

APPENDIX 1: ICT Competences Indicators

No	Code	ICT competencies indicators	Sources	Unesco's Approach		
				TL	KD	KC
Employing Internet and websites						
1	TL2	Identify the Internet and the World Wide Web, elaborate on their usages.	(UNESCO, 2011)	√	X	X
2	TL3	Recognize how a browser works and use a URL to access a website.		√	√	X
3	TL33	Use online technology as available to deliver instructional or support material.	(Healey, 2008)	√	√	X
ICT-involved Learning Resources						
4	TL4	Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge. (- Digital Classroom, - Website, - Social site) e.g (Sciencedirect, Researchgate, Wikipedia, Google, Englishpage, Libgen, Asian TEFL).	(UNESCO, 2011)	√	√	X
5	TL5	Use ICT resources to enhance their productivity.		√	√	X
6	KD138	Use ICT to access and share resources to support their activities and their own professional learning.		√	√	X
7	TL22	Download resources from websites.	(European Union, 2011)	√	X	X
8	KD43	Determine the right online and electronic learning resources.	(Healey, 2008)	√	√	X
9	KD53	Use technology resources that promote appropriate language use.		√	√	X
ICT-Involved Hardware						
10	TL6	Demonstrate the use of common hardware in supporting teaching learning activity, such as:	(UNESCO, 2011)	√	X	X

11	TL26	Use a data projector for lessons involving the internet, a DVD etc.	(European Union, 2011)	√	√	X
12	KD8	Train students to use any available classroom digital equipment (IWB incl.), their mobiles, tablets etc. Profitably for language learning.		√	√	X
13	TL69	Implement the electronic devices such as DVD players, data projectors, interactive whiteboard and etc.	(Celce Murcia, 2014)	√	√	X
14	TL70	Implement mobile device that employ a computer at their core such as cell phones, personal digital assistant (PDA), MP3 player and etc.		√	√	X
15	TL82	Use ICT tools in the classroom practice appropriately.	(Tomei, 2005)	√	X	X
16	TL83	Implement ICT tools in gaining the attention of the learner (Cognitive Domain).		√	√	X
17	KD97	Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in education support will help learners to use English in a very natural, real, communicative and stress-free language learning environment.	(Dilek Cakici, 2006)	√	√	X
ICT-Involved Software and applications						
18	TL7	Use presentation software and digital resources to support instruction, such as:	(UNESCO, 2011)	√	√	X
19	TL8	Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as:		√	√	√
20	KD128	Structure unit plans and classroom activities so that open-ended tools and subject-specific applications will support students in their reasoning with, talking about, and use of key		√	√	X

		subject matter concepts and processes while they collaborate to solve complex problems.				
21	KD129	Operate various open-ended software packages appropriate to their subject matter area, such as visualization, data analysis, role-play simulations, and online references.		√	√	X
22	KD132	Use a network and appropriate software to manage, monitor, and assess progress of various student projects.		√	√	√
23	TL24	Use software for handling images, DVDs, and sound files.	(European Union, 2011)	√	√	X
24	TL25	Use any standard Windows/Mac software, including media players.		√	√	X
25	TL51	Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and speaking, blogs for writing and reading).	(Healey, 2008)	√	X	X
26	TL72	Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.	(Celce Murcia, 2014)	√	√	√
27	KD96	Implement virtual learning environment (VLEs) in the process of teaching and learning (ex. Edmodo, Moodle).	(Phil Spancer, 2011)	√	√	√
Creating/Designing/Editing files or materials						
28	TL9	Demonstrate the basic tasks and use word processors, such as: □Microsoft office, WPS, text entry, editing text, formatting text printing.	(UNESCO, 2011)	√	√	X
29	KC15	Design online materials and activities that engage students in collaborative problem-solving, research or creating art.		√	√	√

30	TL20	Use word-processing software to write a worksheet, following standard conventions.	(European Union, 2011)	√	√	√
31	KD42	Use available digital devices to achieve teaching goals (e.g., turning the device on and off; opening, closing and resizing software windows; saving, editing, and organizing files and folders; copying, cutting, and pasting components within a document; recognizing file times; launching and exiting software applications; and similar universal tasks)	(Healey, 2008)	√	√	√
32	KD24	Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.	(ISTE, 2008)	√	√	X
Email and File sharing						
33	TL10	Create an email account and use it for a sustained series of email correspondence.	(UNESCO, 2011)	√	√	√
34	TL89	Provide Audio and video-based classroom discussion via distance learning.	(Tomei, 2005)	√	X	X
35	TL90	Facilitate ICT tools in brainstorming either at the classroom or at a distance.		√	X	X
36	KD120	Implement ICT tools to construct and share new concrete information.		√	√	√
ICT for Communication and Collaboration						
38	KD133	Use ICT to communicate and collaborate with students, peers, parents and the larger community in order to nurture student learning.	(UNESCO, 2011)	√	√	√
39	KD134	Use the network to support student collaboration within and beyond the classroom.		√	√	√
40	KC13	Help students to use ICT to develop communications and collaboration skills.		√	√	√

41	KD17	Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.	(ISTE, 2008)	√	√	√
42	KD118	Implement ICT tools to communicate and collaborate with peers and group.	(Tomei, 2005)	√	√	√
43	KD122	Implement telecommunication to interact with peers, experts and other audiences.		√	√	√
ICT for Curriculum and Lesson Planning						
44	TL16	Incorporate appropriate ICT activities into lesson plans so as to support students' acquisition of school subject matter knowledge.	(UNESCO, 2011)	√	X	X
45	KC12	Design units of study and classroom activities that integrate a range of ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication.		√	√	√
46	KC24	Prepare teaching materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	(Healey, 2008)	√	√	√
47	KC1	Create lessons with downloaded texts, pictures, graphics, etc.	(European Union, 2011)	√	√	√
48	KC2	Design blended learning modules using a learning management system.		√	√	√
49	KC3	Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity	(ISTE, 2008)	√	√	√
Software and applications Involvement						
50	TL19	Use networked record keeping software to take attendance, submit grades, and maintain student records.	(UNESCO, 2011)	√	√	X

Organizing files, tools etc.						
51	KD111	Formulate the concept and operation of ICT tools that appropriate with the students' knowledge and skills.	(Tomei, 2005)	√	√	X
52	KD136	Place and organize computers and other digital resources within the classroom so as to support and reinforce learning activities and social interactions.	(UNESCO, 2011)	√	√	X
Communities Engagements						
53	TL29	Participate in local and global learning communities to explore creative applications of technology to improve student learning.	(ISTE, 2008)	√	√	X
54	KD54	Use an electronic forum (e.g., blog) to post information for students about the class.	(Healey, 2008)	√	√	X
Evaluation and assessment tools						
55	TL67	Language teachers interpret computer-based test scores for stakeholders (e.g., TOEFL, other standardized tests).	(Healey, 2008)	√	√	X
56	KD41	Language teachers evaluate technological resources for alignment with the needs and abilities of the students.		√	√	X
57	KD61	Evaluate students' works that are posted in blogs, social medias, or electronic mails.		√	√	X
58	KD78	Language teachers use computer-based diagnostic, formative, and summative testing where feasible.		√	√	√
59	KD81	Language teachers use digital resources to document teaching for further analysis (e.g., digital recording of lectures and class interactions, digital logs of interactions).		√	√	√
60	TL76	Facilitate the appropriate ICT tools in giving fast feedback to students' error.		(Dilek Cakiki, 2006)	√	X	X

61	KD98	Examine ICTs both receptive and productive skills are easily and effectively assessed.		√	√	X
62	KC5	Decide and design relevant materials to test students' achievement in all skills and look for the appropriate ICT that can be used.		√	√	√
63	TL88	Provide graded and non-graded practice reviews, quizzes, and examinations		√	√	X
64	KD115	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies.	(Tomei, 2005)	√	√	√
65	KD116	Implement ICT tools in assessing student learning of subject matter using a variety of assessment techniques.		√	√	√
66	KC4	Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.	(ISTE, 2008)	√	√	√
67	KC14	Help students develop both knowledge- and performance-based rubrics and apply them to assess their own understanding of key subject matter and ICT skills. Help students to use these rubrics to assess another students' work.	(UNESCO, 2011)	√	√	√
Enhancing ICT competences through Teachers modelling						
68	TL41	Identify the right technology to support various teaching goals.		√	X	X
69	KD31	Language teachers show an awareness of their role as models, demonstrating respect for others in their use of public and private information.	(Healey, 2008)	√	√	X
70	KD1	Recommend appropriate online materials to students and colleagues.	(European Union, 2011)	√	√	X
71	KD2	Set and supervise on-line work for learners.		√	√	X

72	KD3	Train students to select and use on-line exercises appropriate to their individual needs.		√	√	X
73	KD18	Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.		√	√	X
74	KD19	Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.	(ISTE, 2008)	√	√	X
75	KD23	Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.		√	√	X
ICT Ethics and Policies						
76	KD32	Language teachers show awareness and understanding when approaching culturally sensitive topics and offer students alternatives.		√	√	X
77	KD38	Language teachers protect student privacy (e.g., not inappropriately putting student email addresses, biodata, or photos online; fully informing students about public sharing of blogs and Web sites; using password-protected sites when possible).	(Healey, 2008)	√	√	X
78	KD39	Language teachers respect (support) student ownership of their own work (e.g., not sharing student work inappropriately; not requiring students to post their work publicly).		√	√	X
79	TL91	Identify the ethical cultural, societal issues related with ICT tools.	(Tomei, 2005)	√	X	X

80	KD21	Promote and model digital etiquette and responsible social interactions related to the use of technology and information.	(ISTE, 2008)	√	√	X
81	KD22	Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.		√	√	X
ICT-Related Research/Journals						
82	TL52	Recognize which research findings about technology use are most appropriate for teaching and learning context.	(Healey, 2008)	√	X	X
83	TL60	Recognize appropriate suggestions from research for classroom practice using technology.		√	X	X
84	TL64	Identify gaps in current research about technology use.		√	X	X
85	KD74	Use a variety of avenues for getting information about research related to technology use (e.g., communities of practice, conferences).		√	√	X
86	KD75	Share relevant research findings about technology use with others.		√	√	X
ICT / System						
87	TL56	Choose technology that is aligned with needs and abilities of the students (e.g., language learning–focused software, productivity tools, content tools).	(Healey, 2008)	√	X	X
88	KD28	Language teachers share information about available technology with colleagues.		√	√	X
89	KD45	Use online technology available to deliver teaching or support material.		√	√	X
90	KD58	Demonstrate the understanding of various features of social media, blogs, and electronic mails in providing feedbacks.		√	√	X

91	KD59	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.		√	√	X
92	KD67	Embed technology into teaching rather than making it an add-on.		√	√	X
Learning strategies and Methods						
93	KD11	Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.	(ISTE, 2008)	√	√	X
94	KD20	Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources.		√	√	X
95	KD72	Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.	(Healey, 2008)	√	√	X
96	KD86	Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning.	(Phil Spancer, 2011)	X	√	X
97	KD100	Construct interactive, flexible and innovative English language environment.	(Dilek Cakiki, 2006)	X	√	X
98	KD103	Implement technology into language instruction reduces teacher-centered understanding and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives.		√	√	X
99	KD109	Implement ICT tools in solving simple and complex explanation in teaching and learning activity (affective domain).	(Tomei, 2005)	√	√	√
100	KD114	Implement ICT tools to develop students' higher order skills and creativity.		√	√	√
101	KD123	Implement ICT tools resources for problem solving, making informed decision and sharing the learning with peers.		√	√	√

102	KD126	Describe how collaborative, project-based learning and ICT can support student thinking and social interaction, as students come to understand key concepts, processes, and skills in the subject matter and use them to solve real-world problems.	(UNESCO, 2011)	√	√	X
103	KD135	Use search engines, online databases, and email to find people and resources for collaborative projects.		√	√	X
104	KD137	Manage student project-based learning activities in a technology-enhanced environment.		√	√	X
Personal and professional developments						
105	KD60	Demonstrate the use of ICT tools to encourage students to document their own progress.	(Healey, 2008)	√	√	X
106	KD85	Provide the opportunities for learner to develop their literacy, numeracy and ICT skills.	(Phil Spancer, 2011)	√	√	X
107	KD108	Implement ICT tools in affecting students' social behavior and personal achievement (affective domain).	(Tomei, 2005)	√	√	√
Data/Material retrieval						
108	KD95	Construct the teaching experience easier by managing accessible task.		X	√	X
109	KD127	Design online materials that support students' deep understanding of key concepts and their application to real world problems.	(UNESCO, 2011)	√	√	X
110	KC28	Create a resource that allows students to locate and retrieve materials.	(Healey, 2008)	√	√	√
ICT-integrated Environments						
111	KD14	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals,	(ISTE, 2008)	√	√	X

		managing their own learning, and assessing their own progress.				
112	KD25	Language teachers prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation software, and software that creates Internet resources).	(Healey, 2008)	√	√	X
113	KC31	Create an appropriate technology environment to meet specific teaching and learning goals.		√	√	√
114	TL58	Enable students to think critically about their use of technology in an age appropriate manner.		√	√	√



Appendix 2: The Analysis of Existing Syllabus Components

No	Syllabus Components	University										Employment (%)
		Translation					Entrepreneurship					
		A	B	C	D	E	E	F	G	H	I	
1	Basic Information	√	√	√	√	√	X	√	√	√	√	90%
2	Course Description	√	√	√	√	√	√	√	√	√	√	100%
3	Expected Learning Outcomes (CPL)	√	√	√	√	X	X	X	√	X	√	60%
4	Course Learning Outcomes (CPMK)	X	√	X	√	X	√	X	X	√	√	50%
5	Lesson Learning Outcomes (Sub-CPMK)	√	X	X	X	X	√	X	X	X	√	30%
6	Learning Indicators	√	√	X	X	X	X	X	X	X	X	20%
7	Materials	√	√	X	√	X	√	X	√	√	√	70%
8	Teaching Method	√	√	√	√	X	√	√	√	X	√	80%
9	Assignments	√	X	√	√	X	√	√	√	X	X	60%

10	Teaching and Learning Activities	√	√	X	√	X	X	X	X	X	X	30%
11	Learning Media	X	X	X	√	X	√	X	X	X	X	20%
12	Assessment and Grading Scales	√	√	√	√	X	X	√	√	√	√	80%
13	Schedule	X	X	X	√	X	√	X	√	X	X	30%
14	Time Allocation	X	X	X	√	X	X	X	X	X	X	10%
15	References	√	√	√	√	√	√	X	√	√	√	90%
16	Course Policy	√	√	X	√	X	X	√	X	√	X	50%

APPENDIX 3: The Analysis ICT Competences integrated into Existing Syllabus Components Contents

