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| SYLLABUS  Faculty of Arts and Science | | | | | | | | | | | | | |
| Course Code | | | **Course Title** | | | | | | **Credits** | | | ECTS Value | |
| TRN 419 | | | Advanced Consecutive Interpreting | | | | | | (2-2) 3 | | | 7 | |
| Prerequisite Courses: | | |  | | | | | | | | | | |
| Course Language: | | | English/ Turkish | | | **Course Delivery Mode:** | | | | Face to Face | | | |
| Course Type and Level: | | | 4th year /Compulsory | | | | | | | | | | |
| Instructor's Title, Name, and Surname | | | | | | **Course Hours** | | | **Office Hours** | | | Contact | |
| Dr. Aysun Dağtaş | | | | | | Fri 10.00- 12.20 | | | Mon 10.00-11.00 | | | aysunyurdaisik@cag.edu.tr | |
| Course Coordinator: | | | Dr. Aysun Dağtaş | | | | | | | | | | |
| Course Objectives: The course aims to refine students’ ability to perform consecutive interpreting at a professional level. Objectives include developing advanced note-taking strategies, enhancing memory retention and accuracy, improving delivery and register adaptation, and handling complex subject matter across different domains. Students will also strengthen problem-solving skills under real-time pressure and receive targeted practice to build confidence in high-stakes interpreting settings. | | | | | | | | | | | | | |
| Course Learning Outcomes | Upon successful completion of this course, the student will be able to; | | | | | | | | | Relations | | | |
| Program Outcomes | | | Net Contribution |
| 1 | | recall and explain key principles, ethics, and processes of consecutive interpreting. | | | | | | | 3 | | | 5 |
| 2 | | apply advanced note-taking and memory strategies in interpreting exercises. | | | | | | | 6,13 | | | 4,5 |
| 3 | | demonstrate the ability to adapt register, tone, and style in various professional contexts. | | | | | | | 6 | | | 5 |
| 4 | | analyze complex speeches to identify main ideas, supporting details, and nuanced meaning. | | | | | | | 6 | | | 5 |
| 5 | | assess challenges in source texts and propose appropriate interpreting strategies | | | | | | | 6,9 | | | 5,4 |
| 6 | | perform extended consecutive interpreting tasks in simulated professional settings | | | | | | | 13 | | | 5 |
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| Course Content: | | | The course covers a review of core principles, professional ethics, and advanced note-taking strategies, focusing on clarity, speed, and efficiency. Students will work on strengthening memory retention, accuracy, and delivery, while learning to adapt register, tone, and style to different contexts. The course includes practice with domain-specific materials such as political, legal, medical, and business discourse, alongside exercises in problem-solving, managing ambiguities, and handling pressure in real-time interpreting. Through practical workshops, simulations, and feedback sessions, participants will refine their performance skills and conclude with a comprehensive final assessment to evaluate progress and professional readiness. | | | | | | | | | | |
| Course Schedule (Weekly Plan) | | | | | | | | | | | | | |
| Week | | **Topic** | | | | | **Preparation** | | | | Teaching Methods and Techniques | | |
| 1 | | Introduction to the course | | | | | Students review the basic principles of interpreting (accuracy, fidelity, ethics).  They prepare a short reflection (written or oral) on their previous interpreting experiences and expectations. | | | | Interactive lecture: Overview of course objectives, structure, and assessment methods.  Class discussion: Sharing students’ prior experiences, challenges, and goals.  Ice-breaking activity: Short consecutive interpreting exercise (simple speech) to assess baseline skills. | | |
| 2 | | Active Listening and working on memory skills | | | | | Students listen to 2–3 short authentic speeches (news, TED Talks, or political statements) and take notes on main ideas.  Review strategies for active listening (e.g., identifying key words, anticipating content, recognizing discourse markers).  Students pre-read chapter 4 from the course book: Robin Setton, Andrew Dawrant. “Conference Interpreting: A Complete Course | | | | Mini-lecture: Introduction to active listening as a foundation for interpreting.  Listening drills: Short audio clips played once; students recall and summarize orally.  Memory exercises: Number/word sequences, story-retelling, and shadowing techniques.  Guided practice: Students interpret short segments consecutively without notes to strengthen short-term memory. | | |
