended References: | <p>Baltaş, A. Ve Baltaş. Z. (2006). Stres ve Başa Çıkma Yolları. Remzi Kitabevi.</p> <p>Doğan, A. (2022). Sözlü Çeviri Çalışmaları ve Uygulamaları. Siyasal Kitabevi.</p> <p>Yücel, F. (2016). Çevirinin Tarihi. Çeviribilim Yayınları.</p> <p>https://learning.edx.org/course/course-v1:SDGAcademyX+TOW001+3T2025/home</p> <p>https://sdgs.un.org/</p> <p>https://speechbank.un.org/en/speech-search</p> |

Course Assessment and Evaluation

| Activities | Number | Percentile | Notes |
|--|--------|------------|--|
| Midterm Exam | 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. |
| Participation in Interpreting Simulations | 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. |
| Preparation for Interpreting Simulations | 6 | 10% | Students are expected to prepare terminology and contextual knowledge before their simulation week. Evaluated through readiness and supporting materials. |
| Final Exam | 1 | 50% | <p>Final Interpreting Performance (40%): Students perform consecutive interpreting of short speeches, demonstrating note-taking and delivery.</p> <p>Final Report (10%): Students submit a reflective report analyzing their interpreting process and performance.</p> |

ECTS Table

| Content | Number | Hours | Total |
|---|--------|-------|-------|
| Course Duration | 14 | 3 | 42 |
| Out-of-Class Study | 14 | 5 | 70 |
| Preparation for Simulations | 6 | 5 | 30 |
| Presentation | - | - | - |
| Project | - | - | - |
| Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation) | 1 | 15 | 15 |
| Final Exam (Final Exam Duration + Final Exam Preparation) | 1 | 20 | 20 |
| Total: | | | 177 |

| | |
|---------------------|---------------------------------------|
| Total / 30: | 177 / 30 \approx 5,9 \approx 6 |
| ECTS Credit: | 6 |