	Universitas Negeri Surabaya S1 Sastra Inggris	Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
Audio Visual Translation	7920202326		2		26 Agustus 2026

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
			ALI MUSTOFA

Deskripsi Singkat MK

This course equips students with the knowledge and skills to navigate the dynamic world of audiovisual translation (AVT), fostering cultural understanding (SDG 10). Students will explore various AVT forms such as subtitling and dubbing, considering inclusivity for diverse audiences (SDG 10). The curriculum delves into translating for the screen while addressing linguistic and cultural nuances, alongside technical aspects and industry software. This course consists of practical workshops where students analyze AVT examples, refine their translation skills, and practice using professional subtitling software aligned with SDG 4 (Quality Education). Assessment combines projects and reflective reports, culminating in a final project translating and adapting a clip while considering sustainability (SDG 12) in media production. Students will reflect on their translation choices and the effectiveness of the chosen AVT method, building a strong foundation for further AVT study or careers promoting cross-cultural communication (SDG 17). By the end of the course students will demonstrate extensive knowledge and understanding of Audio-Visual Translation (AVT) with technology.

Capaian Pembelajaran (CP)

CPL-PRODI yang dibebankan pada MK

CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan
CPL-7	Mampu mengaplikasikan konsep dan teori budaya untuk menganalisis serta merespons fenomena sosial budaya dengan cara yang responsif terhadap budaya.
CPL-8	Mampu menghasilkan karya profesional dan vokasional dalam bahasa Inggris untuk berbagai konteks dunia kerja, meliputi: penerjemahan dan penerjemahan lisan teks lisan maupun tulis dari bahasa Inggris ke bahasa Indonesia dan sebaliknya; komunikasi pariwisata dan layanan perhotelan/keramahan; pembuatan konten media dan komunikasi; komunikasi bisnis dan profesional; serta proyek dan usaha kewirausahaan.

Capaian Pembelajaran Mata Kuliah (CPMK)

CPMK-1	Students are able to demonstrate a comprehensive understanding of the theoretical frameworks, terminology, and historical development of Audio Visual Translation (AVT) modes.
CPMK-2	Students are able to apply professional subtitling techniques, adhering to industry standards regarding timing, character limitations, and linguistic accuracy.
CPMK-3	Students are able to critique and evaluate AVT products by identifying quality issues related to cultural adaptation, readability, and technical execution.
CPMK-4	Students are able to demonstrate professional ethics and digital literacy by managing AVT projects within time constraints using industry-standard tools and collaborative workflows.
CPMK-5	Students are able to analyze the theoretical frameworks and linguistic challenges specific to audiovisual translation, including constraints in subtitling and dubbing.
CPMK-6	Students are able to demonstrate practical skills in creating professional-quality subtitles and dubbing scripts using industry-standard translation software.
CPMK-7	Students are able to analyze the theoretical frameworks, linguistic challenges, and cultural nuances inherent in various modes of audiovisual translation, such as subtitling and dubbing.
CPMK-8	Students are able to apply professional AVT standards and digital tools to produce high-quality subtitles and translated scripts for diverse media genres.
CPMK-9	Students are able to conduct ethical and professional practice in the AVT industry, reflecting on the role of the translator in global media distribution.

Matrik CPL - CPMK

CPMK	CPL-3	CPL-7	CPL-8
CPMK-1	✔		
CPMK-2	✔		
CPMK-3	✔		
CPMK-4	✔		
CPMK-5		✔	
CPMK-6		✔	
CPMK-7			✔
CPMK-8			✔
CPMK-9			✔

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1			✔													
CPMK-2					✔	✔										
CPMK-3															✔	
CPMK-4														✔		
CPMK-5	✔			✔							✔					
CPMK-6								✔		✔						
CPMK-7		✔					✔		✔							
CPMK-8												✔				
CPMK-9													✔			✔

Pustaka

Utama :

1. Bogucki, Ł., & Deckert, M. (2020). The Palgrave Handbook of Audiovisual Translation and Media Accessibility. Cham: Palgrave Macmillan.
2. Díaz Cintas, J., & Remael, A. (2021). Subtitling: Concepts and Practices. 2nd ed. London: Routledge.
3. Pérez-González, L. (2020). The Routledge Handbook of Audiovisual Translation. London: Routledge.

