	Universitas Negeri Surabaya Fakultas Bahasa dan Seni Program Studi S1 Sastra Inggris	Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Intepreting Practice	7920202088	Translation	T=2	P=0	ECTS=3.18	6	21 Februari 2023

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
	Silvy Cinthia Adelia, S.S., M.A.	Dr. Widyastuti, M.Pd.	Dr. Ali Mustofa, S.S., M.Pd.

Model Pembelajaran	Case Study

Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK	
	Capaian Pembelajaran Mata Kuliah (CPMK)	
	CPMK - 1	Being able to develop proficiency in simultaneous and consecutive interpreting modes and apply appropriate interpreting techniques and strategies to various contexts, including legal, medical, and community interpreting.
	CPMK - 2	Being able to demonstrate effective communication skills in interpreting contexts, including managing interactions with clients, colleagues, and other stakeholders.
	CPMK - 3	Being able to develop critical thinking and problem-solving skills in interpreting scenarios.
	Matrik CPL - CPMK	

CPMK
CPMK-1
CPMK-2
CPMK-3

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																

Deskripsi Singkat MK	This course provides an introduction to the interpreting profession and covers the fundamental principles and skills required for success in the field. Students will learn about the different types of interpreting, including consecutive and simultaneous interpreting, and develop proficiency in both modes of interpretation. The course will also cover appropriate interpreting techniques and strategies for various contexts, including legal, medical, and community interpreting. This course uses Project-Based method of learning.

Pustaka	**Utama :**

1. 1. Corsellis, Ann. Public Service Interpreting: The First Steps. Hampshire: Palgrave Macmillan, 2008. 2. Nolan, James. Interpretation: Techniques and Exercises. Canada: Multilingual Matters Ltd, 2005.
2. 1. Lee, S. (2017). The interpreter's notebook. Routledge. 2. Chen, H. H. (2014). Teaching interpreting and interpreter training: Challenges and innovations. Routledge. 3. Gillies, A. (2005). Note-taking for consecutive interpreting: A short course. St. Jerome Publishing. 4. Pöchhacker, F. (2016). Introducing interpreting studies. Routledge

Pendukung :

1. YouTube video and handouts

Dosen Pengampu	Silvy Cinthia Adelia, S.S., M.A.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	LLO 1 Being able to understand the fundamental principles and skills of interpreting, including the different types of interpreting and the skills and knowledge required for success. LLO 5 Being able to understand and manage the ethical responsibilities of the interpreting profession, including issues of confidentiality, impartiality, and cultural competence	- Identify and describe the different types of interpreting, including consecutive and simultaneous interpreting, and explain the differences between them. - Demonstrate an understanding of the importance of ethical principles in interpreting, including the ability to identify and explain the key ethical principles that underpin the profession.	**Kriteria:** Criteria: Spoken Form: Observation **Bentuk Penilaian** : Aktifitas Partisipasif	Lecturing, Discussion, Question and answer 2 X 50		**Materi:** Introduction to Interpreting **Pustaka:** *1. Lee, S. (2017). The interpreter's notebook. Routledge. 2. Chen, H. H. (2014). Teaching interpreting and interpreter training: Challenges and innovations. Routledge. 3. Gillies, A. (2005). Note-taking for consecutive interpreting: A short course. St. Jerome Publishing. 4. Pöchhacker, F. (2016). Introducing interpreting studies. Routledge*	4%
2	LLO 4 Being able to apply appropriate interpreting techniques and strategies to various contexts LLO6 develop critical thinking and problem-solving skills in interpreting scenarios, including the ability to adapt to unexpected challenges or changes in the interpreting environment LLO 10 Being able to use appropriate tone and style in written and spoken English, including formality, politeness, and level of formality.	- Demonstrate the ability to shadow a speaker, which involves listening to the speaker and repeating their words in the target language almost simultaneously. - Develop proficiency in interpreting numbers, including dates, times, phone numbers, and addresses, with accuracy and clarity. - Develop the ability to use memory techniques to recall information accurately in interpreting, such as chunking, visualization, and association.	**Kriteria:** Criteria: Spoken Form: Observation **Bentuk Penilaian** : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Lecturing, group discussion, question answer 2 X 50		**Materi:** Interpreting Techniques and Strategies **Pustaka:** *1. Lee, S. (2017). The interpreter's notebook. Routledge. 2. Chen, H. H. (2014). Teaching interpreting and interpreter training: Challenges and innovations. Routledge. 3. Gillies, A. (2005). Note-taking for consecutive interpreting: A short course. St. Jerome Publishing. 4. Pöchhacker, F. (2016). Introducing interpreting studies. Routledge*	4%

| 3 | LLO 4 Being able to apply appropriate interpreting techniques and strategies to various contexts LLO6 develop critical thinking and problem-solving skills in interpreting scenarios, including the ability to adapt to unexpected challenges or changes in the interpreting environment LLO 10 Being able to use appropriate tone and style in written and spoken English, including formality, politeness, and level of formality. | - Demonstrate the ability to shadow a speaker, which involves listening to the speaker and repeating their words in the target language almost simultaneously. - Develop proficiency in interpreting numbers, including dates, times, phone numbers, and addresses, with accuracy and clarity. - Develop the ability to use memory techniques to recall information accurately in interpreting, such as chunking, visualization, and association. | **Kriteria:** Criteria: Spoken Form: Observation

