**description of the course of study**

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| **Course code** | **0231.8.FILA1P.D03.TUK** | |
| **Name of the course in** | Polish | Tłumaczenia ustne - konsekutywne |
| English | Consecutive interpreting |

1. **LOCATION OF THE course OF STUDY within the system of studies**

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| **1.1. Field of study** | English Philology |
| **1.2. Mode of study** | Full-time studies, extramural studies |
| **1.3. Level of study** | B.A. level |
| **1.4. Profile of study\*** | practical |
| **1.5. Person preparing the course description** | Dr Anna Gilarek, mgr Witold Lech |
| **1.6. Contact** | [agilarek@ujk.edu.pl](mailto:agilarek@ujk.edu.pl), witold.lech@ujk.edu.pl |

1. **General characteristicS of the course of study**

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| **2.1. Language of instruction** | English |
| **2.2. Prerequisites\*** | EFL level B1+ / B2 |

1. **DETAILED CHARACTERISTICS OF THE COURSE OF STUDY**

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| * 1. **Form of classes** | | Practical Classes |
| * 1. **Place of classes** | | The educationa facilities / classrooms of the Sandomierz Branch Campus of the Jan Kochanowski University in Kielce |
| * 1. **Form of assessment** | | Graded course credit |
| * 1. **Teaching methods** | | 1. Practical tasks  2. Individual / pair / group work |
| * 1. **Bibliography** | **Required reading** | 1) Gillies, Andrew. Conference Interpreting. Tłumaczenie ustne. Wyd. Tertium, 2004.  2) Rozan, J.F. „Notatki w tłumaczeniu konsekutwynym.” Wyd. Tertium, 2002. |
| **Further reading** | 1) Lipiński, K., 2000 r., "Vademecum tłumacza",  2) Douglas-Kozłowska, Ch., 1998r., "Difficult Words in Polish-English Translation", wyd. PWN,  3)Filak M. i Radej F., 2013 r., „Angielski w tłumaczeniach.” T. 1-6. Wyd.: Preston Publishing. |

1. **Objectives, syllabus CONTENT and intended LEARNING outcomes**

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| * 1. **Course objectives**   **Classes**  C1 Familiarizing the students with the characteristics and principles of spoken consecutive interpretation  C2 Familiarizing the students with the system of creating notation (note-taking) in consecutive interpretation  C3 Familiarizing the students with mnemonic devices and memory practice techniques  C4 Preparing the students for consecutive interpretation (simulation) |
| * 1. **Detailed syllabus**   **Classes 60 h / 45 h**  1. How to prepare for interpretation? (classification of interpreting, the difference between interpretation and translation, rules for performing exercises to improve linguistic intelligence, public speaking, the essence of consecutive interpreting, rules governing the performance of consecutive interpreting)  2. Characteristics of interpreters.  3. Voice projection - exercises  3. How to broaden general knowledge - translator as an erudite.  3. How to take notes? (analysis of note-taking rules used by conference interpreters)  4. Wedding speech as an example of consecutive interpreting - stress in the work of a consecutive interpreter  5. How to practice the English language for interpretation? - exercises improving the knowledge of the English language  6. How to practice consecutive interpreting? (the principle of grading the difficulty, selection of materials, online sources of texts for exercises)  7. Consecutive interpreting at a criminal trial - elements of the language of law in the work of an interpreter  8. The articles of association in consecutive interpreting - elements of the language of the Code of Commercial Companies in consecutive interpreting  9. Text analysis for conference interpreters.  10. Consecutive interpreting exercises based on video: How to help the blind? (shortening the text)  11. Consecutive interpreting exercises based on video: Language diet  12. The work ethic of a translator based on the Code of a Sworn Translator  13. Mnemonic techniques  14. Interpreting public appearances based on the speeches of President Nixon resigning from office and GW Bush after winning the elections.  15. How to interpret without taking notes? Steve Jobs’ speech. |

**4.3 Intended learning outcomes**

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| **Code** | **A student, who passed the course** | **Relation to learning outcomes** |
| within the scope of **knowledge:** | | |
| W01 | is familiar with techniques, strategies and translation methods employed in interpreting practice and their practical application in everyday professional activities | FILA1P \_W01 |
| W02 | possesses basic knowledge of the methodology of task completion, norms, procedures and good practices employed in everyday professional responsibilities as a conference/consecutive interpreter | FILA1P \_W09 |
| within the scope of **ABILITIES:** | | |
| U01 | independently and without supervisions, the student creates logical and grammatically coherent pieces of spoken discourse, and, subsequently, analyses them critically, taking both the cultural and social background into account in different situational contexts with respect to consecutive interpreting. | FILA1P\_U05 |
| U02 | is capable of evaluating the usefulness of techniques, strategies and translation methods as well as use them in their own interpretation;/ possesses EFL skills in conformity with requirements specified for the C1 level | FILA1P\_U07  FILA1P\_U13 |
| within the scope of **Social COMPETENCE:** | | |
| K01 | realizes what their level of knowledge and skills are; is aware of the constant necessity to improve one's professional and personal competences; uninterruptedly improves their professional competences and determines the direction of one's own development as a conference interpreter | FILA1P\_K01 |
| K02 | is ready for the responsible completion of their professional duties related to the characteristics of future work, being accountable for the consequences of one's actions and following the principles of work ethics in conference interpreting | FILA1P \_K03 |