Pendukung :

1. Baños, R., & Díaz Cintas, J. (2022). Audiovisual Translation in a Global Context: Mapping an Ever-changing Landscape. Cham: Palgrave Macmillan.
2. Chaume, F. (2020). Audiovisual Translation: Dubbing. London: Routledge.
3. Greco, G. M. (2021). The Routledge Handbook of Audio Description. London: Routledge.
4. Matamala, A., & Orero, P. (2023). Researching Audiovisual Translation. London: Routledge.
5. Pedersen, J. (2021). The Far Reach of Subtitling: Perspectives on Audiovisual Translation. Berlin: Language Science Press.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (*offline*)	*Daring (online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Explain the fundamental concepts and modes of audiovisual translation.	1. Accuracy in defining and explaining the core concepts of audiovisual translation studies. 2. Capability to distinguish between different audiovisual translation modes based on their technical constraints and target audience requirements.	Kriteria: Accuracy of theoretical explanation, depth of comparative analysis, and clarity of terminology usage. Bentuk: Written essay and classroom participation assessment.	Synchronous lecture, interactive class discussion, and comparative case study analysis.	1. Submit a reflective summary regarding the specific constraints of subtitling versus dubbing.	1. Fundamentals of Audiovisual Translation (AVT): Definition, scope, and core theoretical frameworks. 2. Typology of AVT Modes: Comparative analysis of subtitling, dubbing, and voice-over regarding technical constraints and audience reception.	1%
2	Explain the fundamental concepts and constraints of audiovisual translation (AVT).	1. Ability to define and differentiate various modes of AVT (e.g., subtitling, dubbing, voice-over, and audio description). 2. Ability to analyze the impact of spatio-temporal constraints and technical requirements on the translation process.	Kriteria: Accuracy in conceptual explanation, depth of analysis regarding translation constraints, and clarity in identifying industry standards. Bentuk: Written examination (short essay) and critical response paper.	Lectures, synchronous interactive discussion, and comparative analysis of audiovisual clips.	1. Complete a comparative analysis quiz identifying specific constraints in subtitling versus dubbing samples provided on the Learning Management System.	1. Taxonomy and modalities of Audiovisual Translation (AVT): definitions and comparative analysis of subtitling, dubbing, voice-over, and audio description. 2. Technical and spatio-temporal constraints in AVT: analysis of synchronization, character limitations, reading speeds, and the interplay between linguistic and cultural parameters in screen translation.	1%
3	Identify and explain the core concepts and modes of AVT, including subtitling, dubbing, and voice-over.	1. Accurate definition and conceptual differentiation of subtitling, dubbing, and voice-over. 2. Comprehensive explanation of the technical constraints and linguistic adaptations required for each AVT mode.	Kriteria: Accuracy of technical terminology, clarity of conceptual explanation, and logical consistency in comparing AVT modalities. Bentuk: Written examination (short essay) and comparative analysis rubric.	Blended learning consisting of interactive lectures, collaborative small-group discussions, and comparative video analysis sessions.	1. Submit a reflective summary comparing the linguistic challenges between subtitling and dubbing based on provided case studies. 2. Complete a formative quiz evaluating the definitions and historical context of core AVT modes.	1. Conceptual Frameworks of AVT: Defining and differentiating the core modalities of subtitling, dubbing, and voice-over within the audiovisual landscape. 2. Technical Constraints and Linguistic Adaptation: Analyzing the specific procedural requirements, spatio-temporal limitations, and translation strategies essential for each AVT mode.	5%