Code	Course Name	Syllabus Component										Remarks
		CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8	CS9	CS10	
A	Translation	Lecture's email (explicitly)	-	-	-	Presentasi (implicitly using PPT slide)	Presentasi (implicitly using PPT slide)	Presentasi (implicitly using PPT slide)	-	-	-	ICT competences' employment in University A are mentioned on: <ul style="list-style-type: none"> - Basic Description - Teaching method - Teaching and

Code	Course Name	Syllabus Component										Remarks
		CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8	CS9	CS10	
												learning activities. - Assessment and grading
B	Introduction to Translation	Able to translate short functional text from a DVD player manual (explicitly)	-	Students practice translating a text in respect to accuracy, clarity,	Manuals: A DVD player manual (explicitly)	-	-	-	-	-	-	ICT competences' employment in University B are mentioned on: - Basic description

Code	Course Name	Syllabus Component										Remarks	
		CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8	CS9	CS10		
				and naturalness of translation (from a DVD player manual). (Implicitly)									<ul style="list-style-type: none"> - Learning indicators - Materials
C	Translation	-	-	-	-	-	-	-	-	-	-	Link of website for the learning	ICT competences' employment in University C

Code	Course Name	Syllabus Component										Remarks
		CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8	CS9	CS10	
											g source is available	are mentioned on: - References
D	Practicum of Translation	-	-	-	-	-	Present asi (implicitly using PPT slide)	Present asi (implicitly using PPT slide)	-	-	-	ICT competences' employment in University D are mentioned on: - Teaching and learning activities

Code	Course Name	Syllabus Component										Remarks
		CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8	CS9	CS10	
												- Assessment and grading scales
E	Translation and Interpretation I	-	-	-	-	-	-	-	-	-	-	ICT competences' employment in the existing syllabus components of University E cannot be found.
F	Kewirausahaan	-	-	-	-	Presentasi	-	-	-	-	-	ICT competences'

Code	Course Name	Syllabus Component										Remarks	
		CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8	CS9	CS10		
						(implicitly using PPT slide)							employment in University F are mentioned on: - Teaching method
G	Introduction to Entrepreneurship	Lecturers' email and university website (explicitly)	Student will be able to use technology	-	Harvard website (explicitly)	Presentation using canvas (explicitly)	-	Assignment (Implicitly using m. word)	-	-	Link of website for the learning source is available	ICT competences' employment in University G are mentioned on: - Course description	

Code	Course Name	Syllabus Component										Remarks
		CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8	CS9	CS10	
			and business tools (explicitly)									<ul style="list-style-type: none"> - Expected learning outcomes - Teaching method - Materials - Assessment and grading scales - References
H	Entrepreneurship	Lecturer's email is mentioned	-	-	Some materials are	Presentat ion (implicitl	-	-	-	-	-	ICT competences' employment in

Code	Course Name	Syllabus Component										Remarks
		CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8	CS9	CS10	
		d (explicitly)			watching video from the links given. (explicitly)	y using PPT slide)						University H are mentioned on: - Basic description - Materials - Teaching method
I	Introduction to Business English	-	-	-	Business presentation (explicitly)	-	-	-	-	-	-	ICT competences' employment in University I are mentioned on:

Code	Course Name	Syllabus Component										Remarks
		CS1	CS2	CS3	CS4	CS5	CS6	CS7	CS8	CS9	CS10	
												- Materials
J	Introduction to Entrepreneurship	-	-	-	-	Presentat ion (implicitl y using PPT slide)	-	Present ation (implic itly using PPT slide)	-	-	-	ICT competences' employment in University J are mentioned on: - Teaching method - Assessme nt and grading scales.

APPENDIX 4: The Analysis of Existing Syllabus Components Contents

A. Translation

1. Component of Syllabus: Basic Information

Syllabus Codes					Remarks
Syllabus Components Contents					
AY1	AY2	AY3	AY4	AY5	
The basic information of translation course from University A covers: - University name	The basic information of translation course from University B covers: - Lectures' name	The basic information of translation course from University C covers: - Course name - Course credit	The basic information of translation course from University D covers: - Name of course	The basic information of translation course from University E covers: - Study program	All of the existing syllabuses of translation are contained with all basic information needed. It is related to the scholar's theory where the basic information needed are course title, course number, course credit, lecturer's

<ul style="list-style-type: none"> - Course name - Publication date - Faculty name - Study program - Course name & code - Course Credit - Semester - Lecturer's name 	<ul style="list-style-type: none"> - University name - Publication month and year - Name of course - Course code and credit - Prerequisites - Course status 	<ul style="list-style-type: none"> - Course code - University name - Lecturer's name - Publication year 	<ul style="list-style-type: none"> - Course code & credit - Prerequisites - Course status 	<ul style="list-style-type: none"> - University name - Faculty name - Course name - Course credit - Time allocation 	<p>name, and prerequisites (Altman & Cashin, 1992).</p>
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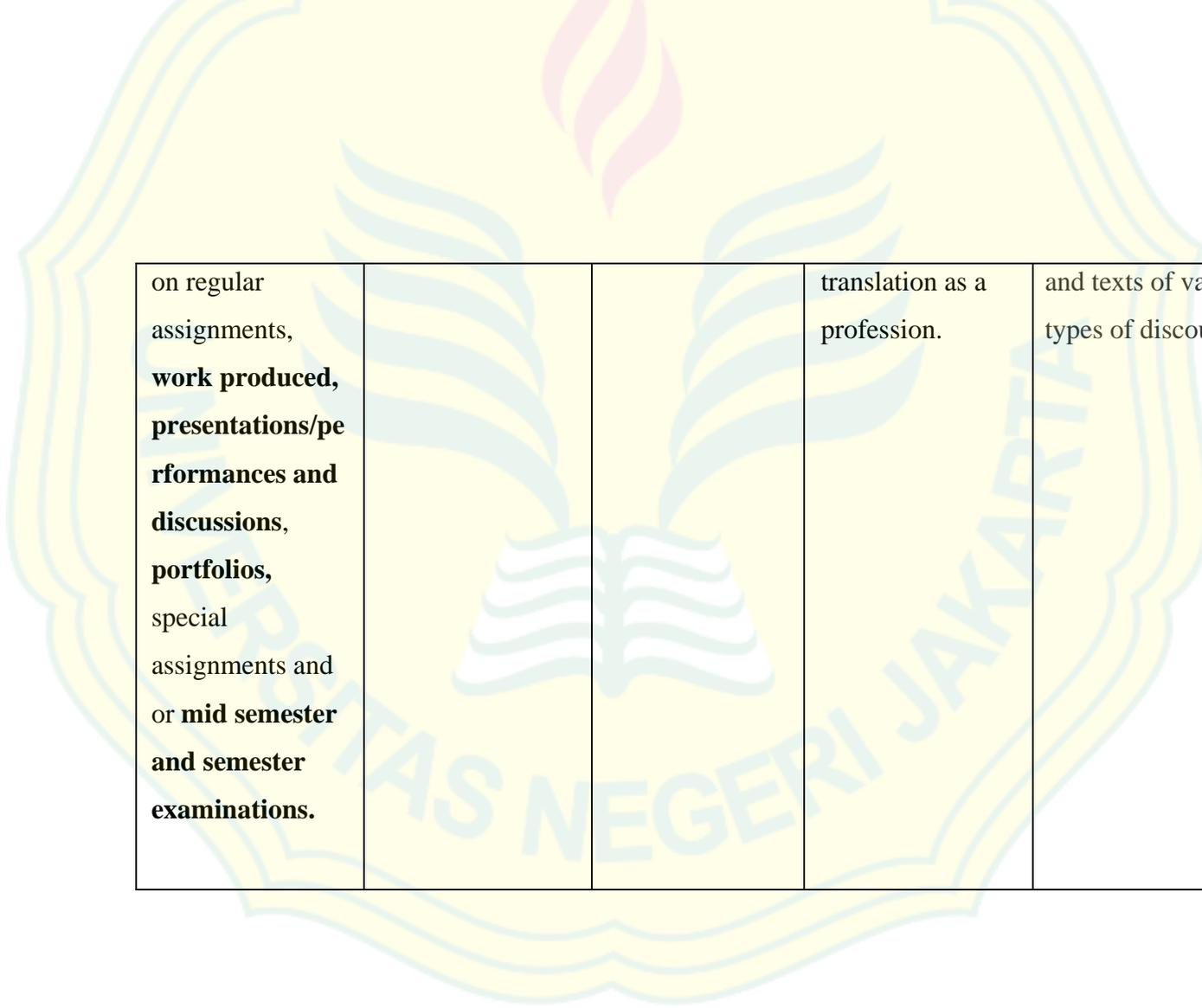
2. Component of Syllabus: Course Description

Syllabus Codes					Remarks
Syllabus Components Contents					
AY1	AY2	AY3	AY4	AY5	
<p>The basic description of Translation course for University A is:</p> <p>Translation is one of the regular units in the Translation Studies Curricula of English Language and Literature Study</p>	<p>The basic description of Translation course for University B is:</p> <p><i>Introduction to Translation</i> provides students with theoretical knowledge and practical experiences of translating a text</p>	<p>The basic description of Translation course for University C is:</p> <p>This course provides an introduction to the basic understanding and skills necessary for translation. It</p>	<p>The basic description of Translation course for University D is:</p> <p>Practicum of Translation is a core subject for English Literature Study Program. This Practicum of Translation has</p>	<p>The basic description of Translation course for University E is:</p> <p>The course is designed to provide the students with competence in translating different types of written texts of up to pre-intermediate level of difficulty from</p>	<p>All of the existing syllabus of translation are contained with course description. According to Davis (2009), the syllabus components after basic information is course description. It provides brief information that explain the related course in syllabus design.</p>

<p>Program and English Language Education Study Program, with a credit point value of 2 points (2CPs). It is a pre-requisite unit to Translation Studies Program, with a C grade at the lowest. The unit requires students to undertake bilingual translating practice that</p>	<p>from English into Indonesian with regard to the basic principles in producing an acceptable piece of translation. Theoretical knowledge deals with the concept, principles, and process of translation, translational shifts and techniques, criteria and guidelines for acceptable</p>	<p>aims to explore translation theories and practices from English into Indonesian and vice versa by using correct and appropriate diction and grammar and to develop students' skills in translation as well as a solid understanding of translation theories underpinning</p>	<p>two interrelated goals: translation as theory and translation as practice. This course focuses more on the application of translation theories that the students have received in Introduction to Translation with the emphasis on translation from English into Indonesian and vice versa. The</p>	<p>English into Indonesian. It develops students' knowledge of the basic theory, concept, and technique of translation. The translation practice materials will emphasize grammatical, lexical, and textual adjustments. In addition, the course provides the students with knowledge of using dictionaries and</p>	
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<p>involves English texts as Texts 1 and Bahasa Indonesia (BI) as texts 2 and vice versa, all of which use graphic channels of language. It aims at providing students with pre-intermediate bilingual translating practice at the level of discourse semantics, which deals with texts that involve story</p>	<p>translation. Practical experiences concern the practice of translating a text at the level of paragraph or passage with the emphasis of equivalency in the message between the source language and the target language.</p>	<p>the translation practices. It deals with concepts and principles of translation, techniques of translation, equivalence in translation, and practices at word, phrase, clause, sentence, paragraph, and text levels. This course may use</p>	<p>class activity will be on discussing translation process and procedures. Students will be exposed to the varieties of practice of translation from discussing the smallest unit to the biggest unit; morphemes, words, phrases, clauses, sentences, and paragraphs. Broad range of</p>	<p>other sources. The course also provides the students with practice and exercises in translating and interpreting spoken and written English texts: dialogues of formal, informal, colloquial, and standard forms, various written texts, debates, lectures, and other materials of up to intermediate level of difficulty. It also</p>	
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<p>and information familiar genre families and types in particular (e.g. story: narratives, recounts; information: reports, descriptions) and at the level of lexico-grammar, which deals with sentences/clauses , groups/phrases, words and morphemes. Assessment for the unit is based</p>		<p>various types of texts.</p>	<p>texts from documents, literary works, newspapers, magazines, letters, advertisement, and other articles of interest, are sources for exercises. The subject helps students develop and establish an identity as professional translators, as it builds a practical knowledge of</p>	<p>provides the students with practice and exercises in oral and written translation from English into Indonesian and from Indonesian into English: dynamic translation, different types of meanings, compound categories, blending, clipping, acronyms, figures of speech, idioms,</p>	
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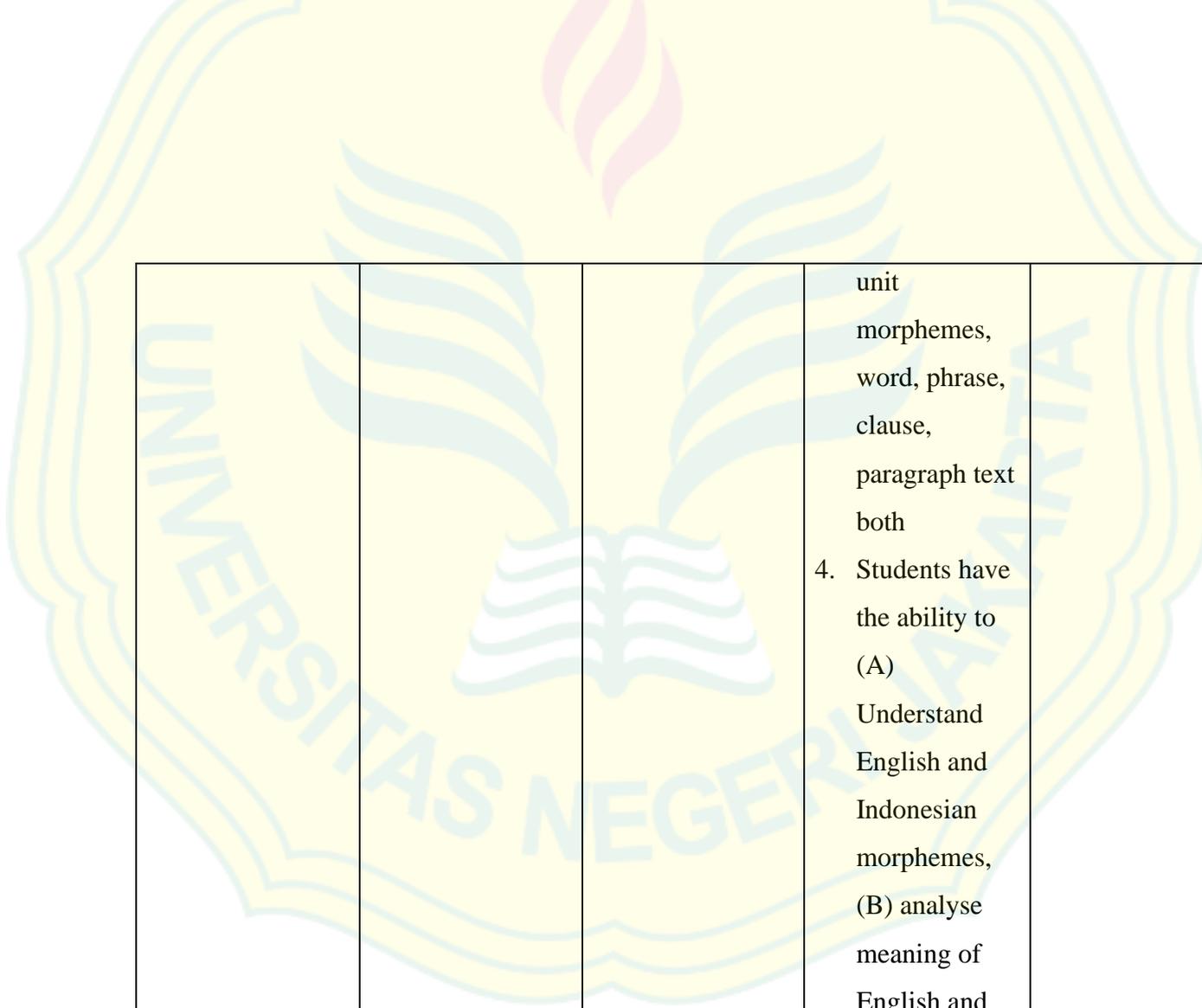


