**GAU, FACULTY OF HUMANITIES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Unit Title** | | **Consecutive Interpreting** | | |
| **Course Unit Code** | | **TRA304** | | |
| **Type of Course Unit** | | Compulsory | | |
| **Level of Course Unit** | | 3rd year BSc | | |
| **National Credits** | | 3 | | |
| **Number of ECTS Credits Allocated** | | 6 ECTS | | |
| **Theoretical (hour/week)** | | 2 | | |
| **Practice (hour/week)** | | 1 | | |
| **Laboratory (hour/week)** | | **-** | | |
| **Year of Study** | | 3 | | |
| **Semester when the course unit is delivered** | | Spring | | |
| **Mode of Delivery** | | Face to Face | | |
| **Language of Instruction** | | English - Turkish | | |
| **Prerequisites and co-requisites** | | - | | |
| **Recommended Optional Program Components** | | - | | |
| **Objectives of the Course** | | | | |
| * Introducing the students to basic concepts of Consecutive Interpreting. * Translating and analyzing legal, formal or informal texts, speeches and briefings on-point. * Development of skills for students in the field of interpreting. | | | | |
| **Learning Outcomes** | | |  | |
| When this course has been completed the student should be able to | | | Assessment | |
| 1 | Learn the basic concepts of Consecutive interpreting. | | 1 | |
| 2 | Identify the key points of a speech or interpreted document quickly and accurately. | | 1,5 | |
| 3 | Being able to analyze and reproduce given audial information in TL verbally, quickly and accurately. | | 1,5 | |
| *Assessment Methods*: 1. Exam, 2. Assignment 3. Project/Report, 4. Presentation, 5. Lab/Class Activities | | | | |
| **Course’s Contribution to Program** | | | | |
|  | | | | CL |
| 1 | Improve the students’ analyzing skills. | | | 3 |
| 2 | Improve the students’ listening skills. | | | 5 |
| 3 | Teach specific terminology of several interpreting settings. | | | 1 |
| 4 | Enable students to use their short-term memory efficiently. | | | 4 |
| 5 | Enable students to make quick judgement in terms of meaning and word choice. | | | 3 |
| 6 | Teach specific legal and ethical codes. | | | 3 |
| 7 | Focus on the students’ pronunciation skills. | | | 2 |
| 8 | Focus on the students’ intonation skills. | | | 3 |
| 9 | Focus of the ability to interpret spoken text accurately. | | | 3 |
| *CL (Contribution Level)*: 1. Very Low, 2. Low, 3. Moderate, 4. High, 5. Very High | | | | |
|  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Contents** | | | | | | | | |
| Week |  |  | | | | | | Exam**s** |
| 1 |  | Introduction of the course and Syllabus. | | | | | |  |
| 2 |  | Explanation of the terms Interpreting and Consecutive. | | | | | |  |
| 3 |  | Lecture about the fundamentals of Consecutive Interpreting processes. | | | | | |  |
| 4 |  | Explanation and use of different consecutive interpreting methods. | | | | | |  |
| 5 |  | In-class consecutive translation practice. | | | | | |  |
| 6 |  | In-class consecutive translation practice. | | | | | |  |
| 7 |  | Revision | | | | | |  |
| 8 |  |  | | | | | | Midterm |
| 9 |  | Consecutive translation in different settings and fields. | | | | | |  |
| 10 |  | Practice on formal type of interpreting in-class. | | | | | |  |
| 11 |  | Practice of informal type of interpreting in-class. | | | | | |  |
| 12 |  | Explanation of ethical considerations and guidelines. | | | | | |  |
| 13 |  | In-class consecutive translation practice. | | | | | |  |
| 14 |  | Revision | | | | | |  |
| 15 |  |  | | | | | | Final |
| **Recommended Sources** | | | | | | | | |
| 1. Allen, K., Sosa, V., Isidro, A. & Bancroft, M.A. (2018). *The Indigenous Interpreter: A Training Manual for Indigenous Language Interpreting*. Natividad Medical Foundation. 2. Mikkelson, H. & Jourdenais, R. (2015). *The Routledge Handbook of Interpreting*. Routledge.   **Supplementary Material (s):**   1. Gambier, Y. & Doorslaer, L, V. (2010). *Handbook of Translation Studies* (vol. 1). John Benjamins Publishing Company | | | | | | | | |
| **Assessment** | | | | | | | | |
| Attendance | | | 5% |  | | | | |
| Quiz | | | 0% |  | | | | |
| Participation | | | 5% |  | | | | |
| Midterm Exam | | | 40% |  | | | | |
| Final Exam | | | 50% |  | | | | |
| Total | | | 100% |  | | | | |
| **ECTS Allocated Based on the Student Workload** | | | | | | | | |
| Activities | | | | | Number | Duration (hour) | Total Workload(hour) | |
| Course duration in class (including the Exam week) | | | | | 14 | 3 | 42 | |
| Labs and Tutorials | | | | |  |  |  | |
| Assignments | | | | | 2 | 4 | 8 | |
| E-Learning Activities | | | | | 4 | 10 | 40 | |
| Project/Presentation/Report Writing | | | | | - | - | - | |
| Quizzes | | | | | - | - | - | |
| Lab Exams | | | | | - | - | - | |
| Midterm Examination | | | | | 1 | 2 | 2 | |
| Final Examination | | | | | 1 | 2 | 2 | |
| Self Study | | | | | 23 | 2 | 86 | |
| Total Workload | | | | | | | 180 | |
| Total Workload/30 (h) | | | | | | | 6 | |
| ECTS Credit of the Course | | | | | | | 6 | |
|  |  |  |  |  |  |  |  |  |