



Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Chinese Language Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																			
Chinese Translation	8820802173	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	April 4, 2022																																																			
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																				
		Yogi Bagus Adhimas, S.Pd., M.A.	Yogi Bagus Adhimas, S.Pd., M.A.			Miftachul Amri, M.Pd., M.Ed., Ph.D.																																																				
Learning model	Project Based Learning																																																									
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																									
	PLO-8	Able to speak and write (productively) in Mandarin in daily/general, academic and work contexts equivalent to HSK 4 and HSKK Intermediate																																																								
	Program Objectives (PO)																																																									
	PO - 1	Able to master translation strategies																																																								
	PLO-PO Matrix																																																									
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="6" style="padding: 5px;">PLO-8</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table>						P.O	PLO-8						PO-1																																											
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PO-1																																																										
PO Matrix at the end of each learning stage (Sub-PO)																																																										
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px; text-align: center;">Week</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">7</td> <td style="padding: 5px;">8</td> <td style="padding: 5px;">9</td> <td style="padding: 5px;">10</td> <td style="padding: 5px;">11</td> <td style="padding: 5px;">12</td> <td style="padding: 5px;">13</td> <td style="padding: 5px;">14</td> <td style="padding: 5px;">15</td> <td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table>						P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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PO-1																																																										
Short Course Description	Translation theories and their application to the activity of translating simple texts																																																									
References	Main :																																																									
	<ol style="list-style-type: none"> 1. Kardimin, (2013). Pintar Menerjemah: Wawasan Teoritik dan Praktek . Yogyakarta: Pustaka Pelajar. 2. Peter Newmark. A Textbook of Translation. 1988. New York. Prentice Hall. 3. André Lefevere. Translating Poetry Seven Strategies and a Blueprint. 1975. California. BRILL. 																																																									
	Supporters:																																																									
	<ol style="list-style-type: none"> 1. Susan Bassnett. Translation Studies. 2014. Inggris. Routledge. 																																																									
Supporting lecturer	Yogi Bagus Adhimas, S.Pd., M.A.																																																									
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	Accuracy and appropriateness in understanding the theory and practice of translation in the world of work	Accuracy and appropriateness of perception	Criteria: Selection and control of objects; Determination and suitability of theories, reading materials and references Form of Assessment : Participatory Activities	Collaborative Learning 2 X 50		Material: Literature translation : Kardimin, (2013). <i>Smart at Translating: Theoretical and Practical Insights</i> . Yogyakarta: Student Library.	4%
2	Accuracy and appropriateness of understanding the discussion of translation theory and practice according to experts	Accuracy and appropriateness of perception	Criteria: Selection and control of objects; Determination and suitability of theories, reading materials and references Form of Assessment : Participatory Activities	Collaborative Learning 2 X 50		Material: Translation Bibliography: Peter Newmark. <i>A Textbook of Translation</i> . 1988. New York. Prentice Hall.	6%
3	Accuracy and appropriateness of understanding the discussion of translation theory and practice according to experts	Accuracy and appropriateness of perception	Criteria: Selection and control of objects; Determination and suitability of theories, reading materials and references Form of Assessment : Participatory Activities	Collaborative Learning 2 X 50		Material: Translation Bibliography: André Lefevere. <i>Translating Poetry Seven Strategies and a Blueprint</i> . 1975. California. BRILLIANT.	6%
4	The accuracy and suitability of understanding the theoretical discussion and practice of translation studies research methods according to experts	Accuracy and appropriateness of perception	Criteria: Selection and control of objects; Determination and suitability of theories, reading materials and references Form of Assessment : Participatory Activities	Collaborative Learning 2 X 50		Material: Translation Bibliography: Peter Newmark. <i>A Textbook of Translation</i> . 1988. New York. Prentice Hall.	6%
5	Accuracy and appropriateness of understanding the theoretical discussion and translation practice of several types of translation objects	Accuracy and appropriateness of perception	Criteria: Selection and control of objects; Determination and suitability of theories, reading materials and references Form of Assessment : Participatory Activities	Collaborative Learning 2 X 50		Material: Translation Bibliography: Peter Newmark. <i>A Textbook of Translation</i> . 1988. New York. Prentice Hall.	6%
6	Accuracy and appropriateness of understanding the theoretical discussion and translation practice of several types of translation objects	Accuracy and appropriateness of perception	Criteria: Selection and control of objects; Determination and suitability of theories, reading materials and references Form of Assessment : Participatory Activities	Collaborative Learning 2 X 50		Material: Translation Bibliography: Peter Newmark. <i>A Textbook of Translation</i> . 1988. New York. Prentice Hall.	6%
7	Accuracy and appropriateness of understanding the theoretical discussion and translation practice of previous researchers	Accuracy and appropriateness of perception	Criteria: Selection and control of objects; Determination and suitability of theories, reading materials and references Form of Assessment : Participatory Activities	Collaborative Learning 2 X 50		Material: Translation Bibliography: Peter Newmark. <i>A Textbook of Translation</i> . 1988. New York. Prentice Hall.	6%