4	Analyze the linguistic and semiotic constraints inherent in subtitling and dubbing.	1. Accuracy in identifying linguistic barriers and time-space constraints in subtitling. 2. Proficiency in analyzing the synchronization requirements and semiotic shifts in dubbing.	Kriteria: Analytical depth, technical accuracy, and coherence in applying translation theories to audiovisual constraints. Bentuk: Comparative case study analysis and written critical essay.	Blended learning approach incorporating interactive lectures, collaborative problem-based learning (PBL), and audiovisual data analysis workshops.	1. Comparative analysis report on subtitle vs. dubbing strategies in a selected film clip. 2. Discussion forum participation regarding the impact of semiotic constraints on target audience reception.	1. Linguistic Challenges in Subtitling: Analysis of text-to-speech ratios, condensation techniques, and the management of spatial and temporal constraints. 2. Semiotic Constraints in Dubbing: Evaluation of lip-sync synchronization, visual rhythm alignment, and cultural semiotic adaptation.	5%
5 dan 6	Utilize professional subtitling software to produce error-free outputs in alignment with client specifications.	1. Accuracy in applying technical constraints (Character Per Line, Reading Speed, and Timing). 2. Compliance with client-specific style guides and formatting requirements. 3. Effectiveness in using software features to optimize subtitle synchronization and export processes.	Kriteria: Precision in technical synchronization, adherence to formatting standards, and error-free output. Bentuk: Performance-based assessment (Subtitling project portfolio).	Project-Based Learning (PBL), technical software demonstration, and hands-on laboratory practice.	1. Practical exercise on time-coding and dialogue spotting using industry-standard software. 2. Submission of a finalized subtitle file (SRT/ITT) generated based on a specific mock-client brief.	1. Technical Constraints Implementation: Configuring Character Per Line (CPL), Reading Speed (CPS), and timing parameters (Minimum/Maximum duration and frame gaps). 2. Style Guide Integration: Applying client-specific formatting, punctuation, font styling, and localized linguistic standards within professional subtitling software. 3. Advanced Software Workflow: Utilizing automated tools for synchronization, waveform-based spotting, and export protocols for diverse delivery formats.	5%
7	Analyze the linguistic and cultural shifts required in interlingual subtitling.	1. Ability to identify culture-specific items (CSIs) and linguistic challenges in audiovisual source materials. 2. Ability to propose effective translation shifts (domestication vs. foreignization) that maintain narrative flow and viewer accessibility.	Kriteria: Precision in linguistic adaptation, sensitivity to cultural nuances, and adherence to subtitling conventions (reading speed and character limits). Bentuk: Comparative analysis essay and a localized subtitling project.	Case-based learning, collaborative peer review, and hands-on subtitling workshop using professional subtitling software.	1. Submission of a 5-minute video segment with annotated subtitles detailing the rationale behind chosen cultural and linguistic shifts. 2. Participation in an asynchronous discussion forum analyzing the impact of subtitling strategies on audience reception in a specific target culture.	1. Identification and classification of Culture-Specific Items (CSIs) and linguistic idiosyncrasies in audiovisual source texts. 2. Application of translation strategies (domestication vs. foreignization) to balance semantic fidelity, narrative flow, and technical subtitling constraints.	5%
8	Apply technical standards and timing conventions in subtitling (spotting and synchronization).	1. Accuracy in timing subtitle in-cues and out-cues relative to speech onset and offset. 2. Adherence to technical constraints, including Character per Second (CPS) limits, minimum/maximum duration, and reading speed requirements. 3. Proper application of shot-change synchronization and temporal gaps to maintain cognitive flow.	Kriteria: Precision in timecoding, compliance with readability standards (CPS/WPM), and seamless synchronization with visual-audio cues. Bentuk: Technical project (subtitling assignment using professional software).	Synchronous laboratory session involving demonstration, hands-on practice, and peer review (Project-Based Learning).	1. Perform a spotting exercise on a 5-minute video segment using subtitling software to meet specified duration and synchronization standards. 2. Conduct a quality control (QC) review report evaluating the synchronization and readability of a peer's subtitling project.	1. Technical standards for spotting: Principles of precise in-cue and out-cue placement relative to speech onset, offset, and shot changes. 2. Temporal constraints and readability: Application of Character Per Second (CPS) limits, duration thresholds, and reading speed formulas. 3. Synchronization and cognitive flow: Implementation of temporal gaps and adherence to linguistic-rhythmic alignment between audio and on-screen text.	20%
9	Evaluate the technical parameters and synchronization requirements in dubbing and voice-over.	1. Accuracy in identifying synchronization techniques (lip-sync, kinetic sync, and isochrony) in existing audio-visual materials. 2. Capability to apply technical parameters (time-coding, cueing, and script adaptation) to ensure seamless audio-visual alignment.	Kriteria: Precision in synchronization, adherence to industry technical standards, and quality of script-to-visual adaptation. Bentuk: Technical analysis report and a simulated dubbing/voice-over project.	Blended learning consisting of technical demonstrations, collaborative case study analysis, and project-based practice using professional audio editing software.	1. Analysis of technical synchronization errors in provided video samples via the Learning Management System (LMS). 2. Submission of a draft script with embedded time-codes and synchronization cues for a 60-second video segment.	1. Fundamentals of synchronization techniques: Analysis of lip-sync, kinetic sync, and isochrony in existing audio-visual content. 2. Technical production workflow: Application of time-coding, cueing protocols, and script adaptation for professional audio-visual alignment.	5%

