

Module/Course Title: Introduction to Translation					
Module/ course code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
SBI 62035	8.5 hours per week	3 CU x 1.5 = 4.5 ECTS	6 th	3 CU x16 = 48	16 meetings
1	Types of courses Compulsory coursework	Contact hours 3 CU x 50 mins = 150 mins = 2.5 hours per week	Independent study 3 CU x 120 mins = 360 mins = 6 hours	Class size 30 students	
2	Prerequisites for participation (if applicable) NA				
3	<p>Learning Outcomes (PLO + CLO)</p> <p>Course Description: This course provides an overview of the basic theory of translation and its application in translation practice. Students will be introduced to theory of translation, then they will practice translating text from English to Indonesian and vice versa. Students start the translation practice from the aspect of phrases to simple sentences and complex sentences, and in the end, they will translate short texts.</p> <p>Programme Learning Outcomes:</p> <p>PLO 1 Graduates are expected to be able to play a role as creative industry players by using competence in the fields of language, literature and culture to produce innovative and competitive works.</p> <p>PLO 2 Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society.</p> <p>PLO 3 Graduates are expected to be able to play a role as academicians, namely activists in the world of education who have intellectuality and professionalism.</p> <p>Intended Learning Outcomes:</p> <p>ILO 1 Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics.</p> <p>ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment.</p> <p>ILO 3 Students are able to demonstrate language skills by using proper English.</p> <p>ILO 4 Students are able to analyse the development of linguistic, literary and cultural phenomena in the global and digital era.</p> <p>ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts.</p> <p>ILO 6 Students are able to use media and technology into their learning and research activities</p> <p>ILO 7 Students are able to analyse various scientific texts in the fields of language, literature and culture in English.</p> <p>Course Learning Outcomes</p> <p>On completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the techniques of translation <ol style="list-style-type: none"> a. Evaluate translation methods used in various texts b. Analyse translation procedures in texts c. Evaluate the types of adjustment used in translation 				


	<ol style="list-style-type: none"> 2. Translate short texts appropriately <ol style="list-style-type: none"> a. Translate Simple, Compound, and Complex Sentences b. Translate short texts
4	<p>Subject aims/Content</p> <p>Meeting 1: Overview of Translation Students are able to have a general overview and understand the basic concepts of translation</p> <p>Meeting 2: Process of Translation Students are able to understand the stages of translation process</p> <p>Meeting 3 – 4: Types and Methods of Translation</p> <ol style="list-style-type: none"> a. Students are able to identify types of translation b. Students are able to understand Newmark’s Translation Methods through the V-diagram c. Students are able to evaluate the translation methods used in texts <p>Meeting 5 – 7: Translation Procedures</p> <ol style="list-style-type: none"> a. Students are able to understand Translation procedures proposed by Newmark, Machali, and Suryawinata & Hariyanto b. Students are able to evaluate the translation procedures used in certain translation work <p>Meeting 8: Mid-term Examination</p> <p>Meeting 9: Translating Phrases, Clauses, Sentences</p> <ol style="list-style-type: none"> a. Students are able to define simple, compound, and complex sentences b. Students are able to translate the three types of sentences correctly in the context of short texts <p>Meeting 10 – 11: Adjustment in Translation</p> <ol style="list-style-type: none"> a. Students are able to understand Nida’s Theory of Adjustment b. Students are able to evaluate the adjustment theory used in certain translation work c. Students are able to apply adjustment theory in translating a text <p>Meeting 12 – 13: Translating texts Students are able to translate short texts (ST: English) appropriately</p> <p>Meeting 14 – 15: Translating texts Students are able to translate short texts (ST: Indonesia) appropriately</p> <p>Meeting 16: Final Examination</p>
5	<p>Teaching methods</p> <p>Lectures, discussions, problem-based learning, team-based project</p>
6	<p>Assessment methods</p> <ol style="list-style-type: none"> 1. Class Participation In order to maximize the learning opportunities in this course, students are not only required to be present for all class sessions, but they are also expected to interact with peers based on the topic of discussion. 2. Team-based Project Working together in a team doing translation analysis, the students will be able to

- improve their teamwork abilities and collaborative thinking.
3. Mid-term Test and Final Examination
These tests may motivate the students to look through and revise previously learnt materials. As such, taking exams motivates the students to look for study tips and improve their studying skills, while also helping them develop self-discipline and self-organization.
 4. Translation Practice
Doing translation practice on short texts enables students to apply the previously learnt theories of translation into their work.

