



**UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
ENGLISH LANGUAGE EDUCATION PROGRAM**

RENCANA PEMBELAJARAN

COURSE	CODE	COURSE GROUP	CREDIT	SEMESTER	DESIGN DATE
Indonesian -English Interpretation	ING846	MK Umum	2	6	5 January 2019
Otorisasi (Authorized Person)			Lecturer Designing Syllabus	Course Group Coordinator	Head of Study Program
			Signature	Signature	Signature
			Havid Ardi	Havid Ardi	Sitti Fatimah
Learning Outcome	PLO				
	PLO1	Demonstrate the ability to listen, speak, read and write in English with advance accuracy and fluency for a variety of purpose			
	PLO6	Use English appropriate in non-English teaching situation such as in Translation and interpretation, public relations, and English for Specific Purpose			
	PLO9	Use information technology appropriately when presenting work and in teaching			
	CLO				
	CLO1	Students are able to understand the difference between interpretation and translation, kinds of interpretation mode and understand the concept of interpretation in formal and informal situation, such as, talk-show, and conference.			
	CLO2	Students are able to explain the difference between interpretation and translation, kinds of interpretation mode and explain the concept of interpretation in formal and informal situation such as, talk-show, and conference.			
CLO3	Students are able to practice kinds of interpretation in different mode and practice interpretation in formal and informal situation such as, talk-show, and conference.				

Course Description	<p>This course provides knowledge and skills on Indonesian-English interpretation in which students are expected to be able to interpret from source language (Indonesian) to target language (English) in different modes of interpretation. It includes interpretation in formal situation such as talk show and seminar. Students are also required to be able to do interpretation in different situation and setting such as relay interpretation, and escort interpretation. In this course, the students could apply their advanced knowledge on English Structure and listening comprehension. Activities of learning will be in forms of lecturing, group presentation and conference, simulation, and practicing the interpretation by using various media in group/individually.</p> <p>In this course the students are also provided with e-book and online video material and discussion about interpreting activities in the e-learning site of UNP (http://elearning.unp.ac.id/). In this online course student can get some information about real activities of UN interpreter, discussion forum with other students and lecturers.</p>								
Materials/Topics	<ol style="list-style-type: none"> 1. The definition of interpretation, kinds of interpretation, and some prerequisites to be an interpretation 2. Interpretation and Translation, similarities and differences 3. Modes of Interpreting: Consecutive, Simultaneous, Whispered, Relay, Liaison 4. Types of Interpreting: Conference, Judicial, Escort, Public Sector, Medical 5. Media of Interpreting: Telephone, Video (VRI/ VRS), Television, subtitling 6. Note taking strategies 7. Anticipating speaker and selecting important information 8. Interpretation in talk show 9. Interpretation in seminar/conference 10. Relay interpretation 11. Escort interpretation 12. Interpretation in informal communication 								
References	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Main:</td> <td></td> </tr> <tr> <td></td> <td>Nolan, James. (2005). <i>Interpretation: Techniques and exercise</i>. Clevedon: Multilingual Matters Ltd.</td> </tr> <tr> <td style="text-align: center;">Supporting</td> <td></td> </tr> <tr> <td></td> <td> <ol style="list-style-type: none"> 1. Angelelli, Claudia. (2000). "Interpretation as a Communicative Event: A Look through Hymes' Lenses." Dalam <i>Meta</i>, XLV, 4, (2000). pp. 581-592. 2. Araújo, Vera Lúcia Santiago. (2004). "To Be or Not to Be Natural: Clichés of Emotion in Screen Translation". <i>Meta</i>, XLVIX, 1. Pp. 161-171. 3. Gentile, A., Azolins, U. Vasilakakos, M. (1996). <i>Liaison Interpreting: A Handbook</i>. Melbourne: Melbourne University Press. </td> </tr> </table>	Main:			Nolan, James. (2005). <i>Interpretation: Techniques and exercise</i> . Clevedon: Multilingual Matters Ltd.	Supporting			<ol style="list-style-type: none"> 1. Angelelli, Claudia. (2000). "Interpretation as a Communicative Event: A Look through Hymes' Lenses." Dalam <i>Meta</i>, XLV, 4, (2000). pp. 581-592. 2. Araújo, Vera Lúcia Santiago. (2004). "To Be or Not to Be Natural: Clichés of Emotion in Screen Translation". <i>Meta</i>, XLVIX, 1. Pp. 161-171. 3. Gentile, A., Azolins, U. Vasilakakos, M. (1996). <i>Liaison Interpreting: A Handbook</i>. Melbourne: Melbourne University Press.
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	<ol style="list-style-type: none"> 4. Gile, Daniel. (2000). "Conference and simultaneous interpreting". In Baker, M. (ed). 2000 <i>Routledge Encyclopedia of Translation Studies</i>. London: Routledge. 5. Gile, Daniel. (1995). <i>Basic Concept and Models for Interpreter and Translator Training</i>. Amsterdam: John Benjamin Publishing Company. 6. Kelly, Nataly. (2008). <i>A Medical Interpreter's Guide to Telephone Interpreting</i>. International Medical Interpreters Association. Diunduh dari: www.imiaweb.org pada 5 April 2009. 7. Lambert, Sylvie. (2004). "Shared Attention during Sight Translation, Sight Interpretation and Simultaneous Interpretation." <i>Meta</i>, XLIX, 2, Hal 294-306. 8. Pöchhacker, Franz. (2001). "Quality Assessment in Conference and Community Interpreting" dalam <i>Meta</i>, XLVI, 2, 2001. Pp. 410-425. 9. Wadensjo, C. (2000). "Community Interpreting" in Baker, M. (ed). 2000 <i>Routledge Encyclopedia of Translation Studies</i>. London: Routledge. 10. Ardi, Havid. (2015). <i>Pengantar Penerjemahan (Introduction to Translation)</i>. Padang: Sukabina Press. 	
Media	Software	Hardware
	Ppt, wav, .srt,	Laptop, LCD, Language Laboratory
Team Teaching	Prof. Dra. Yenni Rozimela, M.Ed., Ph.D. Dr. Havid Ardi, S.Pd., M.Hum.	
Prerequisite		

