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<tr><td></td><td colspan="5">Universitas Negeri Surabaya
Faculty of Languages and Arts
English Language Education Masters Study Program</td><td>Document Code</td></tr>
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SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Translation in ELT	8810302016	Compulsory Curriculum Subjects - National	T=2	P=0	ECTS=4.48	3	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Widyastuti, M.Pd.	Dr. Widyastuti, M.Pd.	Ahmad Munir, S.Pd., M.Ed., Ph.D.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	PLO-10 — Able to produce innovative and tested learning designs or models based on learning technology for general English or English for specific purposes

Program Objectives (PO)

PO - 1	Showing honesty and credibility in doing active and passive translation process
PO - 2	Having knowledge and skills of active and passive translation process
PO - 3	Using technology for developing knowledge and skills of active and passive translation process
PO - 4	Having skills in managing active and passive translation process

PLO-PO Matrix

P.O	PLO-10
PO-1	
PO-2	
PO-3	
PO-4	

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description

Given in the second semester of the master's program in English studies, this course examines contemporary translation and interpretation theories and research. Several commonly recognized different approaches to translation and basic principles of interpretation will be studied. Possible topics offered will be: perspectives on translation, issues and debates in translation studies; translating; modeling the process, text and discourse, text analysis in translation; translation training and translation quality assessment, and issues in teaching translation in universities, differences between translating and interpreting, types of interpreting, modes of interpreting, the process of interpretation, code of ethics of translators and interpreters. The course also provides students with theoretical knowledge and practical skills of translation. The theory compares between the old and new paradigms of translation, explains methods of translation, describes linguistic aspects of translation, and points out linguistic and cultural adjustments required for good translation. To acquire practical skills in translating, students are given practice exercises in translating, mostly from English into Indonesian and partly from Indonesian into English. The exercises include texts of different linguistic levels (phrases, sentences, paragraphs, and short essays) as well as texts of different genres (academic essay, colloquial dialogue, legal language, religious text, literary prose, and poetry).

References

Main :

1. Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publication

	Supporters:	
	1. 1. Albir, Hurtado, A (ed). (2017). Researching Translation Competence by PACTE .GROUP. Amsterdam: John Benjamins Publishing Company 2. 3. Bassnett, Susan. (2002). Translation Studies. London: Routledge. 3. 4. Davies, Maria Gonzales. (2004). Multiple Voices in the Translation Classroom: Activities, Tasks, and Projects . Philadelphia: John Benjamins Publishing Company 4. 5. Dybiec-Gajer, Joanna, et al. (eds). (2020). Negotiating Translation anf Transcreation of Children's Literature: From Alice to the Moomins. Singapore: Springer 5. 6. Hatim, Basil, and Jeremy, Munday. (2004). Translation: an Advanced Resource Book . London: Routledge 6. 7. Myskja, K. (2013). "Foreignisation and resistance: Lawrence Venuti and his critics." Nordic Journal of English Studies 12(2):1-23.	
Supporting lecturer	Dr. Widyastuti, S.S., M.Pd.	

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	1.• To define translation, translated, and translator 2.• To explain the relationship among measurement, testing, assessment, evaluation and teaching	Accurate English grammar	**Criteria:** Spoken and Written **Form of Assessment** : Participatory Activities	Class discussion 2 X 50 minutes		**Material:** Definition Translation, translating, and translator **References:** *1. Albir, Hurtado, A (ed). (2017). Researching Translation Competence by PACTE .GROUP. Amsterdam: John Benjamins Publishing Company*	0%
2	1 Being able to apply linguistic concepts such as phonetics, syntax, semantics, and discourse analysis in English translation	Use language effectively in various contexts, including social, academic, and professional settings	**Criteria:** 1. written **Form of Assessment** : Test	Lecturing Class group discussion 2 x 50		**Material:** sentence types, sentence order, class words, language function, transitive **References:** *6. Hatim, Basil, and Jeremy, Munday. (2004). Translation: an Advanced Resource Book. London: Routledge*	5%
3	being able to develop the ability to identify and resolve issues of register, style, and tone in English translation projects	Demonstrate an ability to choose appropriate vocabulary and expressions that match the register, style, and tone of the ST	**Form of Assessment** : Test	Lecturing Class group discussion 2 x 50		**Material:** register, standard English, figures of speech **Reference:** *Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publications*	10%