on regular assignments, work produced, presentations/performances and discussions, portfolios, special assignments and or mid semester and semester examinations.			translation as a profession.	and texts of various types of discourse.	
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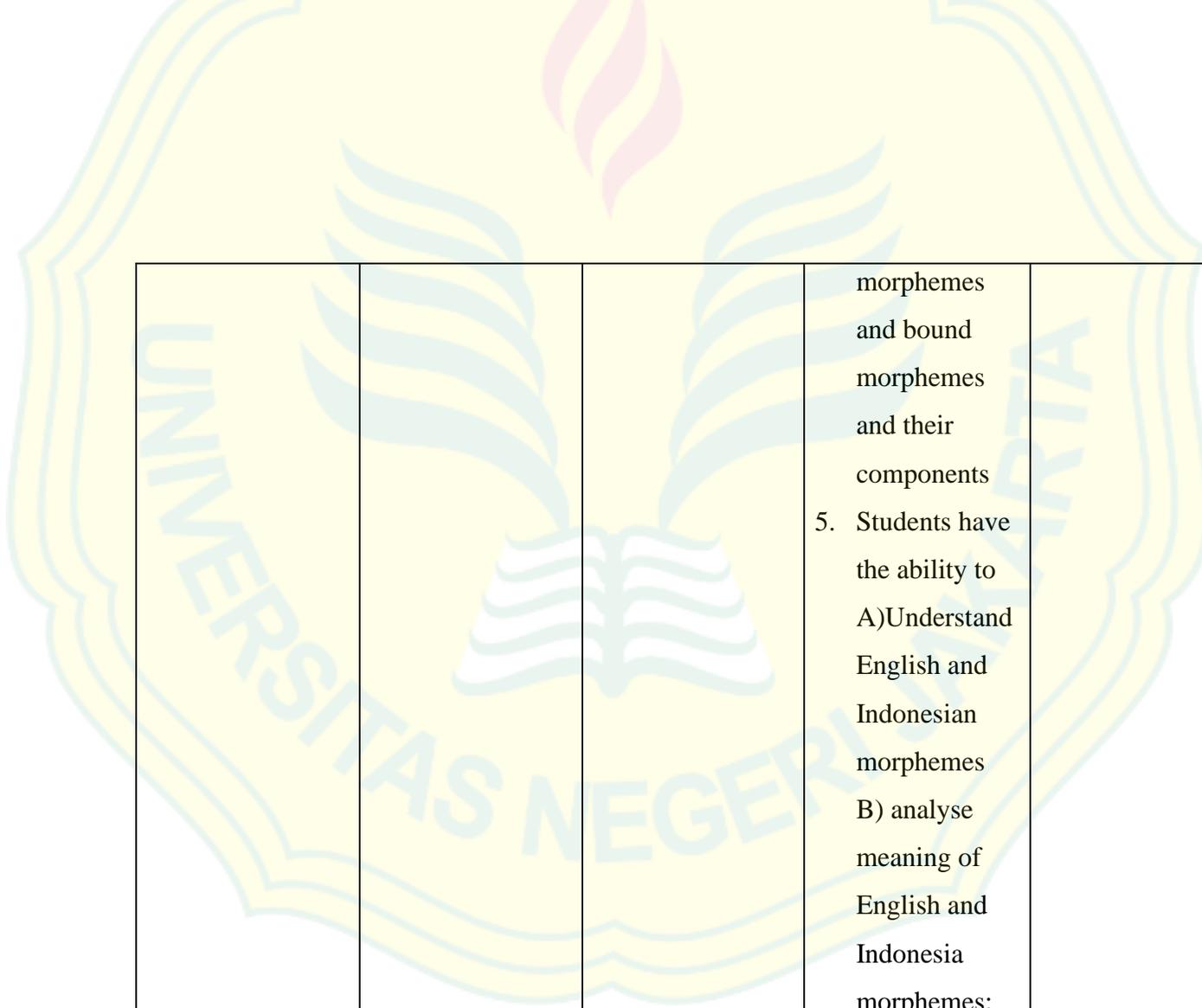
3. Component of Syllabus: Expected Learning Outcomes (CPL)

Syllabus Codes					Remarks
Syllabus Components Contents					
AY1	AY2	AY3	AY4	AY5	
The Expected Learning At the end of the course, students are expected to be able to attempt a good translation from English into Bahasa Indonesia and from Bahasa Indonesia into English at the	After completing the course, students are able to translate a text pertaining to the basic principles in producing an acceptable piece of translation, namely accuracy,	There is no Expected Learning Outcomes in syllabus contents of University C.	1. Students have the ability to explain what they are going to do. 2. Students have the ability to: (a) identify the problems in translation and find solutions, (b) redefining the definition of	There is no Expected Learning Outcomes in syllabus contents of University E.	From 5 universities, there are two syllabuses which do not use expected learning outcomes in the component. Wolf, Czekansi & Dillon (2013) suggested the use of Course Expected Learning Outcomes in the syllabus components.

