



**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
Introduction to Translation	7920202284	Compulsory Study Program Subjects	T=2   P=0   ECTS=3.18	4	July 16, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>	
	Widyastuti		Widyastuti	Dr. Ali Mustofa, S.S., M.Pd.	

<b>Learning model</b>	Case Studies																																																																																																																																						
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																																																						
	<b>PLO-5</b>   Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement																																																																																																																																						
	<b>Program Objectives (PO)</b>																																																																																																																																						
	<b>PO - 1</b>   Being able to examine features on linguistics that contribute to involvement in translation process and product																																																																																																																																						
	<b>PO - 2</b>   Being able to appraise a translation product by examining ideology and translation methods that produced by the learners																																																																																																																																						
	<b>PO - 3</b>   Being able to explain the selected techniques in translating cultural items																																																																																																																																						
	<b>PO - 4</b>   Being able to translate informative and fictitious English text or vice versa in terms of readability																																																																																																																																						
	<b>PO - 5</b>   Being able to translate informative and fictitious English text or vice versa in terms of accuracy and acceptability																																																																																																																																						
	<b>PO - 6</b>   Being able to understand the skills and qualities required to be successful in a career in translation																																																																																																																																						
	<b>PLO-PO Matrix</b>																																																																																																																																						
	<table border="1" style="margin: auto;"> <tr><td>P.O</td><td>PLO-5</td></tr> <tr><td>PO-1</td><td></td></tr> <tr><td>PO-2</td><td></td></tr> <tr><td>PO-3</td><td></td></tr> <tr><td>PO-4</td><td></td></tr> <tr><td>PO-5</td><td></td></tr> <tr><td>PO-6</td><td></td></tr> </table>	P.O	PLO-5	PO-1		PO-2		PO-3		PO-4		PO-5		PO-6																																																																																																																									
	P.O	PLO-5																																																																																																																																					
	PO-1																																																																																																																																						
	PO-2																																																																																																																																						
	PO-3																																																																																																																																						
PO-4																																																																																																																																							
PO-5																																																																																																																																							
PO-6																																																																																																																																							
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																																							
<table border="1" style="margin: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </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> <tr><td>PO-4</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-5</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-6</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																	PO-4																	PO-5																	PO-6																
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																																																																																																																																							
PO-5																																																																																																																																							
PO-6																																																																																																																																							

**Short Course Description** | The course is designed for the students to introduce the art and science of translation. The focus is on developing a comprehensive understanding of the translation process, including analysis of source text, selection of target text, and quality control. Students will learn about the key concepts and theories in translation, including equivalence, register, and culture. This course also explores the use of tools and resources available to translators, including CAT tools, dictionaries, and online resources. The course concludes with a discussion of career opportunities and professional development in the field of translation. The class will be conducted in both Indonesian and English as needed, as the instructional materials and activities encompass both languages. The prerequisites are therefore a strong command of written skills (reading and writing) as well as a solid knowledge of Indonesian and English grammar.

<b>References</b>	<b>Main :</b>
-------------------	---------------

1. Baker, Mona. 2018. *In Other Words: A Course Book on Translation* (3rd Ed). London: Routledge.
2. Hartono, R. 2017. *Pengantar Ilmu Menerjemah: Teori dan Praktek Penerjemahan*. Semarang: Cipta Prima Nusantara.
3. Larson, M.L. 1984. *Meaning-Based Translation: A Guide to Cross-language Equivalence*. Lanham: University Press of Amerika, Inc.
4. Machali, R. 2000. *Pedoman Bagi Penerjemah*. Jakarta: Penerbit PT. Grasindo.
4. Molina, L & Albir, A.H. 2002. *Translation Techniques Revisited: A Dynamic and Functionalist Approach in Meta*: *Journal Des Traducteurs* 12(4):498-512.
5. Nababan, M. R. (2008). *Teori menerjemahkan bahasa Inggris*. Yogyakarta: Pustaka Pelajar
5. Newmark, P. 1988. *A Textbook of Translation*. United Kingdom: Prentice-Hall International (UK) Ltd.
6. - \_\_\_\_\_. 1991. *About Translation*. Clevedon: Multilingual Matters Ltd.
7. Nida, Eugene A. dan Taber, Charles R. 1982. *The Theory and Practice of Translation*. Leiden: E.J. Brill.
8. Nord, C. 2018. *Translating as a Purposeful Activity: Functionalist Approaches Explained*. Manchester, UK: St. Jerome Publishing.
9. Pym, A. 2014. *Exploring Translation Theory* (2nd Ed). NY: Routledge