Bentuk Penilaian : Praktik / Unjuk Kerja | Lecturing, group discussion, question answer 2 X 50 | | **Materi:** Interpreting Techniques and Strategies **Pustaka:** *1. Lee, S. (2017). The interpreter's notebook. Routledge. 2. Chen, H. H. (2014). Teaching interpreting and interpreter training: Challenges and innovations. Routledge. 3. Gillies, A. (2005). Note-taking for consecutive interpreting: A short course. St. Jerome Publishing. 4. Pöchhacker, F. (2016). Introducing interpreting studies. Routledge* | 4% |
| 4 | LLO9 Being able to develop reflective practice skills, including the ability to analyze and evaluate interpreting performances, provide constructive feedback, and identify areas for personal and professional development | Analyze and evaluate interpreting performances using reflective practice skills, and identify areas for personal and professional development. | **Kriteria:** 1. clarity and understanding 2. Analysis and Critical Thinking

Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja, Tes | discussion, question and answer 2 X 50 | | **Materi:** Reflective Practice **Pustaka:** *YouTube video and handouts* | 4% |

| 5 | · To understand the concept of diction/registers in translation and interpreting | - To be able to identify key points and ideas, make connections, and organize information effectively - To use different types of note-taking techniques, including linear and non-linear methods, and choose the most appropriate technique for the situation. - Demonstrate the ability to take accurate and concise notes during consecutive interpreting, including the ability to capture main ideas, supporting details, and key vocabulary. - Develop the ability to use symbols and abbreviations effectively in note-taking, including the ability to create a personal shorthand system that is efficient and easy to understand. - Demonstrate an understanding of how to review and revise notes after the interpreting session, including the ability to clarify and expand on information and make connections between different parts of the discourse. | **Kriteria:** Criteria: Written Form: Rubric **Bentuk Penilaian** : Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja | Project-Based 2 X 50 | | **Materi:** Consecutive Interpreting (note taking) **Pustaka:** *1. Lee, S. (2017). The interpreter's notebook. Routledge. 2. Chen, H. H. (2014). Teaching interpreting and interpreter training: Challenges and innovations. Routledge. 3. Gillies, A. (2005). Note-taking for consecutive interpreting: A short course. St. Jerome Publishing. 4. Pöchhacker, F. (2016). Introducing interpreting studies. Routledge* | 5% |

| 6 | · To understand the concept of diction/registers in translation and interpreting | - To be able to identify key points and ideas, make connections, and organize information effectively - To use different types of note-taking techniques, including linear and non-linear methods, and choose the most appropriate technique for the situation. - Demonstrate the ability to take accurate and concise notes during consecutive interpreting, including the ability to capture main ideas, supporting details, and key vocabulary. - Develop the ability to use symbols and abbreviations effectively in note-taking, including the ability to create a personal shorthand system that is efficient and easy to understand. - Demonstrate an understanding of how to review and revise notes after the interpreting session, including the ability to clarify and expand on information and make connections between different parts of the discourse. | **Kriteria:** Criteria: Written Form: Rubric

 Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum | Project-Based 2 X 50 | | **Materi:** Consecutive Interpreting (note taking) **Pustaka:** *1. Lee, S. (2017). The interpreter's notebook. Routledge. 2. Chen, H. H. (2014). Teaching interpreting and interpreter training: Challenges and innovations. Routledge. 3. Gillies, A. (2005). Note-taking for consecutive interpreting: A short course. St. Jerome Publishing. 4. Pöchhacker, F. (2016). Introducing interpreting studies. Routledge* | 5% |
| 7 | · To apply the concept of diction/register in the sentences | · To solve questions on diction/registers | **Kriteria:** Content Understanding

 Bentuk Penilaian : Praktik / Unjuk Kerja | Small group discussion Contextual instruction 2 X 50 | | **Materi:** diction/register **Pustaka:** *1. Corsellis, Ann. Public Service Interpreting: The First Steps. Hampshire: Palgrave Macmillan, 2008. 2. Nolan, James. Interpretation: Techniques and Exercises. Canada: Multilingual Matters Ltd, 2005.* | 5% |