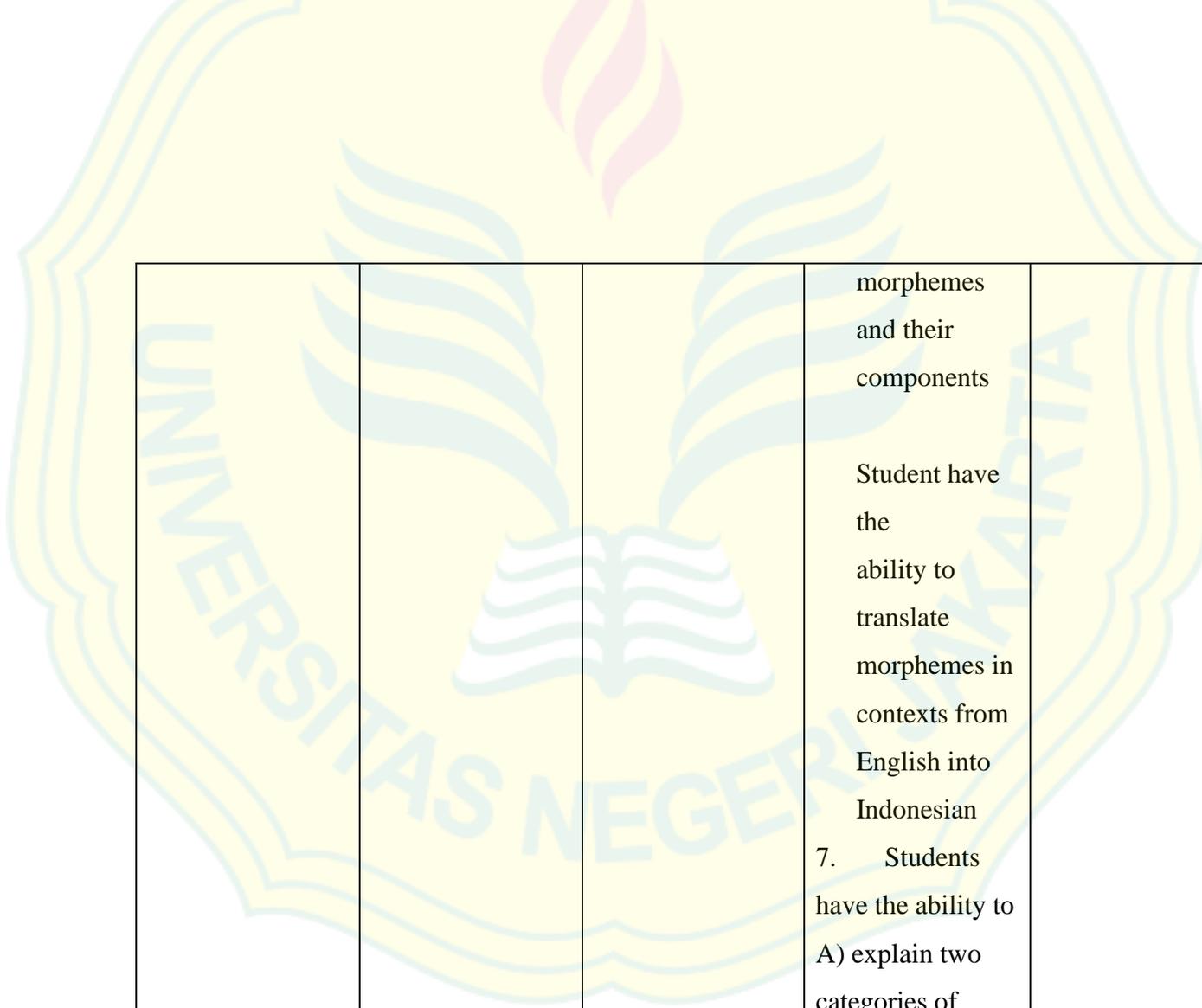
<p>level of discourse semantics and lexico-grammar, in the forms of sentences, clauses, phrases, words and morphemes, in the stories and information genres.</p>	<p>clarity, and naturalness of translation.</p>		<p>translation and able to comprehend the process of translation.</p> <p>3. Students have the ability to explain and compare the nature of meaning and the hierarchy of linguistic aspect in English and Indonesian from the smallest until to the biggest</p>		
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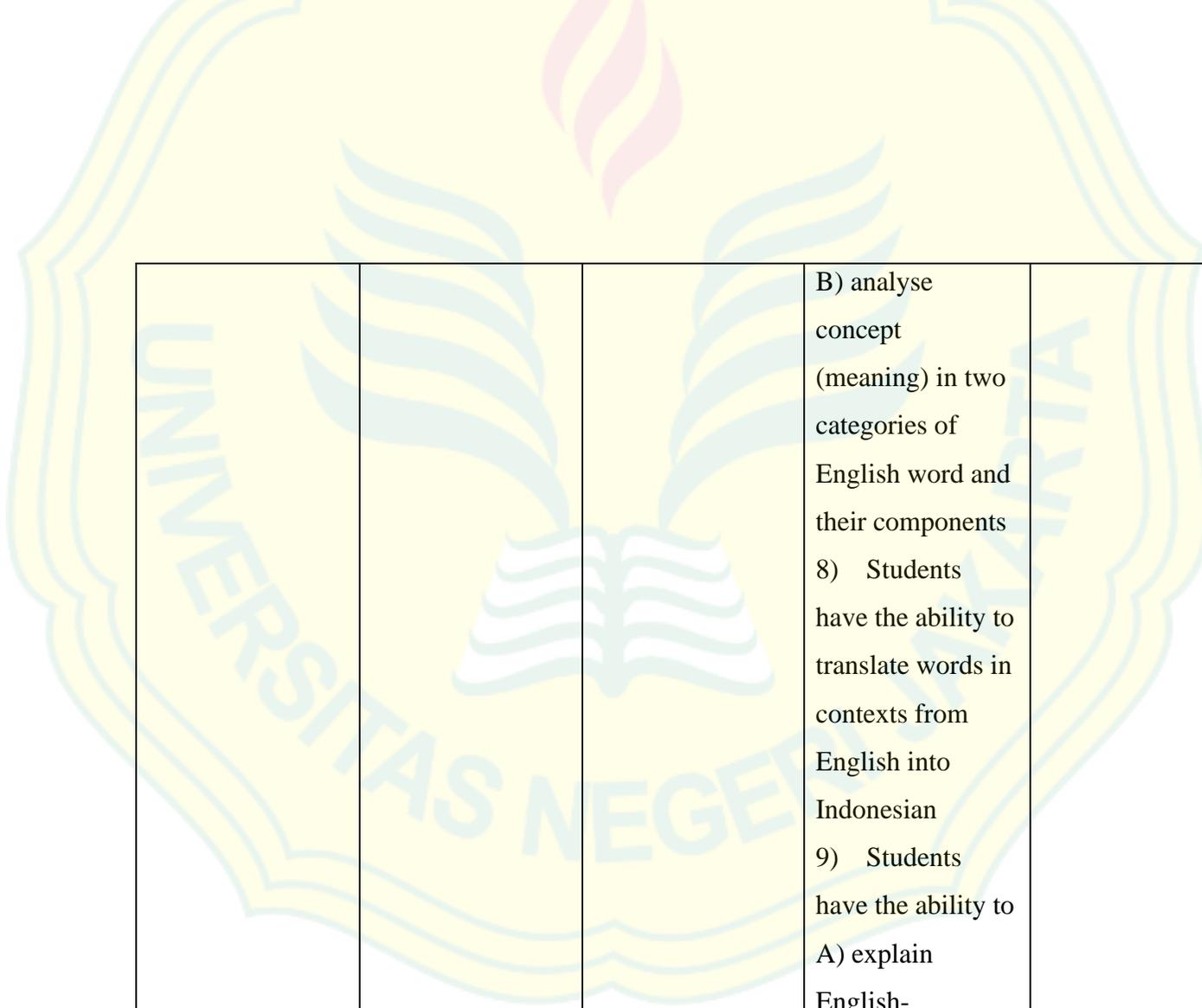
			<p>unit</p> <p>morphemes, word, phrase, clause, paragraph text both</p> <p>4. Students have the ability to (A) Understand English and Indonesian morphemes, (B) analyse meaning of English and Indonesian morphemes: free</p>		
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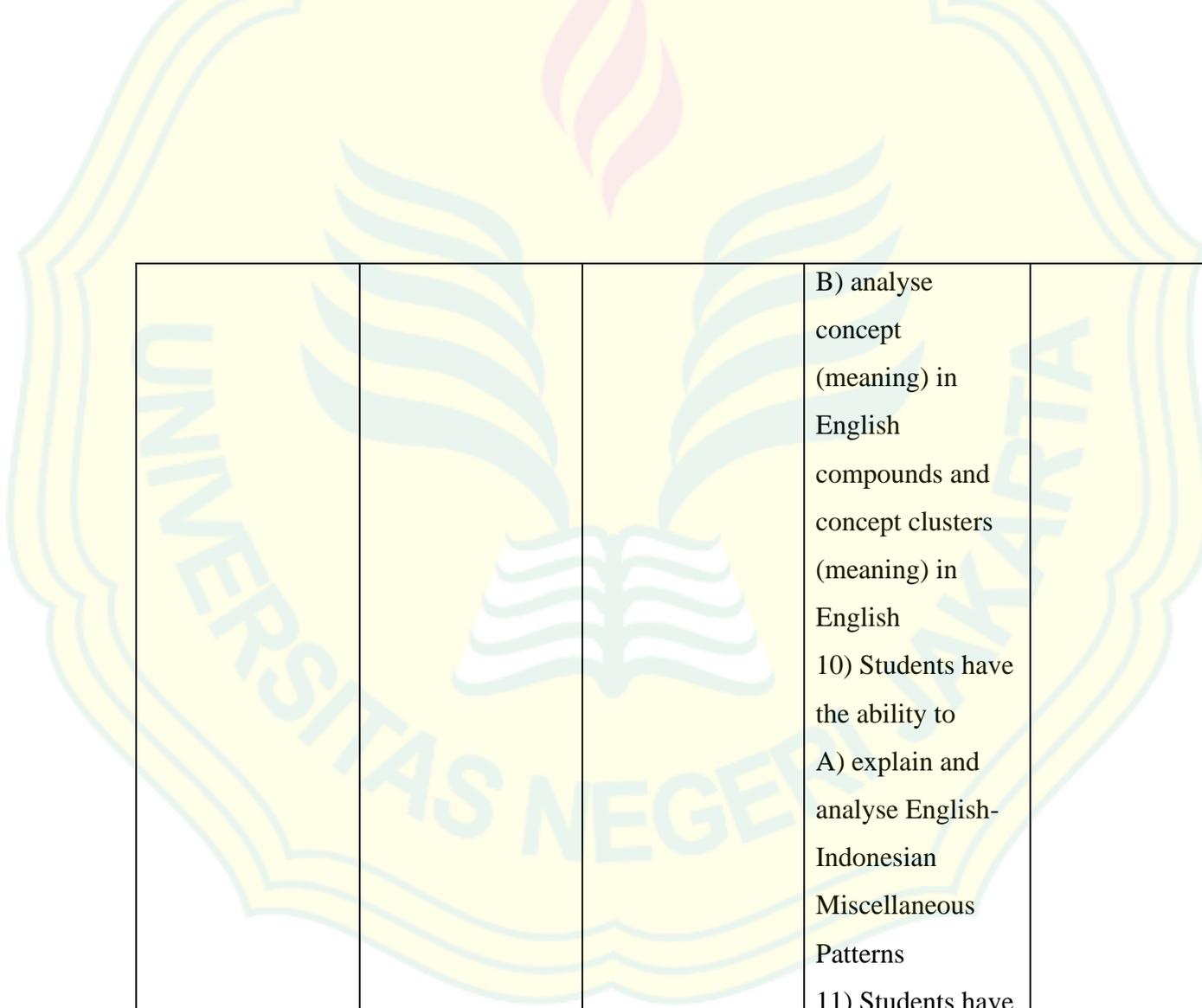
			<p>morphemes and bound morphemes and their components</p> <p>5. Students have the ability to</p> <p>A) Understand English and Indonesian morphemes</p> <p>B) analyse meaning of English and Indonesia morphemes; free morphemes and bound</p>	
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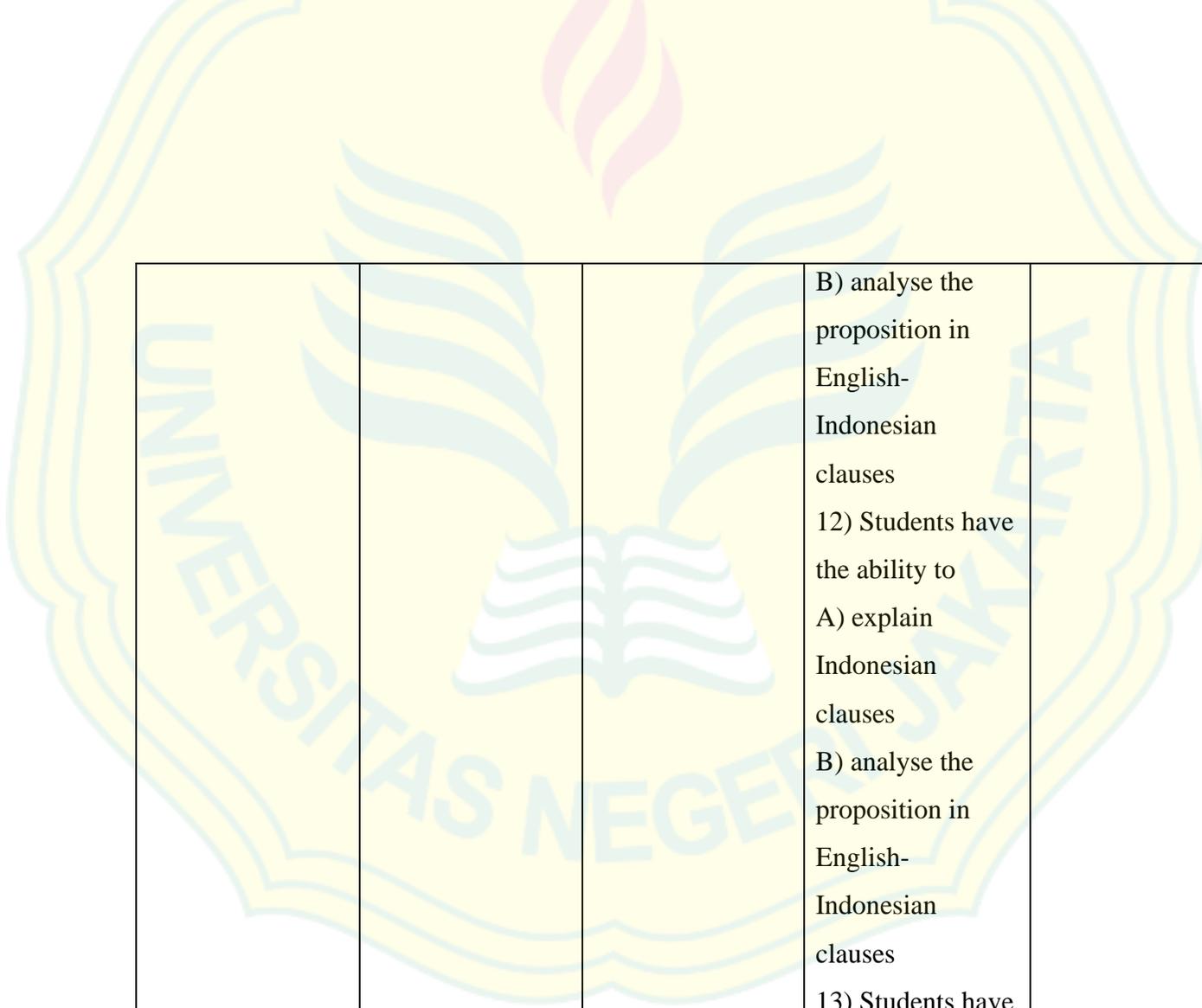
			<p>morphemes and their components</p> <p>Student have the ability to translate morphemes in contexts from English into Indonesian</p> <p>7. Students have the ability to A) explain two categories of English word and their components</p>	
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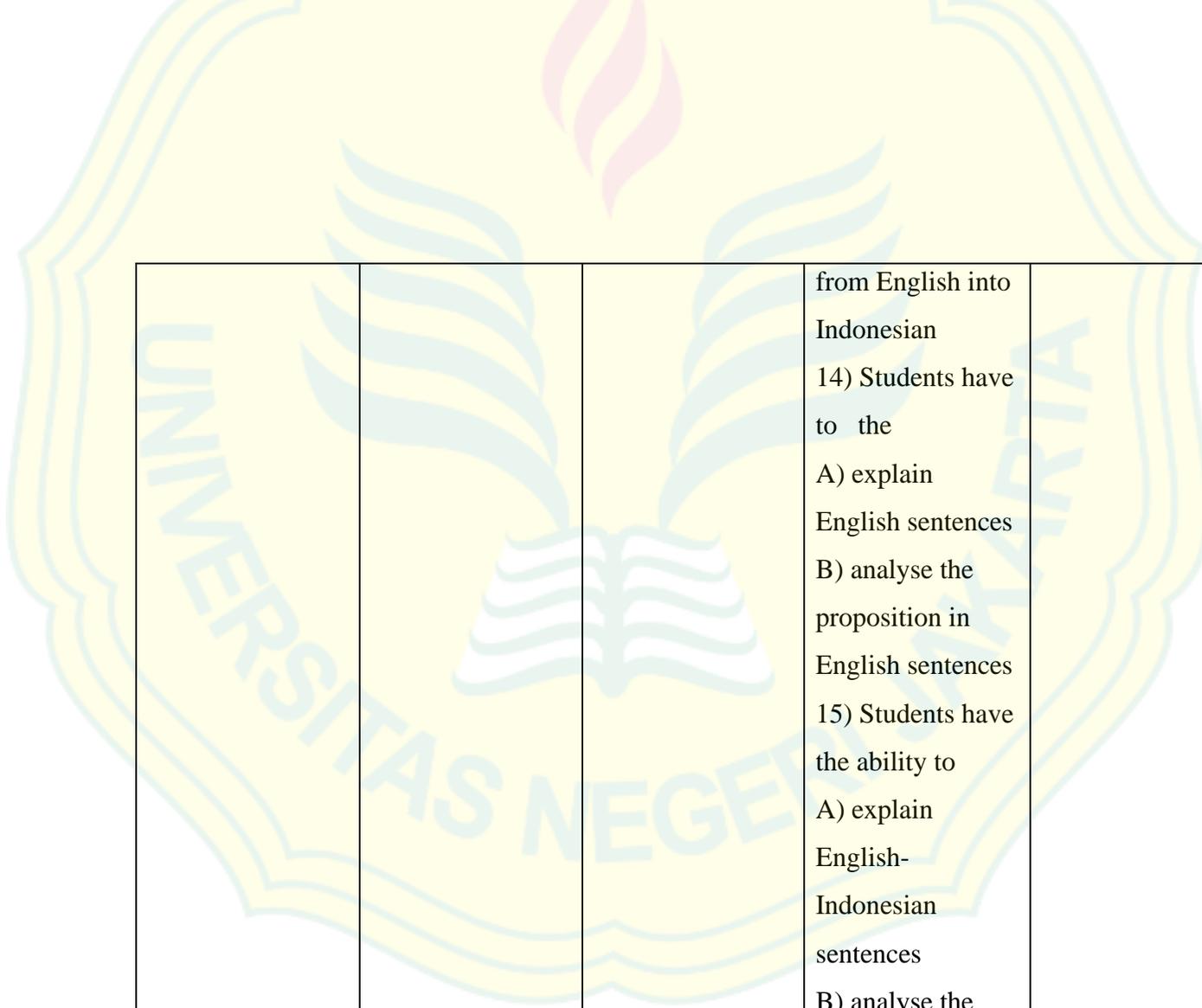
			<p>B) analyse concept (meaning) in two categories of English word and their components</p> <p>8) Students have the ability to translate words in contexts from English into Indonesian</p> <p>9) Students have the ability to</p> <p>A) explain English-Indonesian compound and phrases</p>		
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			<p>B) analyse concept (meaning) in English compounds and concept clusters (meaning) in English</p> <p>10) Students have the ability to</p> <p>A) explain and analyse English-Indonesian</p> <p>Miscellaneous Patterns</p> <p>11) Students have the ability to.</p> <p>A) explain English clauses</p>		
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			<p>B) analyse the proposition in English-Indonesian clauses</p> <p>12) Students have the ability to</p> <p>A) explain Indonesian clauses</p> <p>B) analyse the proposition in English-Indonesian clauses</p> <p>13) Students have the ability to translate clauses</p>		
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			<p>from English into Indonesian</p> <p>14) Students have to the</p> <p>A) explain English sentences</p> <p>B) analyse the proposition in English sentences</p> <p>15) Students have the ability to</p> <p>A) explain English- Indonesian sentences</p> <p>B) analyse the proposition in English-</p>	
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			Indonesian sentences 16) Students have the ability to translate paragraph/s from English-Indonesian	
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4. Component of Syllabus: Course Learning Outcomes (CPMK)

Syllabus Codes					Remarks
Syllabus Components Contents					
AY1	AY2	AY3	AY4	AY5	
There is no course learning outcomes in	There is no course learning outcomes in	1. Understanding the learning contract.	There is no course learning outcomes in	There is no course learning outcomes in	In the five existing syllabuses, only one university provide course learning outcomes. Course Learning Outcomes is suggested to

<p>syllabus content of University A.</p>	<p>syllabus content of University B.</p>	<ol style="list-style-type: none"> 2. Explain the definition of translation 3. Explain the differences between translating and translation. 4. Explain the differences between translation and oral translation 5. Explain terms used in translation 	<p>syllabus content of University D.</p>	<p>syllabus content of University E.</p>	<p>be used by <i>Panduan Penyusunan Kurikulum Perguruan Tinggi 2016</i> in Indonesia. It provides the details of the course learning outcomes of the course in the syllabus.</p>
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		6. Explain the definition of translator			
		7. Engage in collaborative work of translation.			

5. Component of Syllabus: Lesson Learning Outcomes (Sub-CPMK)

Syllabus Codes					Remarks
Syllabus Components Contents					
AY1	AY2	AY3	AY4	AY5	
There is no Lesson Learning Outcome in	Students are able to translate an academic text	There is no Lesson Learning Outcome in	There is no Lesson Learning Outcome in	There is no Lesson Learning Outcome in	Lesson learning outcomes is suggested to be used in the syllabus component by <i>Panduan</i>

<p>syllabus content of University A.</p>	<p>(parts of textbook) and short functional texts (a brochure and manuals) from English into Indonesian based on their social functions and text structures with a coherent and contextual piece of language.</p>	<p>syllabus content of University C.</p>	<p>syllabus content of University D.</p>	<p>syllabus content of University E.</p>	<p><i>Penyusunan Kurikulum Perguruan Tinggi 2016-Indonesian Government Education System.</i> However, from 5 universities, only one university is using the lesson learning outcomes.</p>
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6. Component of Syllabus: Learning Indicators

Syllabus Codes					Remarks
Syllabus Components Contents					
AY1	AY2	AY3	AY4	AY5	
<p>1. Able to define what translation is and figure out the processes and problems in translation</p> <p>2. Able to translate simple sentences with accurate collocation</p>	<p>1. Students are able to explain what they are going to learn and do in the course.</p> <p>2. Students are able to explain what is meant by translation.</p> <p>3. Students are able to explain the basic principles in translating.</p>	<p>There is no Learning Indicators in syllabus content of University C.</p>	<p>There is no Lesson Learning Outcome in syllabus content of University D.</p>	<p>There is no Lesson Learning Outcome in syllabus content of University E.</p>	<p>Learning indicators help teachers to understand the learning levels of the students in the class individually or collectively. In 5 existing syllabuses, only 2 universities using learning indicator in the syllabus components.</p>

<p>3. Able to translate simple sentences with accurate collocation</p>	<p>4. Students recognize the consequence of two different language systems on translation.</p>				
<p>4. Able to translate complex sentences</p>	<p>5. Students recognize and are able to apply a number of translation techniques.</p>				
<p>5. Able to translate complex sentences</p>	<p>6. Students are able to explain three stages in translation.</p>				
<p>6. Able to translate paragraphs</p>	<p>7. Students are able to explain how to</p>				
<p>7. Able to analyze the</p>					

<p>result of translation.</p> <p>8. Able to analyze the result of translation.</p> <p>9. Able to analyze the result of translation.</p> <p>10. Able to analyze the result of translation.</p> <p>11. Able to analyze the result of translation.</p>	<p>evaluate a piece of translation.</p> <p>8. Students recognize lexicogrammatical differences between English and Indonesian for producing an acceptable translation.</p>				
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12. Able to
analyze the
result of
translation.