**Supporters:**

**Supporting lecturer** Dr. Widyastuti, S.S., M.Pd.  
Silvy Cinthia Adelia, 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	Being able to analyze and identify the structure of different types in English	1.students differentiate between translation and non-translation activities 2.Students know various types of texts based on function	<b>Criteria:</b> knowledge assessment  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	community learning 2 X 50		<b>Material:</b> the importance of translation; differences among, translation, translated, and translated; kind of translation <b>Bibliography:</b> Nababan, MR (2008). <i>Theory of translating English</i> . Yogyakarta: Student Library Newmark, P. 1988. <i>A Textbook of Translation</i> . United Kingdom: Prentice-Hall International (UK) Ltd.	10%
2	Understanding the problems of translation in the translated text and being able to identify them	Accurate understanding and practice of translation	<b>Criteria:</b> assignment assessment  <b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	lecturing, class discussion 2 X 50		<b>Material:</b> • Grammatical errors • Syntactical errors • Mechanical errors • Problems of meaning equivalence <b>References:</b> Baker, Mona. 2018. <i>In Other Words: A Course Book on Translation</i> (3rd Ed). London: Routledge.	5%
3	Understanding the Translation of Literary Works I	Students find various figures of speech in the text	<b>Criteria:</b> Correct answer  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	class discussion 2 X 50		<b>Material:</b> • Translating idiomatic expressions • Translating metaphors • Translating personifications <b>References:</b> Baker, Mona. 2018. <i>In Other Words: A Course Book on Translation</i> (3rd Ed). London: Routledge.	0%

4	Translating literary works	Students can analyze the results of translations of literary works	<p><b>Criteria:</b> The right answer in translating</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	think-pair-share 2 X 50		<p><b>Material:</b> • Translating similes • Translating allusions</p> <p><b>References:</b> <i>Baker, Mona. 2018. In Other Words: A Course Book on Translation (3rd Ed). London: Routledge.</i></p>	5%
5	Analyzing translated texts based on translation methods	students differentiate between literal translation and communication methods	<p><b>Criteria:</b> high, medium, and low accuracy</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	group discussions 2 X 50		<p><b>Material:</b> Translation methods</p> <p><b>References:</b> <i>Machali, R. 2000. Guidelines for Translators. Jakarta: Publisher PT. Grasindo. 4. Molina, L &amp; Albir, AH 2002. Translation Techniques Revisited: A Dynamic and Functionalist Approach in Meta: Journal Des Traducteurs 12(4):498-512.</i></p>	0%
6	Analyzing translated texts based on translation methods	students differentiate between literal translation and communication methods	<p><b>Criteria:</b> high, medium, and low accuracy</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	group discussions 2 X 50		<p><b>Material:</b> V shape proposed by Peter Newmark that from word-to-word translation to free translation</p> <p><b>Bibliography:</b> <i>Nababan, MR (2008). Theory of translating English. Yogyakarta: Student Library Newmark, P. 1988. A Textbook of Translation. United Kingdom: Prentice-Hall International (UK) Ltd.</i></p>	5%
7	Determine the audience and the purpose of the text	Enable to determine the audience and the purpose effectively.	<p><b>Criteria:</b> target reader, sentence length, complex language</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practice / Performance, Tests</p>	small group discussion 4 X 50		<p><b>Material:</b> Text types and their functions</p> <p><b>References:</b> <i>Pym, A. 2014. Exploring Translation Theory (2nd Ed). NY: Routledge</i></p>	5%

