

Module/Course Title: Translation and Interpreting					
Module/ course code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
SBI 61044	8.5 hours per week	3 CU x 1.5 = 4.5 ECTS	7 th	3 CU x 16 = 48	16 meetings
1	Types of courses Elective coursework	Contact hours 3 CU x 50 mins = 150 = 2.5 hours per week	Independent study 3 CU x 120 minutes = 360 mins = 6 hours	Class size 30 students	
2	Prerequisites for participation (if applicable) ---				
3	<p>Learning Outcomes (PLO + CLO)</p> <p>Course Description: Translation and Interpreting is an elective course for both the students concentrating on Linguistics and Literature. This course encourages an intensive and actual practice of translating from English to Indonesian and vice versa. To enable the students to translate various discourses, the texts used in classroom activities comprise authentic discourses including journal articles and literary work. In addition, this course also aims at providing the students skills of basic interpreting. The students will be introduced to different types of interpreting and they will do some practices of interpreting.</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>ILO 8 Students are able to produce scientific articles or creative writings on language, literature, and culture independently or collaboratively.</p> <p>Course Learning Outcomes On completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. translate various texts from English into Indonesian and vice versa 				


	2. perform basic interpreting practices
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 from their introductory course</p> <p>Meeting 2 – 3: Translating short story Students are able to translate short story from English to Indonesian</p> <p>Meeting 4 – 5: Translating journal article</p> <ol style="list-style-type: none"> Students are able to understand the parts of journal articles Students are able to translate a journal article from English to Indonesian Students are able to translate a journal article from Indonesian to English <p>Meeting 6 – 7: Overview of Interpreting</p> <ol style="list-style-type: none"> Students are able to identify the difference between translation and interpreting Students are able to identify the modes of interpreting Students are able to understand the types of interpreting <p>Meeting 8: Mid-term Project: Translation</p> <p>Meeting 9 – 10: Note-taking</p> <ol style="list-style-type: none"> Students are able to perform note-taking as a part of skills required for consecutive interpreting <p>Meeting 11 – 13: Consecutive Interpreting</p> <ol style="list-style-type: none"> Students are able to perform consecutive interpreting by doing three steps: understanding, analysis, and re-expression Students are able to perform consecutive interpreting in a setting-based environment <p>Meeting 14 – 15: Simultaneous Interpreting</p> <ol style="list-style-type: none"> Students are able to practice shadowing as a preliminary step in simultaneous interpreting <p>Meeting 16: Final Project: Interpreting</p>
5	<p>Teaching methods</p> <p>Lectures, discussions, practice, team-based learning</p>
6	<p>Assessment methods</p> <ol style="list-style-type: none"> Class Participation To maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary tasks but they are also expected to interact with peers and the topics as directed in class discussions and activities. Translation Practice Through co-authorship in group translation, the students will be able to improve their teamwork abilities and collaborative thinking. They can also do peer-checking on each other's translation results. Mid-term Project It is counted as a mid-term test in which students will do translation on selected materials, and it will be compiled as a portfolio.

4. Interpreting Practice
Students will perform consecutive interpreting in a setting-based environment, and they will also practice simultaneous interpreting.
5. Interpreting Project
Students will be involved in interpreting projects by performing consecutive interpreting and submitting the project in a recorded format.

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 practice	Group	Meeting 3 Meeting 6	30% (15% for each task)
Mid-term Project	Individual	Meeting 8	20%
Interpreting practice	Individual	Meeting 12 Meeting 15	20% (10% for each task)
Final Project	Individual	Meeting 16	25%
TOTAL			100%

7	This module/course is used in the following study programme/s as well NA
8	Teacher Yana Shanti Manipuspika
9	Resources Main: Nolan, J. (2005). Interpretation: Techniques and Exercises. Toronto: Multilingual Matters Ltd.

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

CODE:	SBI 61044	CU 3/Semester 7
TEACHER	Team	
TASK FORM:		
Translation Practice		
NAME OF TASK:		
Translating journal article		
COURSE LEARNING OUTCOME:		
1. Translate from English to Indonesian		
DESCRIPTION		
This task is about translating a journal article that students collect themselves. 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: journal article		
Outcome: the translation result		
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING		
The translation assessment rubric		
Score range	Description	
Accuracy (30%)		
25-30	No identifiable problems of comprehension; original message has been conveyed completely to TL readers; no omissions or additions to information	
21-24	Virtually no problems of comprehension except with the most highly specialized vocabulary with no influence on TL readers' understanding; some partial omissions and additions	
16-20	Information is conveyed to TL readers with some difficulty due to translator misunderstanding of some parts of original message; apparent omissions and additions	
11-15	Poor expression of ideas; numerous serious problems in understanding ST interfere with communication of original message; difficult to understand TT	
1-10	Severe problems interfere greatly with communication of original message; TL reader can't understand what original writer was trying to say	
Finding equivalent (25%)		
20-25	All lexical and syntactic elements have been understood; precise vocabulary usage; words have been chosen so skilfully that the work reads like a good publishable version	
15-19	Full comprehension and good usage of a wide range of vocabulary and structures; specialized vocabulary presents some problems with unsuitable equivalents	
10-14	General comprehension of a fair range of vocabulary although some gaps observed; some vocabulary misused; some evidence of plausible attempts to work around difficulties of finding equivalents, perception, wordplay and other linguistic features	
5-9	Comprehension of vocabulary and structures show quite noticeable gaps which obscure sense; problems in finding correct vocabularies; unable to cope with specialized vocabulary	
1-4	Inappropriate use of vocabularies; comprehension of original seriously impeded even with fairly everyday vocabulary and structures; translation as a whole makes little sense	
Register, TL culture (20%)		
17-20	Good sensitivity to nuances of meaning, register is precisely and sensitively captured; there is a sophisticated awareness of the cultural context; translation shows a sophisticated command of TL lexis, syntax, and register	
13-16	There is a fair degree of sensitivity to nuances of meaning, register, and cultural	