13. Able to
analyze the
result of
translation.

14. Able to
analyze the
result of
translation.

15. Able to
analyze the
result of
translation.

16. Able to
analyze the

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result of translation.					
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7. Component of Syllabus: Materials

Syllabus Codes					Remarks
Syllabus Components Contents					
AY1	AY2	AY3	AY4	AY5	
1. General 2. Equivalence: word, phrase, sentence, grammar 3. General 4. Idioms and fixed expressions. 5. Health, biography, hobbies/lifestyles	The material used in this course are authentic materials of: 1. Books: (a) Brown's Principles of	There is no Material in syllabus contents of University C.	- Study guide and code of conducts in Practicum of Translation class - Translating one to two	There is no Material in syllabus contents of University E.	Most of the existing syllabuses material are using the topic of introduction to translation. It explains the basic information about translation that the students can learn. From 5 universities, there are 3 syllabuses explicitly mention

<p>6. Biology/Chemistry/ Banking</p> <p>7. Economics/Law/ Accounting</p> <p>8. Fine art/ music/ dance</p> <p>9. History/ Anthropology/ Religion/ Citizenship</p> <p>10. Medicine/ Pharmacology/ Business</p> <p>11. Politics/ Human rights/ culture</p> <p>12. Technology/physics/ health</p> <p>13. Geography/ astronomy/ sport.</p>	<p>Language Learning and Teaching, (b) King's How to Talk to anyone, anytime, anywhere, (c) todd's an introduction to linguistics.</p> <p>2. A brochure: Perak Guide</p> <p>3. Manuals: (a) A DVD player manual, (b) A medicine manual</p>		<p>short paragraphs.</p> <ul style="list-style-type: none"> - Discussion on several theories of translation - The importance of meaning in translation. Meaning based translation by Larson, translating idiomatic expression, the formation and 		<p>the materials in the syllabus components.</p>
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			<p>translation of affixes.</p> <ul style="list-style-type: none">- The formation and translation of affixes.- Translation of plural, tense marker, comparative marker, possessive marker.- Translation of prefixes and suffixes.- Word class.	
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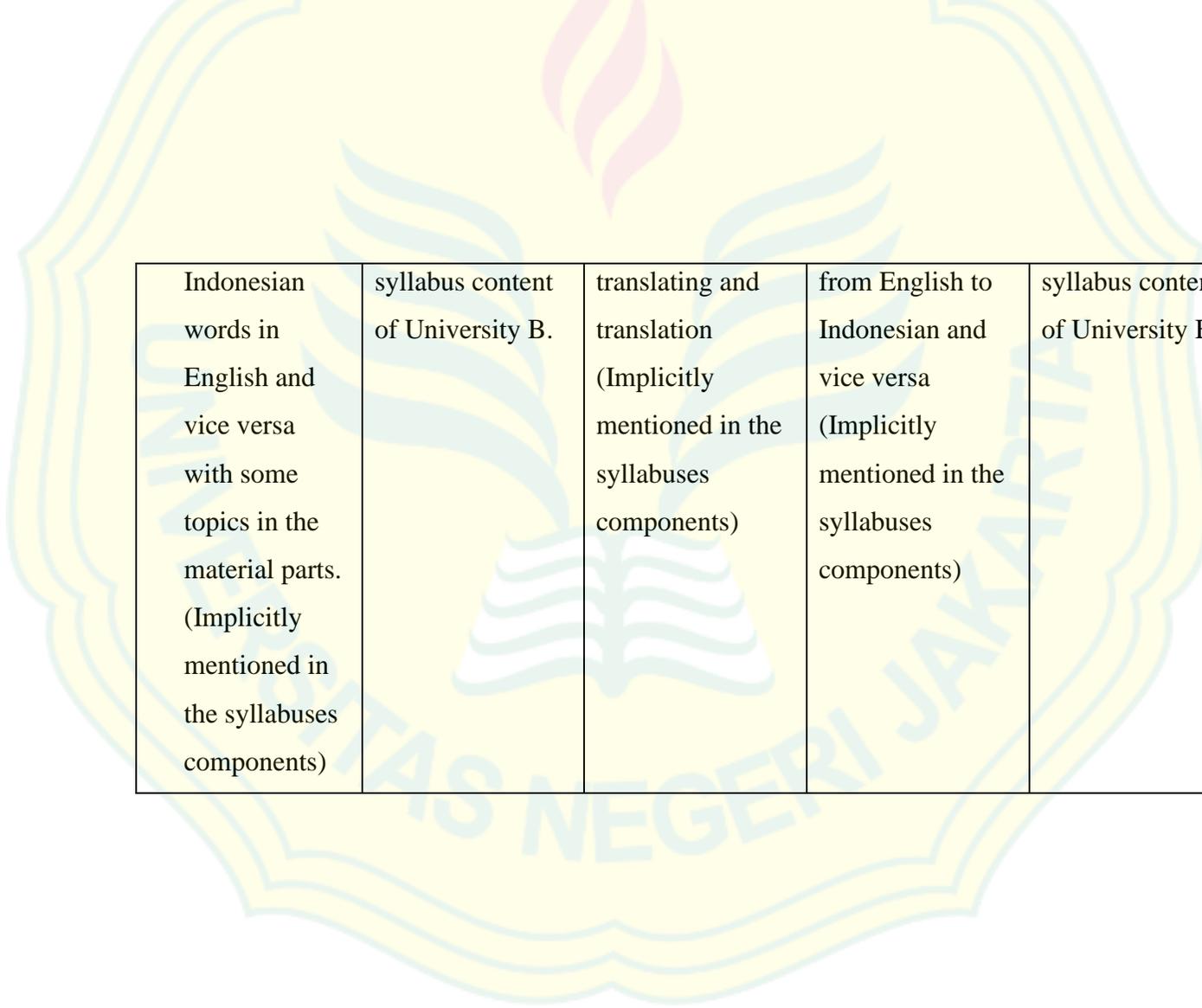
			<ul style="list-style-type: none">- Translation exercises on morphemes in contexts.- Translating English open classes: nouns, adjectives, and adverbs.		
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8. Component of Syllabus: Teaching Method

Syllabus Codes					Remarks
Syllabus Components Contents					
AY1	AY2	AY3	AY4	AY5	
Presentation and Discussion.	Presentation and Discussion	Presentation and Discussion	Presentation and Discussion	There is no teaching method in syllabus content of University E.	Most of the teaching method of the existing syllabuses are using presentation and discussion.

9. Component of Syllabus: Assignments

Syllabus Codes					Remarks
Syllabus Components Contents					
AY1	AY2	AY3	AY4	AY5	
1. Find the direct or closest equivalents of	There is no assignment in	Explain the difference between	Analyze and practice in translating words	There is no assignment in	Most of the existing syllabuses do not mention explicitly about the assignment. The assignments are



Indonesian words in English and vice versa with some topics in the material parts. (Implicitly mentioned in the syllabuses components)	syllabus content of University B.	translating and translation (Implicitly mentioned in the syllabuses components)	from English to Indonesian and vice versa (Implicitly mentioned in the syllabuses components)	syllabus content of University B.	implicitly mentioned inline with the material or with the teaching and learning activities.
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10. Component of Syllabus: Teaching and Learning Activities

Syllabus Codes					Remarks
Syllabus Components Contents					
AY1	AY2	AY3	AY4	AY5	
1. Discussion 2. Discussing the terms procedures, and processes in translation 3. Find the direct or closest equivalents of Indonesian words in English and vice versa	1. Lecturing, asking & answering 2. Comparing some pieces of translation and their original texts 3. Students translate a paragraph or passage by considering the principles,	There is no teaching and learning activities in syllabus content of University C.	1. Students listen and discuss materials presented by lecturer. 2. Students present and discuss the materials and lecturer give feedback and comments	There is no teaching and learning activities in syllabus content of University E.	Most of the teaching and learning activities are used in the syllabus components of translation course. However only the students activities described in the syllabus components.

<p>4. Present and discuss the result of Ss' translation</p> <p>5. Find the direct or closest equivalents of Indonesian words in English and vice versa</p> <p>6. Present and discuss the result of Ss' translation.</p>	<p>process and techniques, and criteria of producing an acceptable translation (draft 1)</p> <p>4. Students do peer-correction with regard to the criteria.</p> <p>5. Students revise their translation (draft 2)</p> <p>6. The lecturer gives</p>		<p>3. Students translate and discuss the materials and lecturer give feedback and comments</p> <p>4. Students present discuss, and reading aloud the materials and lecturer feedback and comments</p>		
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	feedback to draft 2 7. Homework: students revise draft 2 and submit the final draft.				
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11. Component of Syllabus: Learning Media

Syllabus Codes					Remarks
Syllabus Components Contents					
AY1	AY2	AY3	AY4	AY5	
There is no learning media in the syllabus	There is no learning media in the syllabus	There is no learning media in the syllabus	LCD, ppt, handout	There is no learning media in the syllabus	Most of the existing syllabuses do not mentioned explicitly on learning medica. Only one university mentioned the learning

content of University A.	content of University B.	content of University C.		content of University E.	media. The learning media used is LCD, PPT and handout.
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12. Component of Syllabus: Assessment and Grading Scales

Syllabus Codes					Remarks
Syllabus Components Contents					
AY1	AY2	AY3	AY4	AY5	
Components: - Participation – 15% - Presentation, assignment and portfolio -30%	Assessment and evaluating is conducted through the following methods: - Attendance (5%)	Penilaian ditentukan dari hasil: a. Quiz: 15% b. UTS: 20% c. UAS: 25% d. Tugas: 25%	There is no assessment and grading scales in syllabus content of University D.	There is no assessment and grading scales in syllabus content of University E.	Most of the existing syllabuses mentioned assessment and grading scales in the syllabus component. The assessment and evaluation are divided into 4 or 5 groups in percentage.

<ul style="list-style-type: none"> - Mid-term test – 25% - Final test – 30% 	<ul style="list-style-type: none"> - Quiz (20%) - Portfolio (20%) - Mid-Term Test (25%) - Final test (30%) 	<p>e. Partisipasi: 15%</p>			
<p>Grading criteria:</p> <p>86-100 A</p> <p>80-85 A-</p> <p>75-79 B+</p> <p>71-74 B</p> <p>66-70 B-</p> <p>64-65 C+</p> <p>56-63 C</p> <p>0-55 D</p>	<p>Criteria of assessment:</p> <ul style="list-style-type: none"> - Accuracy of translation - Clarity of translation - Naturalness of translation <p>Grading system is to follow the</p>	<p>Grading:</p> <p>>76 A</p> <p>75-70 B+</p> <p>69-65 B</p> <p>64-60 C+</p> <p>59—55 C</p> <p>54-51 D</p> <p><50 E</p>			

grading system below: 80-100 A 70-79 B 60-69 C 55-59 D 0-54 E					
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13. Component of Syllabus: Schedule

Syllabus Codes					Remarks
Syllabus Components Contents					
AY1	AY2	AY3	AY4	AY5	
There is no schedule in the syllabus content of University A.	There is no schedule in the syllabus content of University B.	There is no schedule in the syllabus content of University C.	Week 1 – Week 24	There is no schedule in the syllabus content of University E.	From the existing five syllabuses, only one university mentioned the schedule of the course. The term used in the university is Week 1-Week 24. There are also have mid-

					term test and final test in the schedule.
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14. Component of Syllabus: Time Allocation

Syllabus Codes					Remarks
Syllabus Components Contents					
AY1	AY2	AY3	AY4	AY5	
There is no time allocation in the syllabus content of University A.	There is no time allocation in the syllabus content of University B.	There is no time allocation in the syllabus content of University C.	There is no time allocation in the syllabus content of University D.	There is no time allocation in the syllabus content of University E.	In the existing syllabuses of translation course, there is no time allocation in the syllabus components.