8	being able to use translation tools and resources to improve translation quality and efficiency for diverse target audiences	<ol style="list-style-type: none"> <li>Utilize appropriate dictionaries and glossaries in translating specialized concepts accurately</li> <li>Uses feedback from peers and lecturers to refine and improve translation processing and product</li> </ol>	<p><b>Criteria:</b> relevance, clarity and precision, usage and grammar, contextual information, connotation, sense relations</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Lecturing Collaborative learning 4 X 50		<p><b>Material:</b> • Translating idiomatic expressions • Translating metaphors • Translating personifications</p> <p><b>References:</b> <i>Baker, Mona. 2018. In Other Words: A Course Book on Translation (3rd Ed). London: Routledge.</i></p>	5%
9	Mid-Semester Evaluation/Mid-Semester Exam	written test	<p><b>Criteria:</b> Correct answer</p> <p><b>Form of Assessment :</b> Test</p>	paper and pencil test		<p><b>Material:</b> translation techniques and translation products</p> <p><b>References:</b> <i>Baker, Mona. 2018. In Other Words: A Course Book on Translation (3rd Ed). London: Routledge.</i></p>	15%
10	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.	<p><b>Criteria:</b> clarity and precision, cohesion and coherence, contextual consideration</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	Lecturing Collaborative learning 2 x 50		<p><b>Material:</b> Translation practice</p> <p><b>Reference:</b> <i>Hartono, R. 2017. Introduction to the Science of Translation: Translation Theory and Practice. Semarang: Cipta Prima Nusantara.</i></p>	5%
11	being able to use translation tools and resources to improve translation quality and efficiency	<ol style="list-style-type: none"> <li>translation resources based on the specific needs of a project and the target audience</li> <li>Analyze translation errors and identify areas for improvement, and actively seek out feedback from peers and</li> </ol>	<p><b>Criteria:</b> accuracy, acceptability, and readability</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Lecturing Collaborative learning		<p><b>Material:</b> Translation process, using machine translation</p> <p><b>Reference:</b> <i>Nababan, MR (2008). Theory of translating English. Yogyakarta: Student Library Newmark, P. 1988. A Textbook of Translation. United Kingdom: Prentice-Hall International (UK) Ltd.</i></p>	5%
12	being able to use translation tools and resources to improve translation quality and efficiency	translation resources based on the specific needs of a project and the target audience	<p><b>Criteria:</b> Answer given</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	Lecturing Collaborative learning		<p><b>Material:</b> using Cat-Tools and machine translation</p> <p><b>References:</b> <i>Baker, Mona. 2018. In Other Words: A Course Book on Translation (3rd Ed). London: Routledge.</i></p>	5%

13	being able to use translation tools and resources to improve translation quality and efficiency	translation resources based on the specific needs of a project and the target audience	<b>Criteria:</b> Answer given  <b>Forms of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	Lecturing Collaborative learning		<b>Material:</b> Cat-tools and using machine translation systems <b>References:</b> <i>Pym, A. 2014. Exploring Translation Theory (2nd Ed). NY: Routledge</i>	5%
14	being able to use translation tools and resources to improve translation quality and efficiency	translation resources based on the specific needs of a project and the target audience	<b>Criteria:</b> Answer given  <b>Forms of Assessment</b> : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Lecturing Collaborative learning 2 x50		<b>Material:</b> Translation tool <b>References:</b> <i>Nida, Eugene A. and Taber, Charles R. 1982. The Theory and Practice of Translation. Leiden: EJ Brill.</i>	5%
15	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	<b>Criteria:</b> Self-directed learning Collaborative learning  <b>Forms of Assessment</b> : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance		independent study 2x50	<b>Material:</b> Reflection of translation tool <b>References:</b> <i>Nida, Eugene A. and Taber, Charles R. 1982. The Theory and Practice of Translation. Leiden: EJ Brill.</i>	5%
16	being able to critically evaluate the impact of technology on the translation industry and its implications on the translation quality.	Develop a career plan with short- and long-term goals, taking into account the skills and knowledge needed for success in the translation industry	<b>Criteria:</b> grammar and usage, clarity and precision, contextual information  <b>Form of Assessment</b> : Test		Self-directed learning 2 x50	<b>Material:</b> translation brief <b>References:</b> <i>Baker, Mona. 2018. In Other Words: A Course Book on Translation (3rd Ed). London: Routledge.</i>	20%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	14.17%
2.	Project Results Assessment / Product Assessment	18.93%
3.	Portfolio Assessment	11.43%
4.	Practical Assessment	1%
5.	Practice / Performance	16.01%
6.	Test	38.5%
		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.

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.