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| * 1. **Methods of assessment of the intended learning outcomes** | | | | | | | | | | | | | | | | | | | | | |
| **Teaching**  **outcomes**  ***(code)*** | **Method of assessment (+/-)** | | | | | | | | | | | | | | | | | | | | |
| **Exam oral/written\*** | | | **Test\*** | | | **Project\*** | | | **Effort**  **in class\*** | | | **Self-study\*** | | | **Group work\*** | | | **Others\*** | | |
| ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | |
| *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* |
| W01 |  |  |  |  | ***+*** |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  |  |  |  |  |  |
| W02 |  |  |  |  | ***+*** |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  |  |  |  |  |  |
| U01 |  |  |  |  | ***+*** |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  |  |  |
| U02 |  |  |  |  | ***+*** |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  |  |  |  |  |  |
| U03 |  |  |  |  | ***+*** |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  |  |  |  |  |  |
| K01 |  |  |  |  |  |  |  |  |  |  | ***+*** |  |  |  |  |  |  |  |  |  |  |
| K02 |  |  |  |  |  |  |  |  |  |  | ***+*** |  |  |  |  |  | ***+*** |  |  |  |  |

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| * 1. **Criteria of assessment of the intended learning outcomes** | | |
| **Form of classes** | **Grade** | **Criterion of assessment** |
| **classes (C)\*** | **3** | Possesses basic knowledge of consecutive interpretation.  Knows the elementary principles of the note-taking system, however, finds it difficult to use it in practice.  Displays the rudimental mastery of the skills of text reception in the source language and information processing  Is capable of understanding a recorded text and identifying the gist on condition that the text is formulated at the intermediate level of difficulty.  Is familiar with the rules of creation well-formed text in both languages, however, does not always maintain fluency of discourse.  Has mastered language competences indispensable for the elementary-level spoken interpretation: encounters problems comprehending the English-language source text and developing well-formed discourse in this language.  Is capable of interpreting simple spoken text, however, the final interpretation may not always display a satisfactory level of formal and stylistic correctness.  *Low effort in class (below 60% of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | Possesses satisfactory knowledge of consecutive interpretation.  Is familiar with a variety of interpretation strategies, however, finds it difficult to put them into practice at all times.  Knows the principles of the note-taking system and is able to use it in practice at the satisfactory level.  Displays the satisfactory mastery of the skills of text reception in the source language and its synthesis. However, the student struggles with a perfect recollection of the perceived text.  Interprets various kinds of discourse remaining faithful to the original, however, struggles with the correct translation of problematic situations such as the socio-cultural aspects, language nuances, or advanced grammatical structures. Has mastered language competences indispensable for the satisfactory-level spoken interpretation-develops discourse at a moderate level of fluency and correctness.  *Low effort in class (below 60% of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 60-69%* |
| **4** | Possesses knowledge of nearly all the topics and notions referring to the concept of consecutive interpretation.  Knows the principles of the note-taking system and is able to use it in practice successfully.  Has mastered language competences indispensable for the good-level spoken interpretation-develops discourse which is most of the time correct from the point of view of both form and content..  Handles English-language text reception successfully.  Is capable of understanding a recorded text and identifying the gist , however, struggles with managing more detailed issues, notably in the case of complex texts.  In most of the cases, the student handles the correct translation of problematic situations such as the socio-cultural aspects, language nuances, or advanced grammatical structures.  *Medium effort in class ( 60% - 89 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | Possesses knowledge of all the topics and notions referring to the concept of consecutive interpretation.  Knows the principles of the note-taking system and is able to use it in practice successfully.  Has mastered language competences indispensable for the excellent-level spoken interpretation-develops discourse in English which is correct from the point of view of both form and content.  Handles English-language text reception successfully.  Is capable of understanding a recorded text and identifying the gist as well as pick out detailed information.  Is able to translate longer fragments of text from a variety of disciplines, remaining faithful to the original and linguistically correct.  *Medium effort in class ( 60% - 89 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 80-89%* |
| **5** | Knows and exhaustively defines all the required notions and concepts which concern consecutive interpretation.  Is familiar with and successfully employs in practice all the interpretation strategies acquired during the classes as well the note-taking system including the format of language signs and graphical symbols.  Is capable of interpretation of longer discourse from a variety of disciplines, including high-difficulty complex texts remaining faithful to the original and linguistically correct.  Interprets advanced grammatical and lexical structures; is also capable of translating texts which demand familiarity of the cultural background.  Independently tracks necessary information and uses it in his / her work.  Completes all the imposed tasks in a systematic manner and effectively schedules one's work. Is always active in class, showing regular effort.  Knows how to practice memory and concentration ability under stress.  *High effort in class ( over 90 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 90-100%* |

1. **BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT**

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| **Category** | **Student's workload** | |
| **Full-time**  **studies** | **Extramural studies** |
| *NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/* | **60** | ***45*** |
| *Participation in classes* | **55** | 40 |
| *Preparation in the final test* | **5** | 5 |
| *INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/* | **40** | ***55*** |
| *Preparation for the classes* | **30** | 40 |
| *Preparation for the test\** | **10** | 15 |
| *TOTAL NUMBER OF HOURS* | **100** | ***100*** |
| ECTS credits for the course of study | **4** | **4** |

***Accepted for execution*** *(date and legible signatures of the teachers running the course in the given academic year)*

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