Week	Lesson Learning Outcome	indicators	method of Assessment	Methods of Learning	Materials	Grade Weight (%)
I	Students understand the purpose and objectives of the course	<ul style="list-style-type: none"> • Classroom regulation • Introduction the course • Ability to understand the purpose and 	<ul style="list-style-type: none"> - Observation - Teacher assessment - Questionnaire 	<ul style="list-style-type: none"> • English-Indonesian video • Presentation followed by question and answer session concerning about the topic 	Introduction to English-Indonesian Interpretation, definition, kind and prerequisite to interpreter	5

		objectives of the course		<ul style="list-style-type: none"> • Classroom discussion 		
II-III	Students are able to differentiate between translation and interpretation, type, mode, and media of interpretation	<ul style="list-style-type: none"> • Ability to identify the differences between translation and interpretation • Ability to identify the difficulties in interpretation to be anticipated • Identify and categorize the type, mode, & media of interpreting 	<ul style="list-style-type: none"> - Observation - Self-assessment - Peer & group assessment - Teacher assessment - Discussion forum assessment. 	<ul style="list-style-type: none"> • Problem solving • Discussion • Lecturing • Watch the video material provided in e-learning • Classroom presentation 	Interpretation and Translation, similarities and differences, type and mode of interpretation <ul style="list-style-type: none"> - Youtube: https://www.youtube.com/watch?v=dPF-iNmbxC8 	10
IV	Students understand the main idea of an oral presentation	<ul style="list-style-type: none"> • Ability to identify the main idea of an oral presentation • Ability to identify listening strategies to understand and identify the main idea. • Ability to apply note taking strategies 	<ul style="list-style-type: none"> - Observation - Written assignment/quiz - Self-assessment - Peer & group assessment - Teacher assessment - Discussion forum assessment 	<ul style="list-style-type: none"> • Problem solving • Discussion • Assignment • Watch the video material in elearning 	Listening strategies <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=9e_nIDjV-Lk 	5
V	Students are able to anticipate the speaker	<ul style="list-style-type: none"> • Ability to anticipate the speaker 	<ul style="list-style-type: none"> - Observation - Written assignment/quiz 	<ul style="list-style-type: none"> • Problem solving • Discussion • Assignment 	Anticipating the speaker	5

