



Universitas Negeri Surabaya
Faculty of Languages and Arts
English Literature Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Interpreting Practice	7920202088	Translation	T=2	P=0	ECTS=3.18	6	February 21, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Silvy Cinthia Adelia, S.S., M.A.		Dr. Widyastuti, M.Pd.			Dr. Ali Mustofa, S.S., M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																				
	PLO-5	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement																																																																																			
	PLO-8	Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa																																																																																			
	Program Objectives (PO)																																																																																				
	PO - 1	Be 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.																																																																																			
	PO - 2	Being able to demonstrate effective communication skills in interpreting contexts, including managing interactions with clients, colleagues, and other stakeholders.																																																																																			
	PO - 3	Become able to develop critical thinking and problem-solving skills in interpreting scenarios.																																																																																			
	PLO-PO Matrix																																																																																				
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																					
	<table border="1" style="margin-left: 40px;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	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																
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PO-3																																																																																					

Short Course Description	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.
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Corseillis, Ann. Public Service Interpreting: The First Steps. Hampshire: Palgrave Macmillan, 2008. 2. Nolan, James. Interpretation: Techniques and Exercises. Canada: Multilingual Matters Ltd, 2005. 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 <p>Supporters:</p>
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1. YouTube video and handouts							
Supporting lecturer		Dr. Ali Mustofa, S.S., M.Pd. Silyv Cinthia Adejia, S.S., 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	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.	Criteria: Criteria: Spoken Form: Observation Form of Assessment : Participatory Activities	Lecturing, Discussion, Questions and answers 2 X 50		Material: Introduction to Interpreting Bibliography: 1. Lee, S. (2017). <i>The interpreter's notebook</i> . Routledge. 2. Chen, H. H. (2014). <i>Teaching interpreting and interpreter training: Challenges and innovations</i> . Routledge. 3. Gillies, A. (2005). <i>Notetaking for consecutive interpreting: A short course</i> . St. Jerome Publishing. 4. Pöchhacker, F. (2016). <i>Introducing interpreting studies</i> . 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.	Criteria: Criteria: Spoken Form: Observation Form of Assessment : Participatory Activities, Practice/Performance	Lecturing, group discussion, question answer 2 X 50		Material: Interpreting Techniques and Strategies References: 1. Lee, S. (2017). <i>The interpreter's notebook</i> . Routledge. 2. Chen, H. H. (2014). <i>Teaching interpreting and interpreter training: Challenges and innovations</i> . Routledge. 3. Gillies, A. (2005). <i>Notetaking for consecutive interpreting: A short course</i> . St. Jerome Publishing. 4. Pöchhacker, F. (2016). <i>Introducing interpreting studies</i> . Routledge	4%

3	<p>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.</p>	<p>- 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.</p>	<p>Criteria: Criteria: Spoken Form: Observation Form of Assessment : Practice / Performance</p>	<p>Lecturing, group discussion, question answer 2 X 50</p>		<p>Material: Interpreting Techniques and Strategies References: 1. Lee, S. (2017). <i>The interpreter's notebook</i>. Routledge. 2. Chen, H. H. (2014). <i>Teaching interpreting and interpreter training: Challenges and innovations</i>. Routledge. 3. Gillies, A. (2005). <i>Notetaking for consecutive interpreting: A short course</i>. St. Jerome Publishing. 4. Pöchhacker, F. (2016). <i>Introducing interpreting studies</i>. Routledge</p>	4%
4	<p>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</p>	<p>Analyze and evaluate interpreting performances using reflective practice skills, and identify areas for personal and professional development.</p>	<p>Criteria: 1.clarity and understanding 2. Analysis and Critical Thinking Forms of Assessment : Participatory Activities, Practice/Performance, Tests</p>	<p>discussion, questions and answers 2 X 50</p>		<p>Material: Reflective Practice Library: YouTube videos and handouts</p>	4%

