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Информация о владельце:  
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Должность: Ректор  
Дата подписания: 09.06.2023 15:21:05  
Уникальный программный ключ:  
ca953a0120d891083f939673078ef1a989dae18a

**Federal State Autonomous Educational Institution of Higher Education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA  
RUDN University**

**Law Institute**

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educational division (faculty/institute/academy) as higher education programme developer

**COURSE SYLLABUS**

**Consecutive Interpreting Course (English-Russian)**

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course title

**Recommended by the Didactic Council for the Education Field of:**

**45.04.02 Linguistics**

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field of studies / speciality code and title

**The course instruction is implemented within the professional education programme of higher education:**

**Translator and Interpreter for Public Services and Institutions**

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higher education programme profile/specialisation title

## 1. COURSE GOALS

The course makes the students familiar with the basic concepts relating to the theory and practice of conference interpreting and trains the students to act as interpreters in different content-dependent settings.

The course draws particular attention to skills, ethics and protocols of interpretation used by professional interpreters in the above settings.

The course is compiled to improve cognitive processes associated with interpreting, listening, short-term memory, semantic equivalence, visual/auditory processing, note taking, sight translation, non-verbal communication, thought organization, and logic. Significant weight is attached to developing skills necessary to generate equivalent messages between English and Russian as the first language pair and German and Russian/ French and Russian/ Spanish and Russian as the second language pair training.

Training is also aimed at expanding students' e-portfolio.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

### On completion of the Course the student

knows interdisciplinary context of interpreting process and understands its implications for future professional activities;

knows international etiquette and norms of conduct in different interpreting services;

knows interpreting ethics;

knows basic principles of conference interpreting in international organizations;

can find reasons for communication failures in particular situations of cross-cultural interaction in the interpreting environment;

can apply basic interpreting skills to do simultaneous interpreting from foreign languages into Russian and vice versa ;

can render short speeches/dialogues into and out of his/her native(a) and non native (b) languages;

can develop self-assessment skills for message equivalency and accuracy;

can identify ways to provide peer feedback;

can add video clips to ePortfolio;

masters cultural sensitivity issues in the field of Interpreting;

masters basic skills of note-taking in consecutive interpreting;

masters basic skills to do consecutive and sight interpreting;

masters bilingual skills to appropriately select vocabulary and grammatical structures;

*Table 2.1. List of competences that students acquire through the course study*

<b>Competence code</b>	<b>Competence descriptor</b>	<b>Competence formation indicators (within this course)</b>
GPC -5	Can carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers	Indicator 1 Knows the conventions of foreign community communication in diverse situational contexts Indicator 2 Masters comprehensive tools for interlingual and intercultural interaction in line with the rules and traditions of intercultural professional communication with native speakers

Competence code	Competence descriptor	Competence formation indicators (within this course)
PC-4	Can conduct expert and analytical activities, linguistic and cultural mediation, and translation in the business field	Indicator 1 Knows the specifics of cross-cultural interaction (based on a working language pair) in the business field Indicator 2 Masters the strategy and tactics of cross-cultural interaction (based on a working language pair) in the business field

### 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

Language pair training (1 or 2nd foreign language training) is subject to students' choice.

The basic explanations are given in English, the students are expected to master English at level B2- C1 to follow explanations, take notes, and ask questions, as well as provide the answers for overall course training related activities in English.

Students are expected to be familiar with the Translation and Interpreting Studies key concepts and theories.

The course lays the groundwork for further training in such fields as Court interpreting, Translation and Interpreting for Public Services and Institutions, Legal Translation and Human Rights.

### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course is 6 credits (216 academic hours).

Table 4.1. Types of academic activities during the periods of higher education programme mastering (**full-time training**)

Type of academic activities	Total academic hours	Semesters/training modules			
		4	5	6	
<i>Contact academic hours</i>		16	18	16	
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)		16	18	16	
<i>Self-studies</i>		38	45	20	
<i>Evaluation and assessment (exam/passing/failing grade)</i>		18	9	36	
<b>Course workload</b>		<b>216</b>	<b>72</b>	<b>72</b>	<b>72</b>
		<b>6</b>	<b>2</b>	<b>2</b>	<b>2</b>

Table 4.2. Types of academic activities during the periods of higher education programme mastering (**part-time training**)

Type of academic activities	Total academic hours	Semesters/training modules			
		4	5	6	
<i>Contact academic hours</i>		16	18	16	
Lectures (LC)					

Type of academic activities	Total academic hours	Semesters/training modules			
		4	5	6	
Lab work (LW)					
Seminars (workshops/tutorials) (S)		16	18	16	
<i>Self-studies</i>		38	45	20	
<i>Evaluation and assessment (exam/passing/failing grade)</i>		18	9	36	
<b>Course workload</b>		<b>216</b>	<b>72</b>	<b>72</b>	<b>72</b>
		<b>6</b>	<b>2</b>	<b>2</b>	<b>2</b>

