

 UNESA	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																																																	
Literary Translation	7920202136		T=2	P=0	ECTS=3.18	5	July 16, 2024																																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																		
	Dr. Widyastuti, S.S., M.Pd. ; Uci Elly Kholidah, S.S., M.A. ; Silvy Cinthia Adelia, S.S., M.A.				Dr. Ali Mustofa, S.S., M.Pd.																																																		
Learning model	Project Based Learning																																																							
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	Being able to apply an English communication capability that involves at least two different cultural contexts.																																																						
	PLO-PO Matrix																																																							
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-5</td> <td style="padding: 5px;">PLO-8</td> <td colspan="3"></td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td></td> <td></td> <td colspan="3"></td> </tr> </table>					P.O	PLO-5	PLO-8				PO-1																																											
P.O	PLO-5	PLO-8																																																						
PO-1																																																								
PO Matrix at the end of each learning stage (Sub-PO)																																																								
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2" style="padding: 5px;">P.O</th> <th colspan="16" style="padding: 5px;">Week</th> </tr> <tr> <th style="padding: 5px;">1</th> <th style="padding: 5px;">2</th> <th style="padding: 5px;">3</th> <th style="padding: 5px;">4</th> <th style="padding: 5px;">5</th> <th style="padding: 5px;">6</th> <th style="padding: 5px;">7</th> <th style="padding: 5px;">8</th> <th style="padding: 5px;">9</th> <th style="padding: 5px;">10</th> <th style="padding: 5px;">11</th> <th style="padding: 5px;">12</th> <th style="padding: 5px;">13</th> <th style="padding: 5px;">14</th> <th style="padding: 5px;">15</th> <th style="padding: 5px;">16</th> </tr> <tr> <td style="padding: 5px;">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><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																	
P.O	Week																																																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																								
PO-1																																																								
Short Course Description	This course introduces the students to strategies of translating literary genres such as short stories, poetry, haiku, and drama worth translating. it involves the structural analysis and deeper interpretation of the texts in order to produce a translated text with aesthetics. It also discusses other people translation. at the end of the course, students are expected to have a translated product of their own. This course will be conducted through discussion and presentation.																																																							
References	Main :																																																							
	<ol style="list-style-type: none"> 1. Barnett, Sylvan, William Burto, William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson, Longman. 2. Singh, Varsha. The Problems in Translating Poetry: Some Structural, Textual, and Cultural Issue. 3. Millan, Carmen, Batrina, Francesca. 2013. The Routledge Handbook of Translation Studies. London: Routledge. 																																																							
	Supporters:																																																							
Supporting lecturer	Dr. Widyastuti, S.S., M.Pd. Silvy Cinthia Adelia, S.S., M.A. Uci Elly Kholidah, 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	<p>1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.</p> <p>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.</p> <p>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations.</p>	Based on the right answers	<p>Criteria: Based on the right answers</p> <p>Form of Assessment : Participatory Activities</p>	100 minute discussion	100 minute discussion	<p>Material: The techniques of literal translation, free translation, and dynamic equivalence, and knowing when to apply each approach.</p> <p>Bibliography: <i>Barnett, Sylvan, William Burto, William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson, Longman.</i></p>	2%
2	<p>1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.</p> <p>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.</p> <p>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations.</p>	Based on the right answers	<p>Criteria: Based on the right answers</p> <p>Form of Assessment : Participatory Activities</p>	100 minute discussion	100 minute discussion	<p>Material: The techniques of literal translation, free translation, and dynamic equivalence, and knowing when to apply each approach.</p> <p>Bibliography: <i>Barnett, Sylvan, William Burto, William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson, Longman.</i></p>	2%

3	<p>1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.</p> <p>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.</p> <p>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations.</p>	Based on the right answers	<p>Criteria: Based on the right answers</p> <p>Form of Assessment : Participatory Activities</p>	100 minute discussion	100 minute discussion	<p>Material: The techniques of literal translation, free translation, and dynamic equivalence, and knowing when to apply each approach.</p> <p>Bibliography: <i>Barnett, Sylvan, William Burto, William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson, Longman.</i></p>	2%
4	<p>1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.</p> <p>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.</p> <p>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations.</p>	Based on the right answers	<p>Criteria: Based on the right answers</p> <p>Form of Assessment : Participatory Activities</p>	100 minute discussion	100 minute discussion	<p>Material: The techniques of literal translation, free translation, and dynamic equivalence, and knowing when to apply each approach.</p> <p>Bibliography: <i>Barnett, Sylvan, William Burto, William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson, Longman.</i></p>	2%