8	· To apply the concept of diction/register in the sentences	· To solve questions on diction/registers	**Kriteria:** 1. Content Understanding 2. Analysis and Critical Thinking **Bentuk Penilaian** : Praktik / Unjuk Kerja	Small group discussion Contextual instruction 2 X 50		**Materi:** diction and registers **Pustaka:** *YouTube video and handouts*	5%
9	Analyze and evaluate interpreting performances using reflective practice skills, and identify areas for personal and professional development.	Analyze and evaluate interpreting performances using reflective practice skills, and identify areas for personal and professional development.	**Kriteria:** Analysis and Critical Thinking: Demonstrates strong analytical and critical thinking skills. Engages with the topic, explores complexities, and offers thoughtful analysis. **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	project based 2x50		**Materi:** cultural nuances and context **Pustaka:** *1. Lee, S. (2017). The interpreter's notebook. Routledge. 2. Chen, H. H. (2014). Teaching interpreting and interpreter training: Challenges and innovations. Routledge. 3. Gillies, A. (2005). Note-taking for consecutive interpreting: A short course. St. Jerome Publishing. 4. Pöchhacker, F. (2016). Introducing interpreting studies. Routledge*	5%
10	being able to implement different interpreting techniques: consecutive, simultaneous translation, and sight translation	being able to implement different interpreting techniques: consecutive, simultaneous translation, and sight translation	**Kriteria:** 1. Content Understanding: different interpreting techniques: consecutive, simultaneous translation, and sight translation 2. Critical Thinking and Analysis **Bentuk Penilaian** : Praktik / Unjuk Kerja	lecturing group discussion 2x50		**Materi:** interpreting techniques: consecutive, simultaneous translation, and sight translation **Pustaka:** *YouTube video and handouts*	4%

11	being able to implement different interpreting techniques: consecutive, simultaneous translation, and sight translation	being able to implement different interpreting techniques: consecutive, simultaneous translation, and sight translation	**Kriteria:** Content Understanding: different interpreting techniques: consecutive, simultaneous translation, and sight translation **Bentuk Penilaian :** Praktik / Unjuk Kerja	lecturing group discussion 2x50		**Materi:** interpreting techniques: consecutive, simultaneous translation, and sight translation **Pustaka:** *1. Corsellis, Ann. Public Service Interpreting: The First Steps. Hampshire: Palgrave Macmillan, 2008. 2. Nolan, James. Interpretation: Techniques and Exercises. Canada: Multilingual Matters Ltd, 2005.*	5%
12	being able to understand cultural nuances and context to provide accurate and culturally sensitive interpretations.	being able to understand cultural nuances and context to provide accurate and culturally sensitive interpretations.	**Kriteria:** Analysis and Critical Thinking **Bentuk Penilaian :** Penilaian Hasil Project / Penilaian Produk	lecturing group discussion note-taking 2x50		**Materi:** interpretations cultural nuances **Pustaka:** *1. Corsellis, Ann. Public Service Interpreting: The First Steps. Hampshire: Palgrave Macmillan, 2008. 2. Nolan, James. Interpretation: Techniques and Exercises. Canada: Multilingual Matters Ltd, 2005.*	5%
13	being able to understand cultural nuances and context to provide accurate and culturally sensitive interpretations.	being able to understand cultural nuances and context to provide accurate and culturally sensitive interpretations.	**Kriteria:** Analysis and Critical Thinking **Bentuk Penilaian :** Praktik / Unjuk Kerja	group discussion presentation 2x50		**Materi:** interpretations cultural nuances **Pustaka:** *1. Corsellis, Ann. Public Service Interpreting: The First Steps. Hampshire: Palgrave Macmillan, 2008. 2. Nolan, James. Interpretation: Techniques and Exercises. Canada: Multilingual Matters Ltd, 2005.*	5%

No							
14	being able to apply basic interpretation using technology	understand and be able to use interpreting equipment and software.	**Kriteria:** being able to use interpreting technology **Bentuk Penilaian** : Aktifitas Partisipasif	lecturing practice 2x50		**Materi:** interpreting devices and software **Pustaka:** *YouTube video and handouts*	5%
15	being able to apply basic interpretation using technology	understand and be able to use interpreting equipment and software.	**Kriteria:** being able to use technology to interpret **Bentuk Penilaian** : Aktifitas Partisipasif	lecturing practice 2x50		**Materi:** interpreting devices and software **Pustaka:** *YouTube video and handouts*	5%
16	1. Analyze and evaluate interpreting performances using reflective practice skills, and identify areas for personal and professional development. 2. being able to implement different interpreting techniques: consecutive, simultaneous translation, and sight translation 3. familiarity with interpreting equipment and software.	being able to apply a basic English interpretation capability	**Kriteria:** 1. Content Understanding 2. Critical Thinking and Analysis 3. Language and Mechanics **Bentuk Penilaian** : Tes	final test 2x50		**Materi:** text **Pustaka:** *YouTube video and handouts*	30%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	17.33%
2.	Penilaian Hasil Project / Penilaian Produk	11.67%
3.	Penilaian Portofolio	3.34%
4.	Penilaian Praktikum	3.34%
5.	Praktik / Unjuk Kerja	33%
6.	Tes	31.33%
		100%

Catatan
1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

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Koordinator Program Studi S1
Sastra Inggris

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NIDN 0014067509

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Inggris

NIDN

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