What follows is summary of the Assessment:

Assessment Task	Task Type	Due	Percentage
Class participation	Individual	Throughout the semester	5% (0.35% for each meeting)
Translation analysis 1	Group	Meeting 4	10%
Translation analysis 2	Group	Meeting 7	10%
Mid-term Test	Individual	Meeting 8	20%
Translation practice	Individual	Meeting 12-15	25% (5% for each text)
Final Exam	Individual	Meeting 16	30%
TOTAL			100%

7	This module/course is used in the following study programme/s as well NA
8	Teachers Yana Shanti Manipuspika
9	Resources Main: Tabiati, S.E., Manipuspika, Y.S., & Rozin, M. (2017). <i>Translation Theory and Practice</i> . Malang: UMM Press. Supplementary: 1. Newmark, P. (1988). <i>A textbook of translation</i> . NJ: Prentice Hall. 2. Suryawinata, Z. & Hariyanto, S. (2016). <i>Translation: Bahasan teori dan penuntun praktis menerjemahkan: Edisi Revisi</i> . Malang: MNC Publishing. 3. Dewi, H.D. & Wijaya, A. (2020). <i>Dasar-dasar penerjemahan umum</i> . Bandung: Penerbit Manggu.

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGES AND LITERATURE STUDY PROGRAMME OF ENGLISH LITERATURE
STUDENT TASK GUIDELINE	
COURSE:	Introduction to Translation

CODE:	SBI 62035	CU 3/Semester 6		
TEACHER	Team			
TASK FORM:				
Translation Practice				
NAME OF TASK:				
Translating short texts				
COURSE LEARNING OUTCOME:				
1. Translate texts from English to Indonesian				
DESCRIPTION				
Students translate a text given by the teacher. The source text is English, the target text is Indonesian.				
METHOD OF COMPLETION				
The students are asked to translate a text from English to Indonesian.				
OUTCOMES				
Object: text				
Outcome: the translation result				
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING				
The translation assessment rubric				
Level	Accuracy of transfer ST content	Quality of expression in TL	Degree of task completion	Mark
Level 5	Complete transfer of ST information; only minor revision needed to reach professional standard.	Almost all the translation reads like a piece originally written in English. There may be minor lexical, grammatical or spelling errors.	Successful	9, 10
Level 4	Almost complete transfer; there may be one or two insignificant inaccuracies; requires certain amount of revision to reach professional standards.	Large sections read like a piece originally written in English. There are a number of lexical, grammatical or spelling errors.	Almost completely successful	7, 8
Level 3	Transfer of the general idea(s) but with a number of lapses in accuracy; needs considerable revision to reach professional standard	Certain parts read like a piece originally written in English, but others read like a translation. There are a considerable number of lexical grammatical or spelling errors.	Adequate	5, 6
Level 2	Transfer undermined by serious inaccuracies; thorough revision required to reach professional standards.	Almost the entire text reads like a translation; there are continual lexical, grammatical or spelling errors.	Inadequate	3, 4
Level 1	Totally inadequate transfer of ST content; the translation is not worth revising.	The candidate reveals a total lack of ability to express himself adequately in English.	Totally inadequate	1, 2
<i>(Source: Waddington, 2001)</i>				
TIME				
Meeting 13				
OTHERS				
REFERENCES				
1. Tabiati, S.E., Manipuspika, Y.S., & Rozin, M. (2017). Translation Theory and Practice. Malang: UMM Press.				