5	<p>1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.</p> <p>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.</p> <p>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations.</p>	Based on the right answers	<p>Criteria: Based on the right answers</p> <p>Form of Assessment : Practice / Performance</p>	100 minute discussion	100 minute discussion	<p>Material: Knowing proficiency in translating literary texts</p> <p>Reader: <i>Singh, Varsha. The Problems in Translating Poetry: Some Structural, Textual, and Cultural Issues.</i></p>	3%
6	<p>1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.</p> <p>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.</p> <p>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations.</p>	Based on the right answers	<p>Criteria: Based on the right answers</p> <p>Form of Assessment : Practice / Performance</p>	100 minute discussion	100 minute discussion	<p>Material: Knowing proficiency in translating literary texts</p> <p>Reader: <i>Singh, Varsha. The Problems in Translating Poetry: Some Structural, Textual, and Cultural Issues.</i></p>	3%

7	<p>1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.</p> <p>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.</p> <p>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations.</p>	Based on the right answers	<p>Criteria: Based on the right answers</p> <p>Form of Assessment : Practice / Performance</p>	100 minute discussion	100 minute discussion	<p>Material: Knowing proficiency in translating literary texts</p> <p>Reader: <i>Singh, Varsha. The Problems in Translating Poetry: Some Structural, Textual, and Cultural Issues.</i></p>	3%
8	<p>1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.</p> <p>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.</p> <p>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations.</p>	Based on the right answers	<p>Criteria: Based on the right answers</p> <p>Form of Assessment : Practice / Performance</p>	100 minute discussion	100 minute discussion	<p>Material: Knowing proficiency in translating literary texts</p> <p>Reader: <i>Singh, Varsha. The Problems in Translating Poetry: Some Structural, Textual, and Cultural Issues.</i></p>	3%

9	material from weeks 1 to 8	Based on the right answers	Criteria: Based on the right answers Form of Assessment : Project Results Assessment / Product Assessment	written product		Material: Understanding literary translation techniques References: <i>Barnett, Sylvan, William Burto, William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson, Longman.</i>	20%
10	1. Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach. 2. Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context. 3. Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations.	Based on the right answers	Criteria: Based on the right answers Form of Assessment : Participatory Activities	Discussion and practice		Material: Understanding the cultural, historical, and societal contexts of the source and target languages References: <i>Millan, Carmen, Batrina, Francesca. 2013. The Routledge Handbook of Translation Studies. London: Routledge.</i>	5%

11	<p>1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.</p> <p>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.</p> <p>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations.</p>	Based on the right answers	<p>Criteria: Based on the right answers</p> <p>Form of Assessment : Participatory Activities</p>	Discussion and practice		<p>Material: Understanding the cultural, historical, and societal contexts of the source and target languages</p> <p>References: <i>Millan, Carmen, Batrina, Framcesca. 2013. The Routledge Handbook of Translation Studies. London: Routledge.</i></p>	5%
12	<p>1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.</p> <p>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.</p> <p>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations.</p>	Based on the right answers	<p>Criteria: Based on the right answers</p> <p>Form of Assessment : Participatory Activities</p>	Discussion and practice		<p>Material: Understanding the cultural, historical, and societal contexts of the source and target languages</p> <p>References: <i>Millan, Carmen, Batrina, Framcesca. 2013. The Routledge Handbook of Translation Studies. London: Routledge.</i></p>	5%

13	<p>1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.</p> <p>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.</p> <p>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations.</p>	Based on the right answers	<p>Criteria: Based on the right answers</p> <p>Form of Assessment : Participatory Activities</p>	Discussion and practice		<p>Material: Understanding the cultural, historical, and societal contexts of the source and target languages</p> <p>References: <i>Millan, Carmen, Batrina, Framcesca. 2013. The Routledge Handbook of Translation Studies. London: Routledge.</i></p>	5%
14	<p>1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.</p> <p>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.</p> <p>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations.</p>	Based on the right answers	<p>Criteria: Based on the right answers</p> <p>Form of Assessment : Participatory Activities</p>	Discussion and practice		<p>Material: Understanding the cultural, historical, and societal contexts of the source and target languages</p> <p>References: <i>Millan, Carmen, Batrina, Framcesca. 2013. The Routledge Handbook of Translation Studies. London: Routledge.</i></p>	5%

15	<p>1. Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.</p> <p>2. Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.</p> <p>3. Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations.</p>	Based on the right answers	<p>Criteria: Based on the right answers</p> <p>Form of Assessment : Participatory Activities</p>	Discussion and practice		<p>Material: Understanding the cultural, historical, and societal contexts of the source and target languages</p> <p>References: <i>Millan, Carmen, Batrina, Francesca. 2013. The Routledge Handbook of Translation Studies. London: Routledge.</i></p>	5%
16	material from week 10 to 15	Based on the right answers	<p>Criteria: Based on the right answers</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	written product		<p>Material: Translating literary and considering some cultural issues</p> <p>Reader: <i>Singh, Varsha. The Problems in Translating Poetry: Some Structural, Textual, and Cultural Issues.</i></p>	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	38%
2.	Project Results Assessment / Product Assessment	50%
3.	Practice / Performance	12%
		100%

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.