		<ul style="list-style-type: none"> • Ability to identify the important points in an oral presentation • Ability to apply the strategies of anticipating the speaker and note taking • Able to determine what should do and don'ts. 	<ul style="list-style-type: none"> - Self-assessment - Peer & group assessment - Teacher assessment - Discussion forum assessment 	<ul style="list-style-type: none"> • Watch the video material in elearning 	<ul style="list-style-type: none"> - https://www.youtube.com/watch?v=3wg-qZjMhU4 	
VI-VII	Students are able to interpret English talk show to Bahasa Indonesia	<ul style="list-style-type: none"> • Ability to design an interview • Ability to create questions in English • Ability to understand English utterance and interpret it into Bahasa Indonesia • Ability to point out the strengths and weaknesses of the interpretation 	<ul style="list-style-type: none"> - Observation - Written assignment/quiz - Self-assessment - Peer & group discussion assessment - Teacher assessment - Discussion forum assessment - Performance-based test (oral interpreting & subtitling) 	<ul style="list-style-type: none"> • Simulation • Discussion • Lecturer • Watch the video about UN interpreter activity 	Interpreting English-Indonesian in a talk show <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=sUuliWL4LyI 	10
VIII	Mid Test					30
IX-XI	Students are able to interpret English speech presented in a	<ul style="list-style-type: none"> • Ability to design a conference 	<ul style="list-style-type: none"> - Observation - Self-assessment 	<ul style="list-style-type: none"> • Simulation • Discussion • Lecturer 	<ul style="list-style-type: none"> - Interpreting English-Indonesian in a conference 	15

	conference to Bahasa Indonesia	<ul style="list-style-type: none"> • Ability to create a speech in English • Ability to understand the speech in English and interpret it into Bahasa Indonesia • Ability to point out the strengths and weaknesses of the interpretation 	<ul style="list-style-type: none"> - Peer & group assessment - Teacher assessment - Discussion forum assessment - Performance-based test 	<ul style="list-style-type: none"> • Watch the videos in e-learning about consecutive and conference interpreting 	<ul style="list-style-type: none"> - https://www.youtube.com/watch?v=y-5FheanaY - https://www.youtube.com/watch?v=7LEySrew8xs 	
XII	Students are able to interpret oral text presented by native English speech presented in a conference to Bahasa Indonesia	<ul style="list-style-type: none"> • Ability to design a conference • Ability to create a speech in English • Ability to understand the speech in English and interpret it into Bahasa Indonesia • Ability to point out the strengths and weaknesses of the interpretation 	<ul style="list-style-type: none"> - Observation - Self-assessment - Peer & group assessment - Teacher assessment - Discussion forum assessment - Performance-based test 	<ul style="list-style-type: none"> • Simulation • Discussion • Lecturer • Watch the videos provide 	Interpreting English-Indonesian in a conference <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=HkgxxRvVdQQ - https://www.youtube.com/watch?v=8YFwkqN4G8s 	5
XIII	Students are able to do relay interpretation	<ul style="list-style-type: none"> • Ability to understand the procedures of 	<ul style="list-style-type: none"> - Observation - Self-assessment - Peer & group assessment 	<ul style="list-style-type: none"> • Simulation • Discussion • Lecturer 	Relay interpretation	5

		relay interpretation • Ability to conduct a relay interpretation	- Teacher assessment - Performance-based test			
XIV	Students are able to do escort interpretation	• Ability to understand the procedures of escort interpretation • Ability to conduct an escort interpretation	- Observation - Self-assessment - Peer & group assessment - Teacher assessment - Performance-based test	• Simulation • Discussion • lecturer	Escort interpretation	
XVI	Students are able to do interpret oral text in an informal communication	• Ability to understand the concept of interpretation in informal • Ability to conduct an escort interpretation	- Observation - Self-assessment - Peer & group assessment - Teacher assessment - Performance-based test	• performance • Discussion • Lecturer	Interpretation in informal communication	