15. Component of Syllabus: References

Syllabus Codes					Remarks
Syllabus Components Contents					
AY1	AY2	AY3	AY4	AY5	
<p>The references in translation course for University A are:</p> <ul style="list-style-type: none"> - Baker, Mona. 1992. <i>In Other Words: A Course Book on Translation</i>. London: Routledge. 	<p>The references in translation course for University B are:</p> <ul style="list-style-type: none"> - Alwi, H. at.al. (2003). <i>Tata Bahasa Baku Bahasa Indonesia (Edisi Ketiga)</i>. Jakarta: Balai Pustaka. - Cambridge Advanced Learner's 	<p>The references in translation course for University C are:</p> <p>Hornby, AS. 2005. <i>Oxford Advanced Learner's Dictionary: Seventh Edition</i>. New York: Oxford</p>	<p>The references in translation course for University D are:</p>	<p>The references in translation course for University E are:</p> <ul style="list-style-type: none"> 1 Choliluddin, <i>The Technique of Making Idiomatic</i>, Bekasi: Visipro, 2006 . 2, J,C , Catford <i>Alinguistic Theory of</i> 	<p>Most of the existing syllabus mentioned the references. It is very important since reference will be used by the teacher for the learning material.</p>

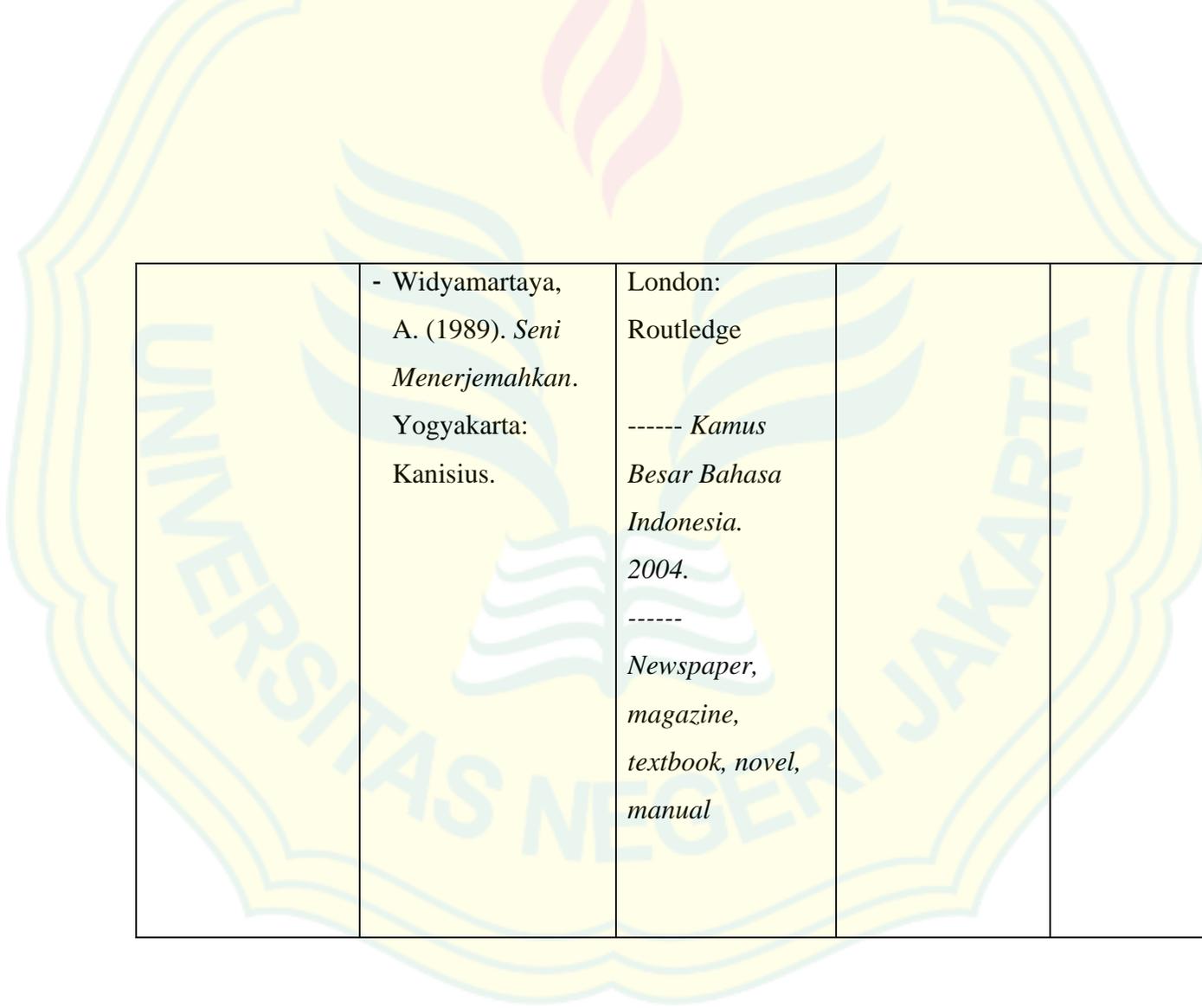
<p>- Davies, Maria González. 2004. <i>Multiple Voices in the Translation Classroom: Activities, Tasks and Projects</i>. Philadelphia: John Benjamin Publishing Company.</p> <p>- Montaha, Salihen. 2008.</p>	<p>Dictionary (Third Edition). 2008.</p> <p>- Duff, A. (1989). <i>Translation</i>. Oxford: Oxford University Press.</p> <p>- Echols, J. M. (2014). <i>Kamus Inggris-Indonesia (Edisi yang Diperbarui)</i>. Jakarta: Cornel University Press & PT Gramedia Pustaka Utama.</p> <p>- Hoed, B. (2006). <i>Penerjemahan</i></p>	<p>University Press</p> <p>Larson, Mildred L. 1998. <i>Meaning-Based Translation: A Guide to Cross-Language Equivalence</i>. New York: University Press of America</p> <p>Molina, Lucia and Amparo Hurtado Albir.</p>		<p>Translation, London; Oxford University Press, 1965.</p> <p>1, R. W. Brislin, Translation; Application and Research, New York Garden Pres Inc. 1976</p> <p>2, J, Biguenet & Shclulte, The Craft of Translation, London The University of Chicago Press, 1989.</p>	
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<p><i>Bahasa dan Terjemahan.</i> Jakarta: Kesaint Blanc.</p>	<p><i>dan Kebudayaan.</i> Bandung: Pustaka Jaya. - Larson, M.L. (1998). <i>Meaning-Based Translation: A Guide to Cross Language Equivalence (Second Edition)</i>. Lanham, New York, and London: University Press of America.</p>	<p>2002. Translation Techniques Revisited: A Dynamic and Functionalist Approach. (Online Journal: Meta Translator's journal p. 509-511, XLVII). Newmark, Peter. 1988. <i>A Textbook of Translation</i>. London: Prentice Hall</p>			
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	<p>- Machali, R. (2000). <i>Pedoman Bagi Penerjemah</i>. Jakarta: Grasindo.</p> <p>- Munday, J. (2001). <i>Introducing Translation Studies: Theories and Applications</i>. London & New York: Routledge.</p> <p>- Newmark, P. (1988). <i>A Textbook of Translation</i>.</p>	<p>Putrawan, Gede Eka. 2017. <i>Basic Understanding of Translation: Theoretical and Practical Points of View</i>. Yogyakarta: Graha Ilmu.</p> <p>Shuttleworth, Mark & Moira Crowie. 1997. <i>Dictionary of Translation Studies</i>. Manchester: St. Jerome.</p>			
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	<p>London: Prentice Hall.</p> <p>- Nida, E. A. & Taber, C. R. (1974). <i>The Theory and Practice of Translation</i>. Leiden: E. J. Brill.</p> <p>- Pusat Bahasa. (2003). <i>Pengindonesiaan Kata dan Ungkapan Asing</i>. Jakarta: Pusat Bahasa, Departemen</p>	<p>Stevens, Alan M. and A.Ed. Schmidgall-Tellings. 2004. <i>Kamus Lengkap Indonesia – Inggris</i>. USA: Ohio University Press</p> <p>Venuti, Lawrence. 1995. <i>The Translator's Invisibility: A History of Translation</i>.</p>			
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	<p>Pendidikan Nasional.</p> <p>- Steven, A. M. & Schmidgall-Tellings, A. E. (2004). <i>A Comprehensive Indonesian-English Dictionary</i>. Athens: Ohio University Press.</p> <p>- Tim Redaksi KBBI. 2005. <i>Kamus Besar Bahasa Indonesia (Edisi Ketiga)</i>. Jakarta: Balai Pustaka.</p>	<p>London: Routledge</p> <p>_____. 1998. <i>Strategies of Translation</i>. In: Baker, Mona., Editor. <i>Routledge Encyclopedia of Translation Studies</i>. London and New York: Routledge. p. 240-244.</p> <p>_____. 2000. <i>The Translation Studies Reader</i>.</p>			
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	<p>- Widyamartaya, A. (1989). <i>Seni Menerjemahkan</i>. Yogyakarta: Kanisius.</p>	<p>London: Routledge ----- <i>Kamus Besar Bahasa Indonesia</i>. 2004. ----- <i>Newspaper, magazine, textbook, novel, manual</i></p>			
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16. Component of Syllabus: Course Policy

Syllabus Codes					Remarks
Syllabus Components Contents					
AY1	AY2	AY3	AY4	AY5	
<p>The course policy in translation course for University A is:</p> <p>2. Participation can be the forms comments, suggestion, questions/answer related to the presentation</p> <p>3. Bringing dictionaries (both bilingual</p>	<p>The course policy in translation course for University B is:</p> <p>1. Attendance: (1) students with less than 80 percent attendance are not able to join the final test, (2)</p>	<p>There is no course policy in the syllabus content of University C.</p>	<p>The course policy in translation course for University C is:</p> <p>1. Attendance: A student who, without notice or permission to take leave, has been absent for 4 sessions or more shall be given grade E for the</p>	<p>There is no course policy in the syllabus content of University E.</p>	<p>From 5 universities, there are 3 syllabuses described the course policy. I contains of the attendance rules of the students, lateness, assignment, exams, academic dishonesty, and attitudes during the learning activities.</p>

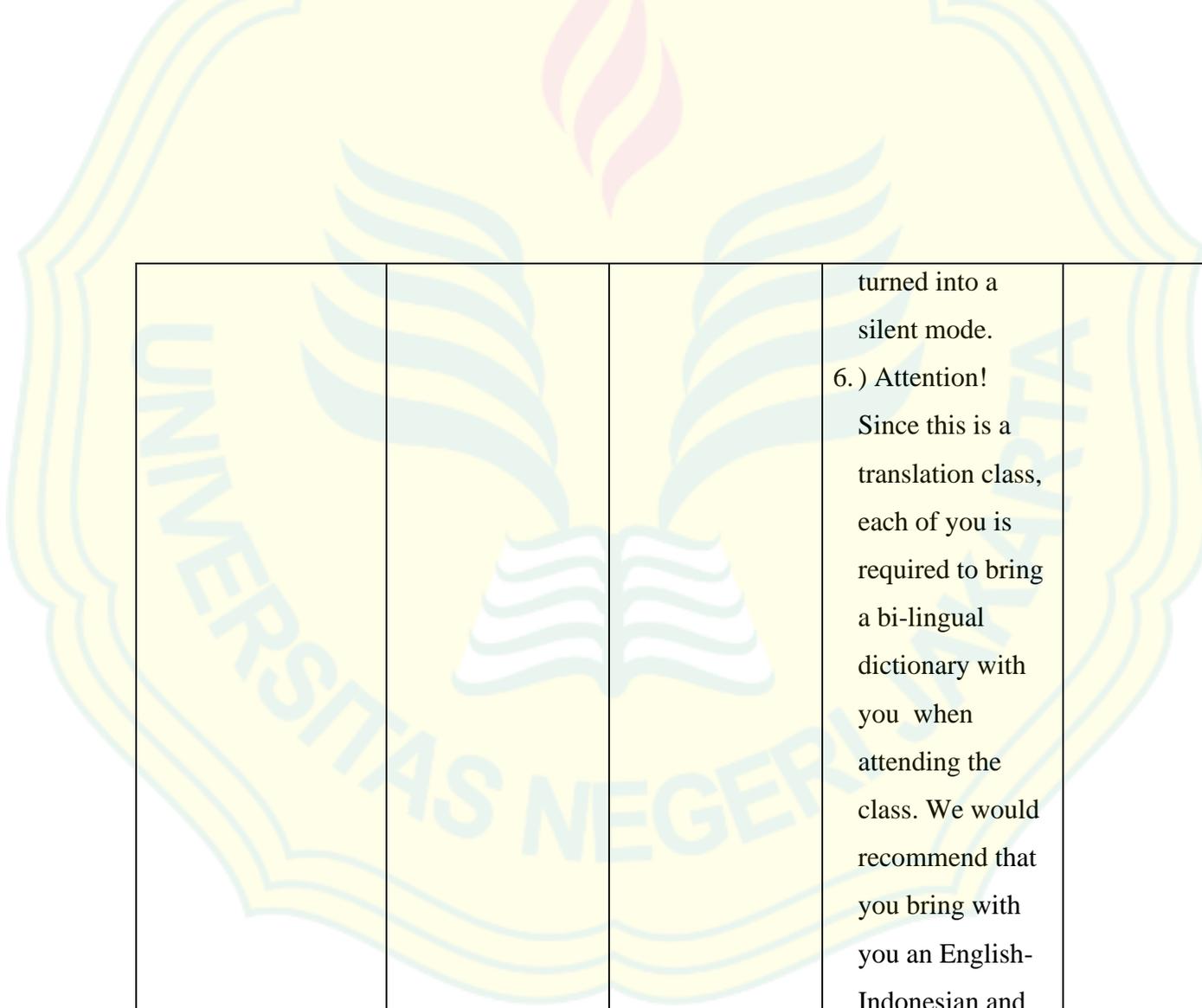
<p>and monolingual) are compulsory.</p> <p>4. No cheating, including using online websites/ any translation software or services. If you cheat: (a) in the tests/quiz: the final mark will be reduced one grade lower. (b) in the presentation: the work and presentation will not be marked.</p>	<p>students with four times successive absence are not able to continue class.</p> <p>2. Lateness: Students with more than twenty-minute lateness are considered absent from the class.</p> <p>3. Missed Exams/ Assignments:</p>		<p>course concerned. As has been pointed out, the minimum attendance requirement will be 80%. So, please ensure that your attendance is not less than that as this will result in your withdrawal from the course</p> <p>2. :1) Late submission of written work 1-7 days: Minus 20</p>		
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<p>5. In group presentation, each student will be assessed individually (esp. for the work) while the group will be assessed (as a group) in terms of cooperation and participation as well as cohesion of the work. NOTE: the assessment will be given directly when</p>	<p>students who miss an exam or assignment shall be given grade E for the exam or assignment concerned.</p> <p>4. Sources: the class is required to be equipped with four kinds of dictionaries: English-English, English-Indonesian, Indonesian-</p>		<p>of 1-100 score: range; 2) late submission of write work more than 7 days: the work will not be graded and 0 be given; 3) When the class begins at 8 a.m , late coming to the class within 1-10 minutes; students: will be allowed to join in; 4) When the class begins at 10 a,m or later, late coming to</p>		
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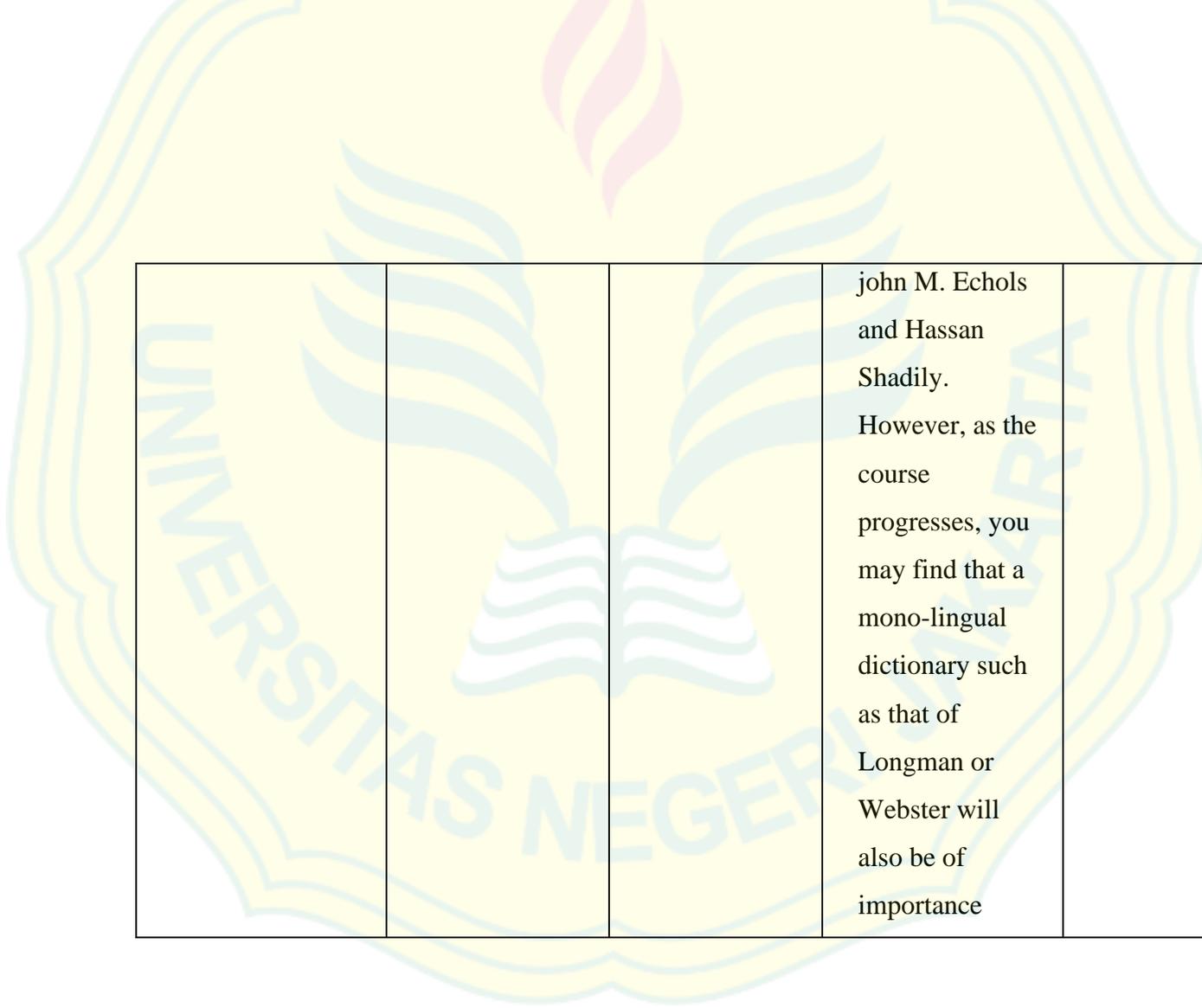
<p>the work is presented.</p> <p>6. Each group should present one English-Indonesian text and one Indonesian-English text.</p> <p>7. Time allocation for presentation of each text: @group around 40 minutes for presentation and question-answer sessions (e.g. 5 mins</p>	<p>English, and Indonesian-Indonesian dictionaries.</p> <p>5. Academic Dishonesty: students are to obey standard policy and regulation on honesty in academic work and avoid committing plagiarism and cheating in an exam. Committing</p>		<p>the students will be allowed to join in and be considered absent .</p> <p>3. Missed Exams Assignments : A student who, without notice nor permission, misses an exam or assignment shall be given grade D for the exam/assignment concerned.</p> <p>4. Academic Dishonesty : Students are to</p>		
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<p>presentation, 35 mins QA)</p> <p>8. The work to be presented should be submitted to me and distributed to other students before the presentation. Each group must provide enough copies for the class.</p> <p>9. The work should be done before the meeting. There is no</p>	<p>plagiarism in an academic work and/or cheating in an exam will be given grade D for he work and/or exam.</p> <p>6. Attitude in Classroom: in respect of character building, students are not allowed to chit-chat during learning sessions and</p>		<p>obey standard policy and regulations on honesty in academic work and avoid committing plagiarism and cheating in exam.</p> <p>Committing plagiarism in an academic work and/or cheating in an exam will be given grade. D for the work and/or exam,</p>		
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<p>revision after the presentation</p> <p>10. In doing the work, you may use the following format: (a) source text, (b) target text, (c) translator</p> <p>11. If you could not attend the class or need information, contact me (0858 7848 6060)</p>	<p>are expected to seriously and actively take part in learning activities, respect one's opinions, and help each other. Cellular phones are to be turned into a silent mode.</p>		<p>5.) Attitudes in Classroom : In respect of character building. Students are not allowed to chit-chat during learning sessions and are expected to seriously and actively take part in learning activities, respect one's options, and help each other. Cellular phones are to be</p>		
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			<p>turned into a silent mode.</p> <p>6.) Attention!</p> <p>Since this is a translation class, each of you is required to bring a bi-lingual dictionary with you when attending the class. We would recommend that you bring with you an English-Indonesian and Indonesian English dictionary by</p>		
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			<p>john M. Echols and Hassan Shadily. However, as the course progresses, you may find that a mono-lingual dictionary such as that of Longman or Webster will also be of importance</p>	
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B. Entrepreneurship

