



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																											
Fachliche Uebersetzung	7920602068		T=2 P=0 ECTS=3.18	6	July 18, 2024																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																												
	Dr. Wisma Kurniawati, M.Pd.																																												
Learning model	Case Studies																																															
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		P.O																																														
	PO Matrix at the end of each learning stage (Sub-PO)																																															
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 20%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Providing the ability to translate texts specific to other scientific fields from German to Indonesian. Lecture activities include 50 theory and 50 practical activities. Assessment of this course includes: structured assignments, subsummative exams, and final semester exams.																																															
References	Main :																																															
	<ol style="list-style-type: none"> 1. Bachmann, Roland. 1992. Übersetzen technischer Fachtexte: Was muß man können? Wie kann man es lernen? Ein Beitrag aus praktischer und didaktischer Sicht. Lebende Sprachen 37 [4]: 145-151. 2. Freeman, Henry G. 2003. Wörterbuch technischer Begriffe mit 6500 Definitionen nach D Deutsch und Englisch. 5. Aufl. Berlin u.a.: Beuth. 3. Görner, Horst. 2001. Langenscheidts Fachwörterbuch kompakt Technik und angewandte Wissenschaften. Englisch-Deutsch, Deutsch-Englisch. Berlin u.a.: Langenscheidt. 4. Horn-Helf, Brigitte. 1999. Technisches Übersetzen in Theorie und Praxis. Tübingen/Basel: Francke. 5. Katan, David. 1999. Translating Cultures: An Introduction for Translators, Interpreters and Mediators. Manchester: St. Jerome. 6. Kretzenbacher, Heinz L. 1990. Rekapitulation: Textstrategien der Zusammenfassung von wissenschaftlichen Fachtexten. (Forum für Fachsprachen-Forschung 11.) Tübingen: Narr. 7. Kucera, Antonin. 1989. Compact-Wörterbuch der exakten Naturwissenschaften und der Technik/The Compact Dictionary of Exact Science and Technology. Bd. 1: Englisch-Deutsch/English-German. 2. Aufl. Wiesbaden: Brandstetter. 8. Ludwig, Heidrun. 1999. Methoden und Ziele der Fachtextlinguistik: eine Bestandsaufnahme am Beispiel englischsprachiger naturwissenschaftlicher Abstracts. (Diss. Universität Marburg). Marburg: Tectum. 9. Prunc, Erich. 2000. Einführung in die Translationswissenschaft, Band 1. Orientierungsrahmen, Universitaet Graz, Graz Druckwerk. 10. Taraman, Soheir. 1986. Kulturspezifisch als Übersetzungsproblem: Phraseologismen in Arabisch&ndash;Deutsch Übersetzung, Groos, Heidelberg. 11. Reiss, K./Vermeer, H., J. 1991. Grundlegung einer allgemeinen Translationstheorie: 2. Auflage, Max Niemeyer Verlag, Tübingen. 12. Wahrig, Gerhard. 2000. Deutsches Wörterbuch, Bertelsmann Lexikon Verlag, München. 13. Wills, Wolfram, 1977. Übersetzungswissenschaft, Probleme und Methoden, Klett, Stuttgart. 																																															
	Supporters:																																															
Supporting lecturer	Lutfi Saksono, S.Pd., M.Pd. Yunanfathur Rahman, 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	Using the correct meaning and significance of words based on context through the use of the Ekabahsa Dictionary	1.Know the meaning of words 2.Know the meaning of words 3.Use the meaning and significance of words according to context	Criteria: 1. sehr aktiv 2. aktiv 3. weniger aktiv 4. passiv	Lectures, discussions, analysis and case studies 2 X 50			0%
2	Using the correct meaning and significance of words based on context through the use of the Ekabahsa Dictionary	1.Know the meaning of words 2.Know the meaning of words 3.Use the meaning and significance of words according to context	Criteria: 1. sehr aktiv 2. aktiv 3. weniger aktiv 4. passiv	Lectures, discussions, analysis and case studies 2 X 50			0%
3	Using the correct meaning and significance of words based on context through the use of the Ekabahsa Dictionary	1.Know the meaning of words 2.Know the meaning of words 3.Use the meaning and significance of words according to context	Criteria: 1. sehr aktiv 2. aktiv 3. weniger aktiv 4. passiv	Lectures, discussions, analysis and case studies 2 X 50			0%
4	Using the correct meaning and significance of words based on context through the use of the Ekabahsa Dictionary	1.Know the meaning of words 2.Know the meaning of words 3.Use the meaning and significance of words according to context	Criteria: 1. sehr aktiv 2. aktiv 3. weniger aktiv 4. passiv	Lectures, discussions, analysis and case studies 2 X 50			0%
5	translate ordinary sentences and compound sentences based on the structure of German and Indonesian sentence patterns	1.Know the sentence patterns of German and Indonesian translations 2.Know the patterns of compound sentences in German and Indonesian translations	Criteria: sehr gutgutbefriedigendausreichendmangelnd	- Discovery learning 2 X 50			0%
6	translate ordinary sentences and compound sentences based on the structure of German and Indonesian sentence patterns	1.Know the sentence patterns of German and Indonesian translations 2.Know the patterns of compound sentences in German and Indonesian translations	Criteria: sehr gutgutbefriedigendausreichendmangelnd	- Discovery learning 2 X 50			0%

7	translate ordinary sentences and compound sentences based on the structure of German and Indonesian sentence patterns	1.Know the sentence patterns of German and Indonesian translations 2.Know the patterns of compound sentences in German and Indonesian translations	Criteria: sehr gutgutbefriedigendausreichendmangelnd	- Discovery learning 2 X 50			0%
8	translate ordinary sentences and compound sentences based on the structure of German and Indonesian sentence patterns	1.Know the sentence patterns of German and Indonesian translations 2.Know the patterns of compound sentences in German and Indonesian translations	Criteria: sehr gutgutbefriedigendausreichendmangelnd	- Discovery learning 2 X 50			0%
9	UTS	UTS	Criteria: UTS	UTS 2 X 50			0%
10	Translating regular sentences and compound sentences based on sentence patterns in German and Indonesian: Theme "Fairy Tales"			2 X 50			0%
11	Translating regular sentences and compound sentences based on sentence patterns in German and Indonesian: Theme "Fairy Tales"			2 X 50			0%
12	translating regular sentences and compound sentences based on the structure of German and Indonesian sentence patterns: Theme "Nachrichten in Massenmedien"			2 X 50			0%
13	translating regular sentences and compound sentences based on the structure of German and Indonesian sentence patterns: Theme "Nachrichten in Massenmedien"			2 X 50			0%
14	translating regular sentences and compound sentences based on the structure of German and Indonesian sentence patterns: Theme "Tour-Pakete"			2 X 50			0%
15	translating regular sentences and compound sentences based on the structure of German and Indonesian sentence patterns: Theme "Tour-Pakete"			2 X 50			0%
16							0%

No	Evaluation	Percentage
		0%

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.