A. Evaluation/Assessment

1. Daily interpretation activities

Objectives: students' are assigned to do interpretation activities

Evaluation criteria: **Rubric to Assess Students' Ability**

LLO	Performance Indicator	81-100	61-80	41-60	21-40	0-20
1-4	Fluency and Coherence	Usually maintains flow of speech but uses repetition, self-correction Use certain connectives and discourse markers Produces simple speech fluently, but more complex communication causes fluency problems	Cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction Links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence	Speak with long pauses Has limited ability to link simple sentence	Pause lengthily before most words Little communication possible	No communication possible No ratable language
	Vocabulary	Manages to talk about familiar and unfamiliar topics but uses vocabulary	Is able to talk about familiar topics but can only convey	Uses simple vocabulary to convey	Only isolated words or memorized utterances	

		with limited flexibility Attempts to use paraphrase but with mixed success	basic meaning on unfamiliar topics and makes frequent errors in word choice Rarely attempts phrase	personal information Has insufficient vocabulary		
	Grammar	Produces basic sentence forms with reasonable accuracy Uses limited range of more complex structures, but these usually contain errors and may cause some comprehension problems	Produces basic sentence forms and some correct simple sentences but subordinate structures are rare Errors are frequent and may lead to misunderstanding	Attempts basic sentence forms but with limited success, or relies on apparently memorized	Cannot produce basic sentence forms	
	Pronunciation	Shows all the positive features	Uses a limited range of pronunciation features Attempts to control features but	Show some of the positive features	Speech is often unintelligible	

			lapses are frequent			
			Mispronunciations are frequent and cause some difficulty for the listener			

2. Online Discussion

Objective: teacher provides an online Discussion on UNP E-learning facilities where students can explore and discuss the given topic on translation.

Evaluation Criteria: **Online Discussion Scoring Rubric**

Criteria	Unsatisfactory = 0	Limited = 1	Proficient = 2	Exemplary = 3	Score
Critical Analysis (Understanding of Readings and Outside References)	Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea," without supporting statements with concepts from the readings, outside resources, relevant	Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited.	Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.	Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to	

	research, or specific real-life application.			support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.	
Participation in the Learning Community	Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions.	Discussion postings sometimes contribute to ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.	Discussion postings contribute to the class' ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.	Discussion postings actively stimulate and sustain further discussion by building on peers' responses including — building a focused argument around a specific issue or — asking a new related question or — making an oppositional statement supported by personal experience or related research.	
	Discussion postings are at midpoint or later in the module or contributions are only posted on the last day of the module.	Discussion postings respond to most postings of peers several days after the initial discussion.	Discussion postings respond to most postings of peers within a 48 hour period.	Discussion postings are distributed throughout the module (not posted all on one day or only at the beginning or only on the last day of the module).	

Etiquette in Dialogue with Peers	Written interactions on the discussion board show disrespect for the viewpoints of others.	Some of the written interactions on the discussion board show respect and interest in the viewpoints of others.	Written interactions on the discussion board show respect and interest in the viewpoints of others.	Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.	
Quality of Writing and Proofreading	Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.	Written responses include some grammatical, spelling or punctuation errors that distract the reader.	Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	
TOTAL					

C. Students' grades are based on:

Mid-Test	20%
Final Test	20%
Daily Interpretation Practice	40%
Assignment	20%

Range	Grade
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	C-
40-49	D
<39	E