1. Component of Syllabus: Basic Information

Syllabus Codes					Remarks
Syllabus Components Contents					
AG1	AG2	AG3	AG4	AG5	
There is no Basic Information in syllabus content of University E.	The basic information for the syllabus content of University F is: <ul style="list-style-type: none"> - Course Name - Course Code - Schedule - Lecturer name - Office address - Email 	The basic information for the syllabus content of University G is: <ul style="list-style-type: none"> - Course name - Course code - University name - Class schedule 	The basic information for the syllabus content of University H is: <ul style="list-style-type: none"> - University name - Course name - Date and year of the course - Faculty name 	The basic information for the syllabus content of University I is: <ul style="list-style-type: none"> - Course number - Course title - Prerequisite - Credit hours - Contact hours 	Not all of the existing syllabuses of entrepreneurship are contained with all basic information needed. There is only one university who do not use basic information. That university should use it because it is related to the scholar's theory where the basic information needed are course title, course number, course credit, lecturer's name, and

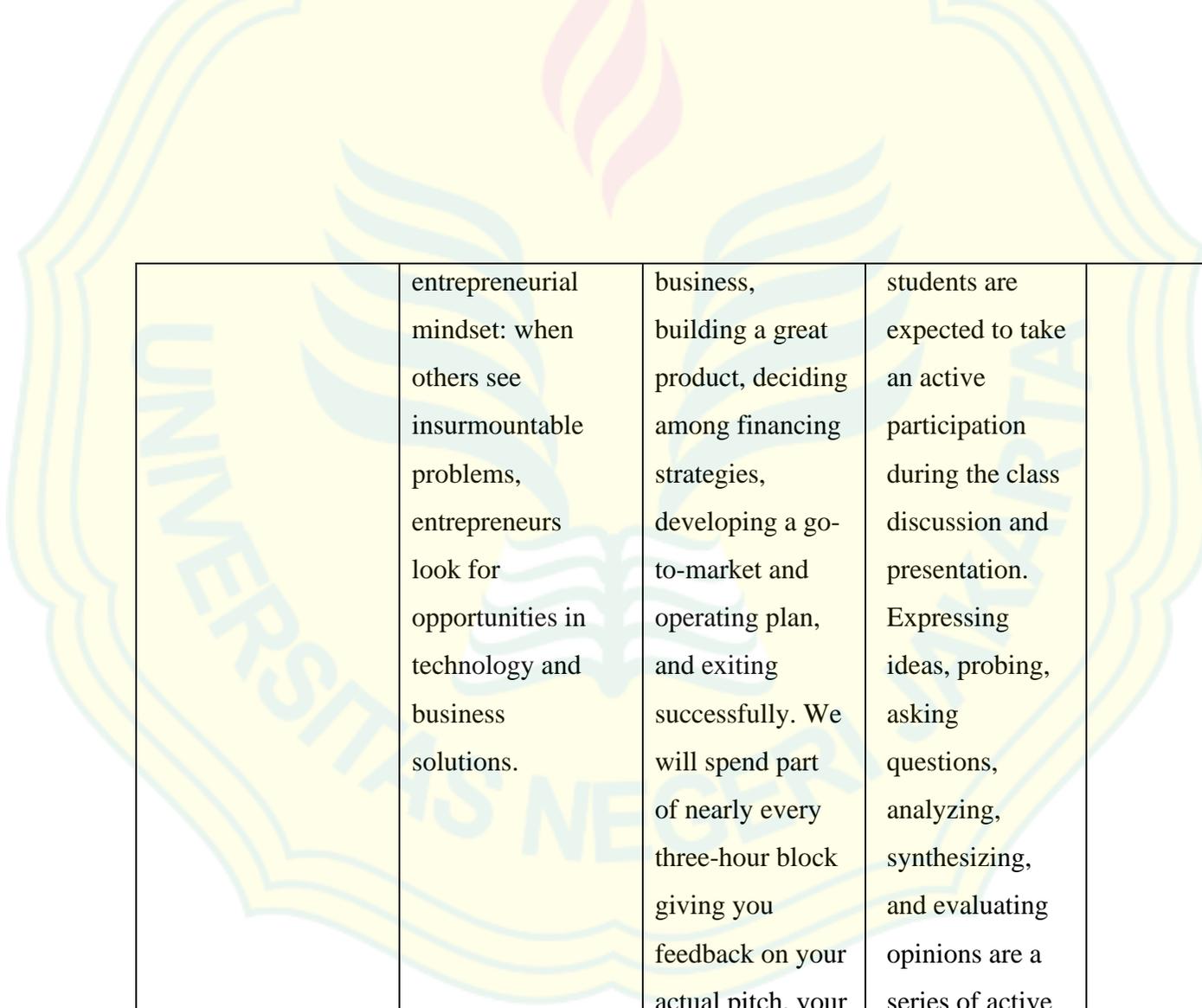
	- Office hour - Website	- Lecturer name - Email - Phone number - Website - Office hours	- Study program name - Credits & code - Semester - Course status - Lecturer	- Lecturer - Classroom	prerequisites (Altman & Cashin, 1992).
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2. Component of Syllabus: Course Description

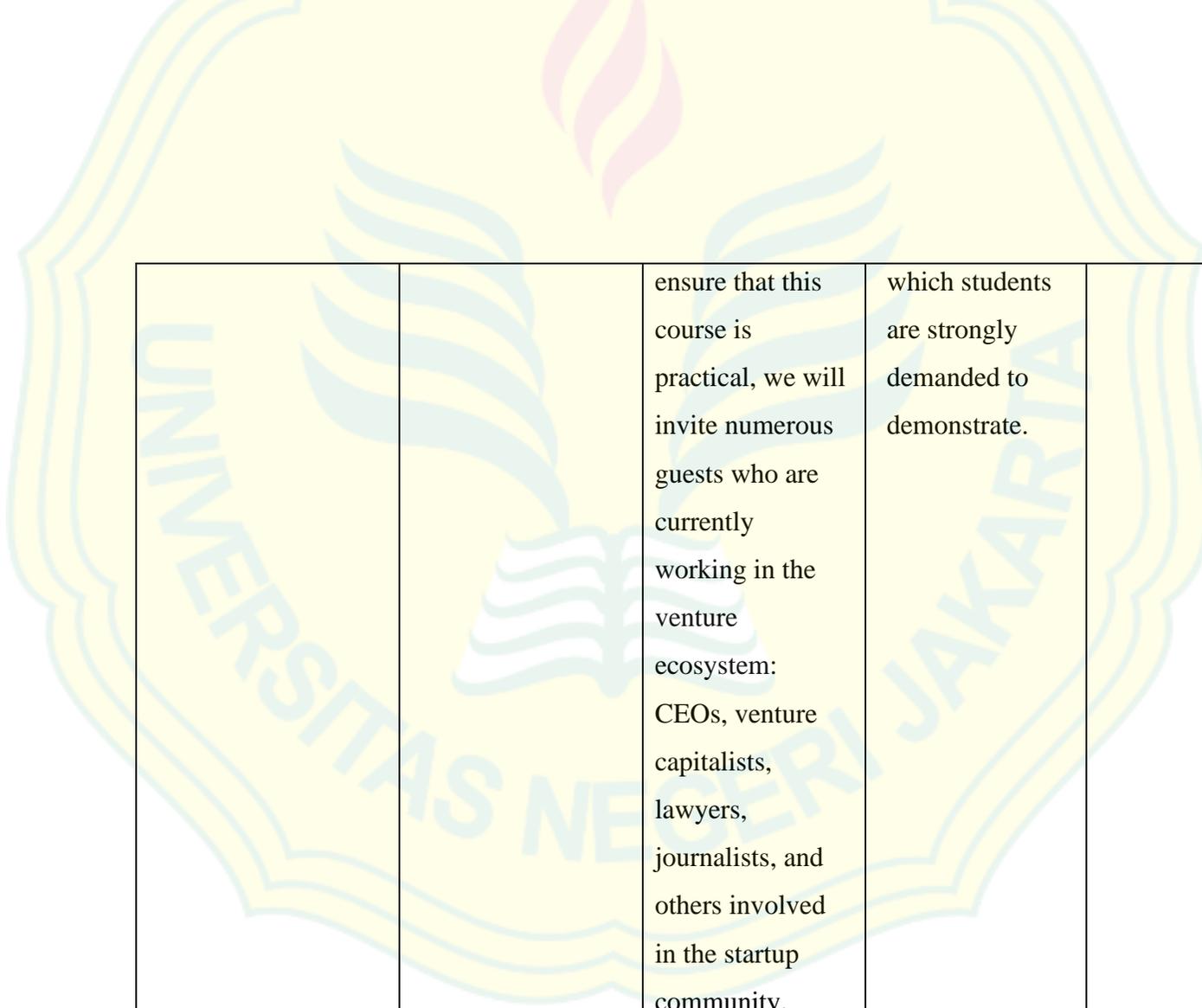
Syllabus Codes					Remarks
Syllabus Components Contents					
AG1	AG2	AG3	AG4	AG5	
Mata kuliah ini akan mengajarkan kepada mahasiswa dasar-dasar	In this class, students will learn about a range of frameworks and tools that are	This course is about entrepreneurship and specifically about starting, growing,	This course aims at giving students some introductory overview on the application of	The student will evaluate the business skills and commitment necessary to successfully	All of the existing syllabus of entrepreneurship are contained with course description. According to Davis (2009), the