10	Perform dialogue adaptation for dubbing while maintaining lip-sync and character rhythm.	1. Accuracy of phonetic matching (lip-sync) between the target language dialogue and the source visual on-screen character movements. 2. Consistency in maintaining character rhythm, register, and emotional tone throughout the translated script.	Kriteria: Precision of lip-sync (labial consonants/vowel matching), naturalness of expression, and adherence to character persona constraints. Bentuk: Performance-based assessment (dubbing script adaptation project).	Project-based learning, workshop-style studio simulation, and peer-review feedback sessions.	1. Submit a preliminary script adaptation for a 60-second video clip, highlighting lip-sync adjustments for key labial sounds. 2. Participate in an asynchronous peer-review discussion board to critique the rhythmic pacing of classmates' dialogue adaptations.	1. Techniques for phonetic lip-sync mapping: Adjusting target language articulation to match the source visual mouth movements, vowel shapes, and plosive sounds. 2. Character-driven adaptation strategies: Maintaining consistent register, emotional tone, and rhythmic phrasing to preserve character identity and performance integrity in the target language.	5%
11	Evaluate the cultural adaptation strategies required for different audiovisual genres.	1. Accuracy in identifying culture-specific items (CSIs) within audiovisual source texts. 2. Proficiency in justifying the choice of translation strategies based on genre conventions and target audience expectations.	Kriteria: Analytical depth, appropriateness of strategy selection, and adherence to genre-specific norms. Bentuk: Comparative analysis report and case study presentation.	Case-based learning, interactive seminar, and peer-review discussion.	1. Submission of a comparative analysis table documenting cultural adaptation strategies in two different audiovisual genres via the Learning Management System (LMS). 2. Participation in an asynchronous forum discussion evaluating the effectiveness of a peer's proposed adaptation strategy for a specific cultural challenge.	1. Identification and classification of Culture-Specific Items (CSIs) in diverse audiovisual texts (fiction, documentary, news). 2. Comparative analysis and justification of cultural adaptation strategies (domestication, foreignization, and omission) relative to genre-specific norms and audience expectations.	5%
12	Apply industry-standard strategies to resolve translation dilemmas in film, documentary, and advertising content.	1. Accuracy in identifying translation dilemmas related to cultural nuances, time constraints, and visual synchronization. 2. Capability to execute industry-standard translation techniques to produce contextually appropriate output for film, documentary, and advertising content.	Kriteria: Accuracy in linguistic equivalence, adherence to character/time constraints (timing and spotting), and stylistic appropriateness for the target audience. Bentuk: Portfolio of subtitled/dubbed scripts and reflective project report.	Case-based learning and project-based learning with a focus on collaborative peer review.	1. Analytical forum discussion on comparative strategies for advertising localization in different cultural contexts. 2. Submission of a translated transcript for a documentary segment using industry-standard software (e.g., Aegisub or Amara).	1. Diagnostic Analysis of Translation Dilemmas: Identifying constraints in cultural semiotics, character limit restrictions, and visual-auditory synchronization. 2. Advanced AVT Technical Execution: Applying industry-standard strategies—including adaptation, localization, and condensation—across film, documentary, and advertising media formats.	5%
13	Formulate ethical decision-making strategies when dealing with censorship, offensive language, and cultural taboos in audiovisual media.	1. Ability to identify and categorize elements of censorship, offensive language, and cultural taboos within source audiovisual content. 2. Ability to justify translation strategies employed to balance source-text integrity with target-audience cultural sensitivity.	Kriteria: Accuracy in applying ethical frameworks, logical consistency in decision-making, and appropriateness of the translation strategy. Bentuk: Case study analysis and critical reflective essay.	Case-based learning and collaborative group discussion.	1. Participate in a threaded discussion forum analyzing a provided video clip containing culturally sensitive content. 2. Submit a critical review paper detailing the ethical rationale behind specific translation choices for a censored or restricted audiovisual script.	1. Identification and classification of sensitive audiovisual elements: Censorship regulations, taxonomies of offensive language, and cultural taboos in target markets. 2. Ethical frameworks and decision-making strategies: Balancing source-text fidelity, audience reception, and professional responsibility through mitigation techniques such as domestication, foreignization, and omission.	4%