8	1.Accuracy and appropriateness of understanding the topic of translation theory and practice 2.UTS	Accuracy and appropriateness of perception	Criteria: Selection and control of objects; Determination and suitability Form of Assessment : Participatory Activities	Collaborative Learning 2 X 50		Material: Translation Bibliography: <i>Peter Newmark. A Textbook of Translation. 1988. New York. Prentice Hall.</i> Material: UTS Reader: <i>Peter Newmark. A Textbook of Translation. 1988. New York. Prentice Hall.</i>	8%
9	Accuracy and appropriateness of understanding the topic of translation theory and practice	Accuracy and appropriateness of perception	Criteria: Selection and control of objects; Determination and appropriateness of translation Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests	PPT Presentations, Case Studies, Collaborative Learning, Discussions, Questions and Answers 2 X 50		Material: Translation Bibliography: <i>Peter Newmark. A Textbook of Translation. 1988. New York. Prentice Hall.</i>	6%
10	Accuracy and appropriateness of understanding the topic of translation theory and practice	Accuracy and appropriateness of perception	Criteria: Selection and control of objects; Determination and appropriateness of translation Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	PPT Presentations, Case Studies, Collaborative Learning, Discussions, Questions and Answers 2 X 50		Material: Translation Bibliography: <i>Peter Newmark. A Textbook of Translation. 1988. New York. Prentice Hall.</i>	6%
11	Accuracy and appropriateness of understanding the topic of translation theory and practice	Accuracy and appropriateness of perception	Criteria: Selection and control of objects; Determination and appropriateness of translation Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	PPT Presentations, Case Studies, Collaborative Learning, Discussions, Questions and Answers 2 X 50		Material: Translation Bibliography: <i>Peter Newmark. A Textbook of Translation. 1988. New York. Prentice Hall.</i>	6%
12	Accuracy and appropriateness of understanding the topic of translation theory and practice	Accuracy and appropriateness of perception	Criteria: Selection and control of objects; Determination and appropriateness of translation Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	PPT Presentations, Case Studies, Collaborative Learning, Discussions, Questions and Answers 2 X 50		Material: Translation Bibliography: <i>Peter Newmark. A Textbook of Translation. 1988. New York. Prentice Hall.</i>	6%
13	Accuracy and appropriateness of understanding the topic of translation theory and practice	Accuracy and appropriateness of perception	Criteria: Selection and control of objects; Determination and appropriateness of translation Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	PPT Presentations, Case Studies, Collaborative Learning, Discussions, Questions and Answers 2 X 50		Material: Translation Bibliography: <i>Peter Newmark. A Textbook of Translation. 1988. New York. Prentice Hall.</i>	6%

14	Accuracy and appropriateness of understanding the topic of translation theory and practice	Accuracy and appropriateness of perception	Criteria: Selection and control of objects; Determination and appropriateness of translation Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	PPT Presentations, Case Studies, Collaborative Learning, Discussions, Questions and Answers 2 X 50		Material: Translation Bibliography: <i>Peter Newmark. A Textbook of Translation. 1988. New York. Prentice Hall.</i>	6%
15	Accuracy and appropriateness of understanding the topic of translation theory and practice	Accuracy and appropriateness of perception	Criteria: Selection and control of objects; Determination and appropriateness of translation Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	PPT Presentations, Case Studies, Collaborative Learning, Discussions, Questions and Answers 2 X 50		Material: Translation Bibliography: <i>Peter Newmark. A Textbook of Translation. 1988. New York. Prentice Hall.</i>	6%
16	1.Accuracy and appropriateness of understanding the topic of translation theory and practice 2.UAS	Accuracy and appropriateness of perception	Criteria: Selection and control of objects; Determination and appropriateness of translation Form of Assessment : Participatory Activities	Collaborative Learning 2 X 50		Material: Translation Bibliography: <i>Peter Newmark. A Textbook of Translation. 1988. New York. Prentice Hall.</i> Material: UAS Reader: <i>Peter Newmark. A Textbook of Translation. 1988. New York. Prentice Hall.</i>	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	78%
2.	Project Results Assessment / Product Assessment	20%
3.	Test	2%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