Table 4.3. Types of academic activities during the periods of higher education programme mastering (*correspondence training*)

Type of academic activities	Total academic hours	Semesters/training modules			
		4	5	6	
<i>Contact academic hours</i>		16	18	16	
Lectures (LC)					
Lab work (LW)					
Seminars (workshops/tutorials) (S)		16	18	16	
<i>Self-studies</i>		38	45	20	
<i>Evaluation and assessment (exam/passing/failing grade)</i>		18	9	36	
<b>Course workload</b>		<b>216</b>	<b>72</b>	<b>72</b>	<b>72</b>
		<b>6</b>	<b>2</b>	<b>2</b>	<b>2</b>

## 5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Memory Development	Loftus Model: a. <i>Visual</i> memory versus <i>auditory</i> memory b. Processing of <i>concrete</i> information versus <i>abstract</i> information c. <i>Language dominance</i> as another aspect that affects the Interpreter's ability to retain information d. Retention of meaningful information	S
Consecutive Interpreting	Component Skills Accuracy: in order to interpret accurately, the Interpreter has to be aware of subtleties in word choice, ambiguity, register, and paralinguistic elements. Memory Note-taking Situational control	S

Course module title	Course module contents (topics)	Academic activities types
	Good public speaking skills Good judgment on the part of the Interpreter Consecutive Interpretation Situations in Community Settings	
Note-taking	Basic principles and techniques training Drawings. Symbols. Diagonalization. The Golden Rule (i.e. stop writing when you don't understand).	S
Interpreting in administrative settings	<b>Basic tactics and skills training</b> Comprehension tactics a. Delaying the response b. Reconstructing the segment with the help of the context	S
Interpreting for Police	c. Using the boothmate's help Consulting documents in the booth Preventive tactics Taking notes Changing the Ear-Voice Span Segmentation Changing the order of elements in an enumeration Reformulation tactics Using the boothmate's help Consulting documents in the booth Replacing a segment with a superordinate term or a more general speech segment Explaining or paraphrasing Reproducing the sound heard in the source- language speech Instant naturalization Transcoding Informing delegates of an interpretation problem Referring delegates to another information source Omitting the information Parallel reformulation	S
Interpreting at negotiations	Basic principles, protocol, and skills training	S

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

*Table 6.1. Classroom equipment and technology support requirements*

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	No course-specific pre-installed software required due to reliance on cloud computing
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	No course-specific pre-installed software required due to reliance on cloud computing
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	No course-specific pre-installed software required due to reliance on cloud computing

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

### *Main readings:*

Interpreting in Legal and Healthcare Settings: Perspectives on Research and Training. (2020). Netherlands: John Benjamins Publishing Company.

Tang, F. (2018). Explication in Consecutive Interpreting. Netherlands: John Benjamins Publishing Company.

Gillies, A. (2019). Consecutive Interpreting: A Short Course. United Kingdom: Taylor & Francis.

### *Additional readings:*

Фалалеев А. Упражнения для синхрониста. Японский клен. Самоучитель устного перевода с английского на русский. Перспектива: Высшая школа перевода. 2019.

Фалалеев А. Медоносная пчела. Упражнения для синхрониста. Самоучитель устного перевода с английского языка. Перспектива: Высшая школа перевода. 2018.

Stachowiak-Szymczak, K. (2019). Eye Movements and Gestures in Simultaneous and Consecutive Interpreting. Germany: Springer International Publishing.

Lv, Q., & Liang, J. (2019). Is consecutive interpreting easier than simultaneous interpreting?—a corpus-based study of lexical simplification in interpretation. Perspectives, 27(1), 91-106.

### *Internet sources*

Databases and search engines:

- electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>

- Yandex search engine [https:// www .yandex.ru/](https://www.yandex.ru/)

- Google search engine <https://www.google.ru/>

- Scopus abstract database <http://www.elsevier.com/locate/0167-0610>

*Training toolkit for self- studies to master the course:*

1. The set of lectures on the course

## **8. ASSESSMENT TOOLKIT AND GRADING SYSTEM\* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION**

The assessment toolkit and the grading system to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus.

### **DEVELOPERS:**



**Novikov P.N.**

_____	_____	_____
position, department	signature	name and surname
_____	_____	_____
position, department	signature	name and surname
_____	_____	_____
position, department	signature	name and surname

### **HEAD OF EDUCATIONAL DEPARTMENT:**



**Atabekova A.A.**

_____	_____	_____
name of department	signature	name and surname

### **HEAD OF HIGHER EDUCATION PROGRAMME:**



**Atabekova A.A.**

_____	_____	_____
position, department	signature	name and surname