14	Apply professional standards of project management and workflow organization in a virtual environment.	1. Proficiency in utilizing CAT tools and project management software to track task progress and deadlines. 2. Capability to manage version control, file naming conventions, and secure asset sharing in virtual collaborative environments. 3. Adherence to industry-standard translation workflows, including pre-production, implementation, and quality assurance phases.	Kriteria: Adherence to professional technical standards, organizational accuracy, time management efficiency, and collaborative effectiveness. Bentuk: Project-based assessment (simulated virtual translation project) and a reflective process report.	Project-Based Learning (PBL), collaborative peer-review sessions, and asynchronous guided simulation.	1. Develop a comprehensive project timeline and task allocation schema for a multi-language subtitling project using cloud-based project management tools. 2. Execute a full-cycle translation workflow simulation, involving asset management, file synchronization, and quality control logs within a virtual workspace.	1. Digital Project Management and CAT Integration: Leveraging project management software and CAT tools for task tracking, workflow optimization, and deadline management. 2. Digital Asset Management and Collaboration Protocols: Implementing version control, standardized file naming conventions, and secure file-sharing strategies in cloud-based environments. 3. Industry-Standard Audiovisual Translation Lifecycle: Executing systematic workflows encompassing pre-production preparation, implementation, and rigorous quality assurance procedures.	5%
15	Evaluate the quality of existing AVT products based on standardized quality assessment rubrics.	1. Accuracy in identifying linguistic, technical, and synchronization errors within existing AVT products. 2. Proficiency in applying standardized quality metrics to provide objective evaluations. 3. Ability to justify assessment findings based on industry-standard norms and user accessibility requirements.	Kriteria: Precision in error detection, analytical depth, and alignment with professional quality standards. Bentuk: Comparative analysis report and critical review presentation.	Case-based learning, collaborative peer review, and interactive analytical discussion.	1. Perform a comparative quality audit on two different subtitle versions of a short video segment using a provided rubric. 2. Submit a critical review paper evaluating the quality of an assigned dubbed or subtitled film extract, documenting findings on a shared digital collaborative platform.	1. Diagnostic analysis of linguistic, technical, and synchronization errors in subtitling, dubbing, and captioning. 2. Application of standardized professional quality metrics (e.g., MQAF, SAE J-2450) for objective evaluation. 3. Justification of assessment findings based on industry-standard quality norms and user accessibility requirements.	4%
16	Produce a professional portfolio demonstrating the ability to translate audiovisual content for various target audiences and platforms.	1. Accuracy and linguistic quality of audiovisual translations across diverse genres. 2. Technical precision in adherence to industry-standard time-coding, character-per-line (CPL) constraints, and reading speed. 3. Strategic adaptation of content according to the technical specifications and accessibility requirements of various digital platforms.	Kriteria: Linguistic accuracy, technical timing precision, consistency in terminology, stylistic appropriateness for the target audience, and professional presentation. Bentuk: Portfolio assessment (collection of subtitling/dubbing projects).	Project-Based Learning (PjBL) integrated with peer review sessions and individual consultations to refine translation outputs for professional readiness.	1. Submission of a multi-genre audiovisual project (documentary, fiction, and promotional video) via the Learning Management System (LMS). 2. Reflective journal entry discussing the translation strategies employed and the platform-specific constraints encountered during the portfolio creation.	1. Linguistic Precision and Genre-Specific Adaptation: Strategies for maintaining accuracy, tone, and cultural nuance across diverse audiovisual genres. 2. Technical Standardization in AVT: Mastery of industry-standard time-coding, CPL constraints, and reading speed protocols for subtitling and captioning. 3. Platform-Specific Optimization and Accessibility: Strategic content adaptation tailored to technical platform requirements and inclusivity standards for diverse target demographics.	20%

Catatan

1. **Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
2. **CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
3. **Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.
4. **Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
5. **Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
6. **Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
7. **Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.
8. **Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
9. **Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
10. **Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
11. **Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
12. TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.