5	<p>- To understand the concept of diction/registers in translation and interpreting</p>	<p>- 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.</p>	<p>Criteria: Criteria: Written Form: Rubric</p> <p>Forms of Assessment : Portfolio Assessment, Practical Assessment, Practical / Performance</p>	<p>Project-Based 2 X 50</p>		<p>Material: Consecutive Interpreting (note taking) References: 1. Lee, S. (2017). <i>The interpreter's notebook</i>. Routledge. 2. Chen, H. H. (2014). <i>Teaching interpreting and interpreter training: Challenges and innovations</i>. Routledge. 3. Gillies, A. (2005). <i>Note-taking for consecutive interpreting: A short course</i>. St. Jerome Publishing. 4. Pöchhacker, F. (2016). <i>Introducing interpreting studies</i>. Routledge</p>	5%
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6	<p>· To understand the concept of diction/register in translation and interpreting</p>	<p>- 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.</p>	<p>Criteria: Criteria: Written Form: Rubric</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment</p>	<p>Project-Based 2 X 50</p>		<p>Material: Consecutive Interpreting (note taking) References: 1. Lee, S. (2017). <i>The interpreter's notebook</i>. Routledge. 2. Chen, H. H. (2014). <i>Teaching interpreting and interpreter training: Challenges and innovations</i>. Routledge. 3. Gillies, A. (2005). <i>Note-taking for consecutive interpreting: A short course</i>. St. Jerome Publishing. 4. Pöchhacker, F. (2016). <i>Introducing interpreting studies</i>. Routledge</p>	5%
7	<p>· To apply the concept of diction/register in the sentences</p>	<p>· To solve questions on diction/register</p>	<p>Criteria: Content Understanding</p> <p>Form of Assessment : Practice / Performance</p>	<p>Small group discussion Contextual instruction 2 X 50</p>		<p>Material: diction/register References: 1. Corsellis, Ann. <i>Public Service Interpreting: The First Steps</i>. Hampshire: Palgrave Macmillan, 2008. 2. Nolan, James. <i>Interpretation: Techniques and Exercises</i>. Canada: Multilingual Matters Ltd, 2005.</p>	5%
8	<p>· To apply the concept of diction/register in the sentences</p>	<p>· To solve questions on diction/register</p>	<p>Criteria: 1.Content Understanding 2.Analysis and Critical Thinking</p> <p>Form of Assessment : Practice / Performance</p>	<p>Small group discussion Contextual instruction 2 X 50</p>		<p>Material: diction and registers Library: YouTube videos and handouts</p>	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.	Criteria: Analysis and Critical Thinking: Demonstrates strong analytical and critical thinking skills. Engages with the topic, explores complexities, and offers thoughtful analysis. Form of Assessment : Project Results Assessment / Product Assessment	project based 2x50		Material: cultural nuances and context References: 1. Lee, S. (2017). <i>The interpreter's notebook</i> . Routledge. 2. Chen, H. H. (2014). <i>Teaching interpreting and interpreter training: Challenges and innovations</i> . Routledge. 3. Gillies, A. (2005). <i>Note-taking for consecutive interpreting: A short course</i> . St. Jerome Publishing. 4. Pöchhacker, F. (2016). <i>Introducing interpreting studies</i> . 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	Criteria: 1.Content Understanding: different interpreting techniques: consecutive, simultaneous translation, and sight translation 2.Critical Thinking and Analysis Form of Assessment : Practice / Performance	lecturing group discussion 2x50		Material: interpreting techniques: consecutive, simultaneous translation, and sight translation Library: YouTube videos 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	Criteria: Content Understanding: different interpreting techniques: consecutive, simultaneous translation, and sight translation Form of Assessment : Practice / Performance	lecturing group discussion 2x50		Material: interpreting techniques: consecutive, simultaneous translation, and sight translation References: 1. Corsellis, Ann. <i>Public Service Interpreting: The First Steps</i> . Hampshire: Palgrave Macmillan, 2008. 2. Nolan, James. <i>Interpretation: Techniques and Exercises</i> . 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.	Criteria: Analysis and Critical Thinking Form of Assessment : Project Results Assessment / Product Assessment	lecturing group discussion note-taking 2x50		Material: interpretations cultural nuances References: 1. Corsellis, Ann. <i>Public Service Interpreting: The First Steps</i> . Hampshire: Palgrave Macmillan, 2008. 2. Nolan, James. <i>Interpretation: Techniques and Exercises</i> . 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.	Criteria: Analysis and Critical Thinking Form of Assessment : Practice / Performance	group discussion presentation 2x50		Material: interpretations cultural nuances References: 1. Corsellis, Ann. <i>Public Service Interpreting: The First Steps</i> . Hampshire: Palgrave Macmillan, 2008. 2. Nolan, James. <i>Interpretation: Techniques and Exercises</i> . Canada: Multilingual Matters Ltd, 2005.	5%
14	being able to apply basic interpretation using technology	understand and be able to use interpreting equipment and software.	Criteria: being able to use interpreting technology Form of Assessment : Participatory Activities	lecturing practice 2x50		Material: interpreting devices and software Library: YouTube videos and handouts	5%
15	being able to apply basic interpretation using technology	understand and be able to use interpreting equipment and software.	Criteria: being able to use technology to interpret Form of Assessment : Participatory Activities	lecturing practice 2x50		Material: interpreting devices and software Library: YouTube videos and handouts	5%

16	<p>1. Analyze and evaluate interpreting performances using reflective practice skills, and identify areas for personal and professional development.</p> <p>2. being able to implement different interpreting techniques: consecutive, simultaneous translation, and sight translation</p> <p>3. familiarity with interpreting equipment and software.</p>	being able to apply a basic English interpretation capability	<p>Criteria:</p> <p>1. Content Understanding</p> <p>2. Critical Thinking and Analysis</p> <p>3. Language and Mechanics</p> <p>Form of Assessment : Test</p>	final test 2x50		<p>Material: text</p> <p>Library: YouTube videos and handouts</p>	30%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	17.33%
2.	Project Results Assessment / Product Assessment	11.67%
3.	Portfolio Assessment	3.34%
4.	Practical Assessment	3.34%
5.	Practice / Performance	33%
6.	Test	31.33%
		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.