| 3 | | Working on memory skills and analyzing the text structure | | | | | Students listen to 1–2 authentic speeches (3–5 minutes) and outline the **main ideas, supporting points, and transitions**.  Practice short memory drills (lists of numbers, names, or short narratives) to strengthen retention.  Students pre-read chapter 4 from the course book: Robin Setton, Andrew Dawrant. “Conference Interpreting: A Complete Course | | | | Mini-lecture: Overview of how text structure affects comprehension and memory in interpreting.  Listening & recall exercises: Students listen to short passages, then reproduce them orally without notes.  Guided practice: Consecutive interpreting of short speeches with emphasis on remembering structure, not just words.  Peer feedback & discussion: Students compare strategies for retaining information and recognizing discourse organization. | | |
| 4 | | Reviewing Principles and techniques of note-taking | | | | | Students review basic note-taking principles (symbols, abbreviations, logical structure).  Watch or listen to a short speech (2–3 minutes) and attempt note-taking for main ideas. | | | | Mini-lecture: Review of key principles (economy, clarity, consistency) in consecutive interpreting note-taking.  Demonstration: Instructor models note-taking for a short passage, then discusses choices.  Guided practice: Students practice note-taking on progressively longer segments (1–2 minutes).  Comparative analysis: Students exchange notes with peers to compare strategies. | | |
| 5 | | Revision on note-taking/recognising and splitting ideas/links/symbols | | | | | Students pre-read the related chapter from the course book: Robin Setton, Andrew Dawrant. “Conference Interpreting: A Complete Course  Students revise their personal note-taking systems from previous weeks.  Practice identifying main ideas vs. supporting details in short speeches or texts.  Review commonly used interpreting symbols and create a personal glossary of symbols and abbreviations. | | | | Mini-lecture & demonstration: Effective strategies for segmenting ideas, recognizing logical links (cause–effect, contrast, sequence), and using consistent symbols.  Guided practice: Students listen to short passages and practice dividing them into meaningful units while noting down symbols. Peer comparison activity: Exchange notes to see how others split ideas and represented links. | | |
| 6 | | Consecutive Interpreting Practice  (EU and International Politics) | | | | | Students research key terminology and concepts related to the EU institutions, decision-making processes, and current international political issues.  Read 1–2 short political speeches or press releases (e.g., from the European Commission, UN, or NATO).  Prepare a glossary of specialized terms (e.g., “European Council,” “sovereignty,” “sanctions,” “diplomacy”).  Listen to an authentic political speech online and practice summarizing main arguments. | | | | Consecutive interpreting practice: Students interpret authentic or semi-authentic political speeches (2–4 minutes).  Group work: Students compare note-taking strategies and discuss challenges specific to political discourse (dense terminology, formal register, rhetorical style).  Feedback session: Instructor and peers provide targeted feedback on accuracy, register, and delivery. | | |
| 7 | | Consecutive Interpreting Practice  (EU and International Politics) | | | | | Prepare a glossary of specialized terms (e.g., “European Council,” “sovereignty,” “sanctions,” “diplomacy”). Listen to an authentic political speech online and practice summarizing main arguments. | | | | Consecutive Interpreting Role-play Simulation | | |
| 8 | | Midterm Exam | | | | |  | | | |  | | |
| 9 | | Midterm Exam | | | | |  | | | |  | | |
| 10 | | Consecutive Interpreting Practice  (Current issues in media) | | | | | Students follow current news stories from international media outlets (e.g., BBC, Euronews, Al Jazeera, Deutsche Welle).  Prepare a short glossary of media-related terminology (e.g., “fake news,” “press freedom,” “censorship,” “social media regulation”).  Watch or listen to at least one news conference, editorial, or interview and prepare a summary of its main points. | | | | Consecutive interpreting practice: Students interpret live or recorded news segments, interviews, or opinion speeches (2–3 minutes).  Note-taking focus: Practice capturing facts, figures, and rhetorical framing accurately.  Group activity: Students discuss differences in framing of the same news story across various outlets and its implications for interpreting. | | |
| 11 | | Consecutive Interpreting Practice  (Human Rights) | | | | | Students watch or read short human rights–focused speeches from the UN, EU, or NGOs.  Prepare a short summary of one case study or speech highlighting main arguments. | | | | Consecutive interpreting practice: Students interpret excerpts from speeches, interviews, or reports on human rights issues (2–4 minutes).  Note-taking exercise: Focus on capturing legal terms, abstract concepts, and structured arguments.  Group discussion: Ethical dimension of interpreting in sensitive contexts; maintaining neutrality while conveying strong emotional or political content.  Feedback session: Instructor and peers provide feedback on accuracy, delivery, and handling of sensitive language. | | |