4	Being able to utilize different translation techniques to achieve equivalence in English translations	Effectively use the range of translation techniques to achieve equivalence in the translation	**Criteria:** written **Form of Assessment** : Portfolio Assessment	Lecturing Collaborative learning 2 x 50		**Material:** translation equivalence, translation shift, translation qualities, translation techniques **References:** *6. Hatim, Basil, and Jeremy, Munday. (2004). Translation: an Advanced Resource Book. London: Routledge*	5%
5	Being able to develop awareness of cultural, social, and linguistic differences between source and target languages	Appropriate equivalence of cultural references and idiom expressions from the ST to TT	**Criteria:** written **Form of Assessment** : Portfolio Assessment	lecturing collaborative learning 2 x 50		**Material:** cultural specific items, translating culture, types of cultural domains **Reference:** *Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publications*	10%
6	being able to reflect on the effectiveness of different translation techniques and strategies in achieving equivalence in translating cultural-specific items translation	Demonstrates an ability to adapt and adjust their translation techniques and strategies to meet the needs of different cultural contexts and audiences.	**Criteria:** written **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	lecturing collaborative learning, reflective writing 2 x 50		**Material:** Specific-cultural items, translating culture, adaptation techniques **References:** *5. Dybiec-Gajer, Joanna, et al. (eds.). (2020). Negotiating Translation and Transcreation of Children's Literature: From Alice to the Moomins. Singapore: Springer*	0%
7	Being able to create translation briefs and styles for cultural items translation	Enable to determine the audience and the purpose effectively.	**Form of Assessment** : Participatory Activities, Portfolio Assessment	small group discussions 2 x 50		**Material:** types of audiences and skopos theory **References:** *1. Albir, Hurtado, A (ed). (2017). Researching Translation Competence by PACTE .GROUP. Amsterdam: John Benjamins Publishing Company*	30%

8	being able to use translation tools and resources to improve translation quality and efficiency for diverse target audiences	1.1) Utilize appropriate dictionaries and glossaries in translating specialized concepts accurately 2.2) Uses feedback from peers and lecturers to refine and improve translation processing and product	**Criteria:** written **Form of Assessment** : Practice / Performance	lecturing, collaborative learning 2 x 50		**Material:** Cat-tools and using machine translation systems **References:** *6. Hatim, Basil, and Jeremy, Munday. (2004). Translation: an Advanced Resource Book. London: Routledge*	0%
9	being able to collaborate with peers in group projects to translate and edit text, providing and receiving constructive feedback	Provide clear and specific feedback to peers in a constructive and respectful manner. Complete the assigned task on time.	**Form of Assessment** : Participatory Activities			**Material:** sentence types, sentence order, class words, language function, transitive **Reference:** *Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publications*	0%
10	being able to use translation tools and resources to improve translation quality and efficiency	1.• Select appropriate translation resources based on the specific needs of a project and the target audience 2.• Analyze translation errors and identify areas for improvement, and actively seek out feedback from peers and lecturers to improve the translation competence					0%
11	being able to use translation tools and resources to improve translation quality and efficiency	1.• Select appropriate translation resources based on the specific needs of a project and the target audience 2.• Analyze translation errors and identify areas for improvement, and actively seek out feedback from peers and lecturers to improve the translation competence	**Criteria:** spoken and written **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	small group discussion and collaborative learning 2 x 50		**Material:** • Grammatical errors • Syntactical errors • Mechanical errors • Problems of meaning equivalence **References:** *7. Myskja, K. (2013). "Foreignisation and resistance: Lawrence Venuti and his critics." Nordic Journal of English Studies 12(2):1-23.*	0%

12	being able to use translation tools and resources to improve translation quality and efficiency	1.• Select appropriate translation resources based on the specific needs of a project and the target audience 2.• Analyze translation errors and identify areas for improvement, and actively seek out feedback from peers and lecturers to improve the translation competence	**Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment			**Material:** • Grammatical errors • Syntactical errors • Mechanical errors • Problems of meaning equivalence **References:** *7. Myskja, K. (2013). "Foreignisation and resistance: Lawrence Venuti and his critics." Nordic Journal of English Studies 12(2):1-23.*	0%
13	being able to use translation tools and resources to improve translation quality and efficiency	1.• Select appropriate translation resources based on the specific needs of a project and the target audience 2.• Analyze translation errors and identify areas for improvement, and actively seek out feedback from peers and lecturers to improve the translation competence	**Form of Assessment** : Participatory Activities	collaborative learning 2 x 50		**Material:** • Grammatical errors • Syntactic errors • Mechanical errors • Problems of meaning equivalence **References:** *Baker, M. 2018. In Other Words: A Coursebook on Translation. London: Sage Publications*	0%
14	being able to critically evaluate the impact of technology on the translation industry and its implications on the translation quality	• Reflect on personal strengths and weaknesses and how they relate to a career in translation					0%
15	being able to critically evaluate the impact of technology on the translation industry and its implications on the translation quality	1.• Reflect on personal strengths and weaknesses and how they relate to a career in translation 2.• Develop a career plan with short- and long-term goals, taking into account the skills and knowledge needed for success in the translation industry					20%

16	being able to critically evaluate the impact of technology on the translation industry and its implications on the translation quality	• Reflect on personal strengths and weaknesses and how they relate to a career in translation	**Form of Assessment** : Portfolio Assessment, Test				30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Portfolio Assessment	45%
3.	Test	30%
		90%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.