	context
9-12	There is a lack of sustained attention to nuances of meaning, register, and cultural context; no awareness of register; TL lexis, syntax, and register are not always appropriate
4-8	There is scant attention to nuances of meaning, register, and cultural context; there are serious to severe shortcomings in the use of appropriate lexis, syntax, and register
1-3	There is no appreciable understanding of nuances of meaning, register, and cultural context; no concept of register or sentence variety
Grammar and ST style (15%)	
13-15	Gives the feeling that the translation needs no improvement from grammatical and stylistic points though one or two natural failings might be observed; native-like fluency in grammar
10-12	Shows flair for stylistic manipulation of TL items as if text were written in TL originally except where the language is placed under severe pressure of comprehension; maintains advanced proficiency in grammar; some grammatical problems but with no influence on message
7-9	Tends to have awkward grammatical usage in TL and literalness of rendering though but not impeding sense in a significant manner; some attempts to reflect stylistic features of the original; some grammatical problems are apparent and have negative effects on communication
4-6	Clumsy TL; often nonsensical grammatical usages in TL; unnatural sounding; little attempt to reflect stylistic features of the original; there is evidence of clear difficulties in following style; grammatical review of some areas is clearly needed
1-3	Little sense of style which often makes poor sense in TL; knowledge of grammar is inadequate; use of TL grammar is inadequate; severe grammatical problems interfere greatly with message
Shifts, omissions, additions and inventing equivalents (10%)	
9-10	Correct use of relative clauses, verb forms; use of parallel structure; creative inventions and skilful solutions to equivalents; no fragment or run-on sentence
7-8	Almost all shifts appear with partial trespass, attempts variety; some inventions for not available equivalents in TL; no fragment or run-on sentence
5-6	Some shifts but not consistency; awkward and odd structure; only few run-on sentences or fragments present
3-4	Lacks variety of structure due to not preserving necessary shifts except for few cases; little or no evidence of invention in equivalents
1-2	Unintelligible sentence structure due to completely ignoring necessary shifts; no skilful handling of equivalents; no trace of invention

(Source: Zakian et.al, 2012)

TIME

Meeting 6

OTHERS

REFERENCES

1. Tabiati, S.E., Manipuspika, Y.S., & Rozin, M. (2017). Translation Theory and Practice. Malang: UMM Press.
2. Nolan, J. (2005). Interpretation: Techniques and Exercises. Toronto: Multilingual Matters Ltd.



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STUDENT TASK GUIDELINE	
COURSE:	Translation and Interpreting
CODE:	SBI 61044 CU 3/Semester 7
TEACHER	Team
TASK FORM:	
Interpreting Practice	
NAME OF TASK:	
Consecutive Interpreting	
COURSE LEARNING OUTCOME:	
1. Perform interpreting from English to Indonesian	
DESCRIPTION	
This task is about practicing interpreting after doing note-taking exercises in the previous weeks. The SL is English, the TL is Indonesian.	
METHOD OF COMPLETION	
The students are asked to interpret a speech	
OUTCOMES	
Object: speech	
Outcome: the interpreting result	
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING	
Marking criteria for CONSECUTIVE	
CONTENT <ul style="list-style-type: none"> • Coherence/plausibility • Completeness/ Accuracy • Knowledge of passive language? 	<ul style="list-style-type: none"> ▪ Was the logic of the original speech clearly recognizable? ▪ Was the message coherent? ▪ Were the main ideas and the structure rendered? ▪ Were there any significant omissions with an impact on the coherence of the speech? ▪ Were there any important mistakes (“contresens”)? ▪ Did the interpretation render the original ideas/information of the speech accurately? ▪ Was the content conveyed in full? ▪ Were there too many details missing? ▪ Were there any misleading or redundant additions (“embroidery”)? ▪ Overuse of redundant filler phrases?
DELIVERY/Form <ul style="list-style-type: none"> • Quality of active language • Communication skills 	<ul style="list-style-type: none"> ▪ Knowledge of target language (correct grammar, appropriate register, idiomatic expressions, vocabulary, interferences from the source language)? ▪ Appropriate choice of register? ▪ Terminology? ▪ Diction (mumbling or clear enunciation)? ▪ Accent (if applicable)? ▪ Pace of delivery (fluent or staccato)? ▪ Use of the voice (prosody)? Intonation? ▪ Was the delivery professional? Was it agreeable to listen to and confident? ▪ Eye contact? ▪ Appropriate body language?
TECHNIQUE <ul style="list-style-type: none"> • Interpretation strategies 	<ul style="list-style-type: none"> ▪ Literal rendition of speech or intelligent processing of content? ▪ Use of interpretation strategies (paraphrasing, output monitoring, ability to condense information, “telescoping”)? ▪ Ability to monitor output? ▪ Note-taking technique?

	<ul style="list-style-type: none"> ▪ Time of delivery (shorter/longer than original speech)? Was the overrun excessive? ▪ Finishing sentences? 	
<p><i>(Source: https://europa.eu/interpretation/doc/marking_criteria_en.pdf)</i></p>		
<p>TIME</p>		
<p>Meeting 12</p>		
<p>OTHERS</p>		
<p> </p>		
<p>REFERENCES</p>		
<p>1. Nolan, J. (2005). Interpretation: Techniques and Exercises. Toronto: Multilingual Matters Ltd.</p>		