| 12 | | Consecutive Interpreting Practice  (Language and Culture) | | | | | Students read short texts or watch speeches on language policy, multilingualism, and cultural identity (e.g., UNESCO or Council of Europe materials).  Prepare a glossary of culture-related terminology (e.g., “intercultural dialogue,” “linguistic diversity,” “cultural heritage,” “identity politics”). | | | | Consecutive interpreting practice: Students interpret speeches, interviews, or debates on cultural and linguistic issues (2–3 minutes).  Note-taking exercise: Emphasis on capturing metaphors, idioms, and culturally specific references.  Feedback session: Instructor and peers provide feedback on accuracy, delivery, and handling of sensitive language. | | |
| 13 | | Consecutive Interpreting Practice  (Economics) | | | | | Students review basic economic concepts and terminology (e.g., “inflation,” “monetary policy,” “GDP,” “trade deficit,” “sustainable growth”).  Read a short economic report or listen to a financial news update (e.g., IMF, World Bank, OECD).  Prepare a glossary of frequently used economic terms and acronyms. | | | | Consecutive interpreting practice: Students interpret excerpts from economic speeches, business reports, or press conferences (2–4 minutes).  Note-taking exercise: Focus on recording numbers, percentages, and logical structures clearly.  Group activity: Compare strategies for handling statistics and technical terms. | | |
| 14 | | Consecutive Interpreting Practice  (Sustainability) | | | | | Students read short articles or watch speeches on climate change, renewable energy, sustainable development goals (SDGs).  Prepare a glossary of sustainability-related terms (e.g., “carbon footprint,” “circular economy,” “green transition”). | | | | Role-play Conference Simulation: Students act as representatives of different countries/organizations in a sustainability summit. Each gives a short speech, and peers interpret consecutively.  Interactive Debate: Divide class into groups (e.g., pro-renewable energy vs. pro-traditional energy). Students interpret both sides, practicing neutrality and accuracy. | | |
| 15 | | Consecutive Interpreting Practice  (Health and Medicine) | | | | | Students review medical and health-related terminology (e.g., “public health,” “epidemic,” “vaccination,” “mental health,” “clinical trials”).  Read or listen to short health-related speeches or press briefings (e.g., WHO, national health ministries).  Prepare a glossary of common medical acronyms and technical terms. | | | | Scenario-based role-play: One student acts as a doctor or health official, another as the speaker, while others interpret consecutively.  Note-taking focus: Emphasis on numbers, medical terms, and step-by-step explanations.  Group activity: Compare strategies for handling unfamiliar medical terminology (paraphrasing, descriptive strategies).  Feedback session: Instructor and peers evaluate accuracy, clarity, and professional handling of sensitive health topics. | | |
| 16 | | Consecutive Interpreting Practice  General Topics | | | | | Students prepare role-play simulation for consecutive interpreting | | | | Scenario-based role-play simulation  Feedback session : Instructor and peers evaluate accuracy and clarity. | | |
| 17 | | Final Exam | | | | |  | | | |  | | |
| 18 | | Final Exam | | | | |  | | | |  | | |
| Course Resources | | | | | | | | | | | | | |
| Textbook: | | | | Gillies, Andrew (2005). *Note-taking for Consecutive Interpreting: A Short Course,*St Jerome.  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.  Nolan, J. (2005). *Interpretation techniques and exercises*. Multilingual Matters. | | | | | | | | | |
| Course Assessment and Evaluation | | | | | | | | | | | | | |
| Activities | | | | **Number** | **Percentile** | | | Notes | | | | | |
| Midterm Exam | | | | 1 | 30% | | | Oral Interpreting/ Digital Recordings | | | | | |
| Project | | | |  |  | | |  | | | | | |
| Assignment | | | |  |  | | |  | | | | | |
| Presentation | | | | 1 | 20% | | | Role-play Cons. Interpreting Simulation | | | | | |
| Portfolio | | | |  |  | | |  | | | | | |
| Final | | | | 1 | 50% | | | Oral Interpreting/ Digital Recordings | | | | | |
| ECTS Table | | | | | | | | | | | | | |
| Content | | | | | **Number** | | | **Hours** | | | | Total | |
| Course Duration | | | | | **14** | | | **3** | | | | 42 | |
| Out-of-Class Study | | | | | **14** | | | **3** | | | | 42 | |
| Assignment | | | | |  | | |  | | | |  | |
| Presentation | | | | | **1** | | | **35** | | | | 35 | |
| Project | | | | |  | | |  | | | |  | |
| Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation) | | | | | **1** | | | **35** | | | | 35 | |
| Final Exam (Final Exam Duration + Final Exam Preparation) | | | | | **1** | | | **45** | | | | 45 | |
| Total: | | | | | | | | | | | | 199 | |
| Total / 30: | | | | | | | | | | | | 199/30 | |
| ECTS Credit: | | | | | | | | | | | | 6.63=7 | |

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| Past Term Achievements | |
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