<p>kewirausahaan. Menjadi seorang wirausaha bukan berarti bahwa mahasiswa harus mampu membuat usaha sendiri, namun ketika mahasiswa dapat disebut entrepreneur walau bekerja di sebuah perusahaan (intrapreneur), bekerja di</p>	<p>particularly relevant to entrepreneurship, such as the bird-in-hand principle, business model design, and hypothesis testing. Through lectures, case studies, workshops with mentors and guest speakers, and individual and group assignments, students will get</p>	<p>managing, leading, and ultimately exiting a new venture. Of all the courses you take at the University of Washington, this one will likely be the most hands-on. Sixty percent of your grade will be based on pitches, product demos, and a business plan</p>	<p>English in business context, highlighting how English is extended. Students will learn some application of such Business English as business writing, business communication, business meeting, etc. In addition, some practical skills, such as writing</p>	<p>operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The student will understand the role of entrepreneurial businesses in the United States and the impact on our national and global economy.</p>	<p>syllabus components after basic information is course description. It provides brief information that explain the related course in syllabus design.</p>
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<p>bidang sosial (Sociopreneur) ataupun konsenen di bidang lingkungan (ecopreneur). Mata kuliah ini juga memberikan kemampuan bagi mahasiswa untuk membuat business plan (perencanaan bisnis).</p>	<p>in the shoes of many different decision makers in any given entrepreneurial ecosystem, such as young and seasoned entrepreneurs, investors, and regulators, to achieve a greater understanding of what it is like to start and run a new venture. Overall, this class aims to teach an</p>	<p>that you develop with your team. The course sessions will follow the natural order of starting a new business: choosing your idea and your team, validating that idea with customers, honing your initial pitch, dealing with the legal issues of starting a</p>	<p>an application letter, dealing with job interviews, and preparing a business report and proposal are included in the course. The course interaction will mainly require the students to deal with presentations and case studies analyses. Therefore,</p>		
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	<p>entrepreneurial mindset: when others see insurmountable problems, entrepreneurs look for opportunities in technology and business solutions.</p>	<p>business, building a great product, deciding among financing strategies, developing a go-to-market and operating plan, and exiting successfully. We will spend part of nearly every three-hour block giving you feedback on your actual pitch, your product, and your business generally. To</p>	<p>students are expected to take an active participation during the class discussion and presentation. Expressing ideas, probing, asking questions, analyzing, synthesizing, and evaluating opinions are a series of active analytical and critical thinking skills from</p>		
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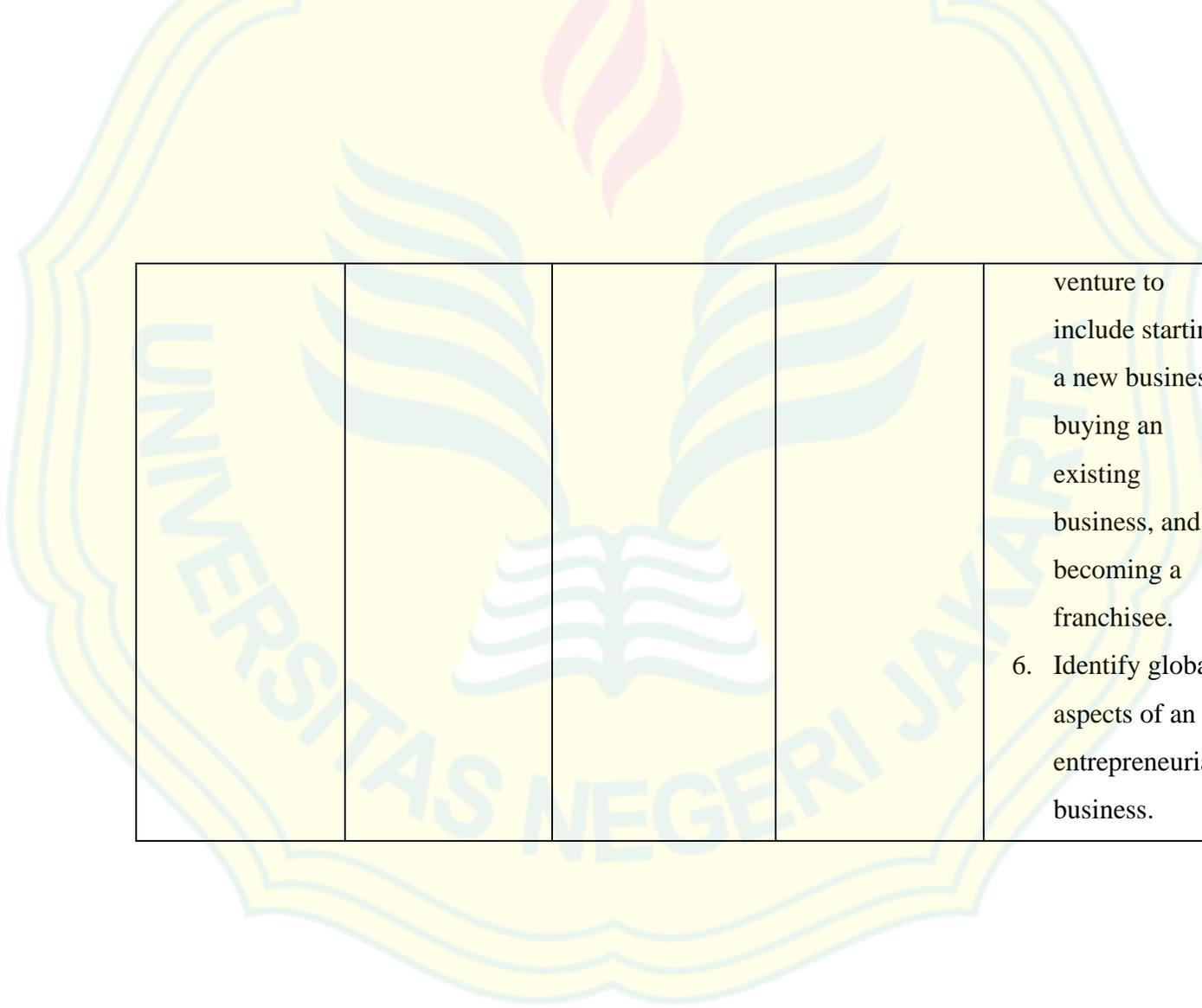


		<p>ensure that this course is practical, we will invite numerous guests who are currently working in the venture ecosystem: CEOs, venture capitalists, lawyers, journalists, and others involved in the startup community.</p>	<p>which students are strongly demanded to demonstrate.</p>		
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3. Component of Syllabus: Expected Learning Outcomes (CPL)

Syllabus Codes					Remarks
Syllabus Components Contents					
AG1	AG2	AG3	AG4	AG5	
There is no Expected Learning Outcomes in syllabus content of University E.	There is no Expected Learning Outcomes in syllabus content of University F.	The course objectives are two-fold: (1) to develop an awareness and understanding of the range, scope, and complexity of issues involved in starting a technology business; and	There is no Expected Learning Outcomes in syllabus content of University H.	Course will: <ol style="list-style-type: none"> 1. Explain the nature of entrepreneurship as a method of business ownership 2. Explore the characteristics of an entrepreneur 3. Discuss the advantages and disadvantages of 	From 5 universities, there are two syllabuses which do not use expected learning outcomes in the component. Wolf, Czekanski & Dillon (2013) suggested the use of Course Expected Learning Outcomes in the syllabus components.

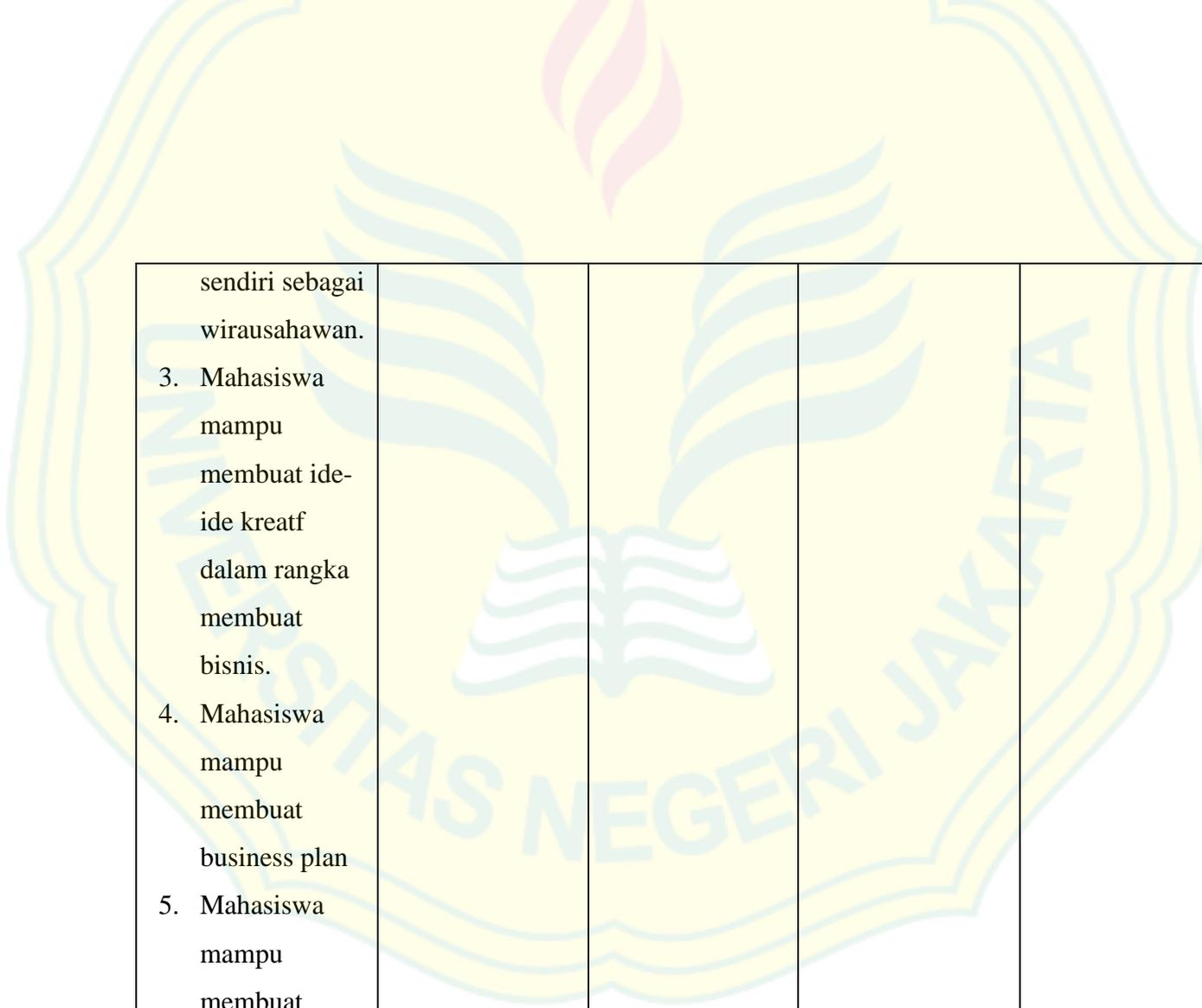
		<p>(2) to gain insight into how entrepreneurs conceive, adapt, and execute strategies to create new, successful businesses.</p>		<p>entrepreneurship as a career choice.</p> <p>4. Introduce the management, financial, marketing and legal skills necessary to successfully operate and grow an entrepreneurial business venture.</p> <p>5. Evaluate the methods of entering an entrepreneurial</p>	
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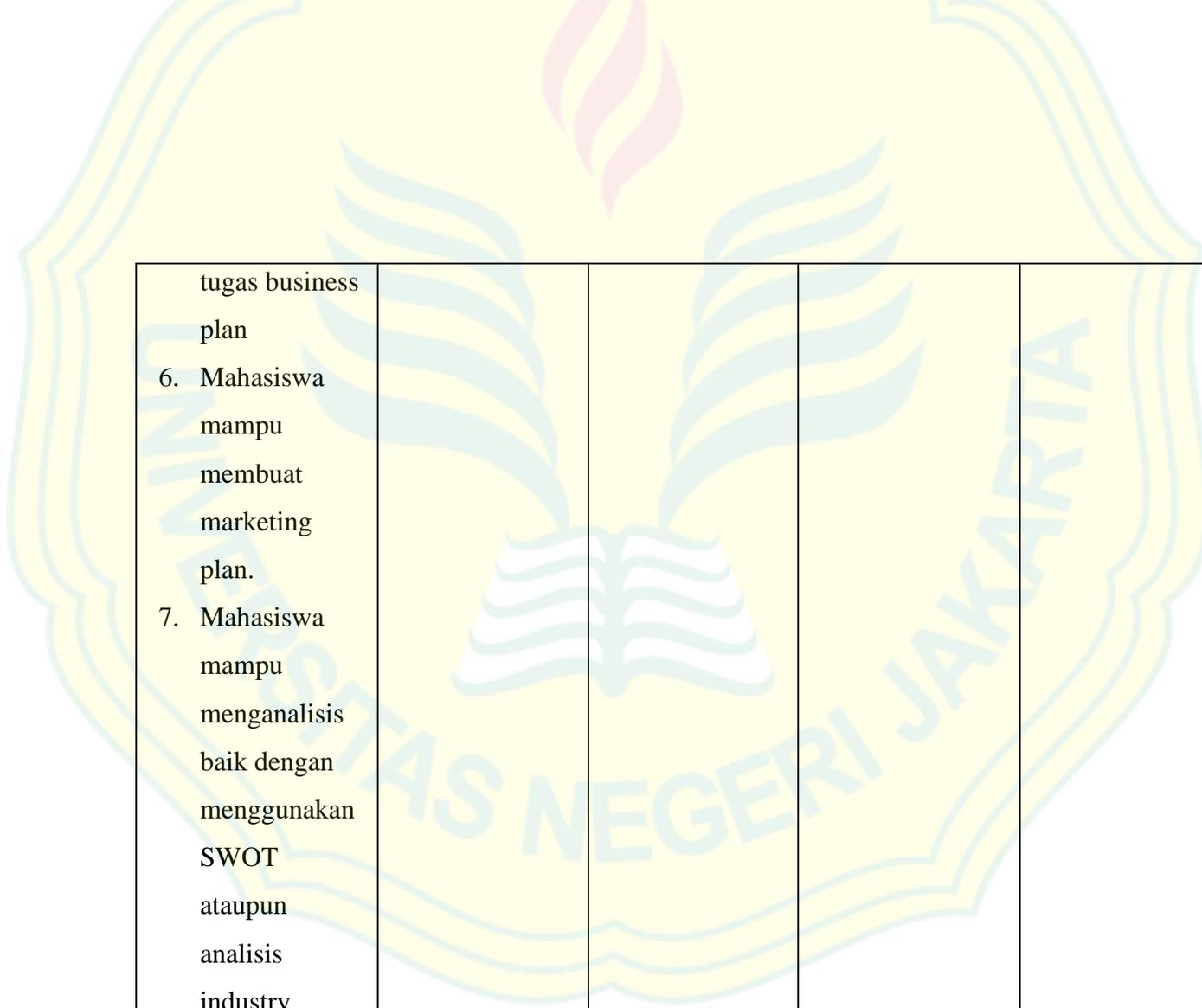
				<p>venture to include starting a new business, buying an existing business, and becoming a franchisee.</p> <p>6. Identify global aspects of an entrepreneurial business.</p>	
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4. Component of Syllabus: Course Learning Outcomes (CPMK)

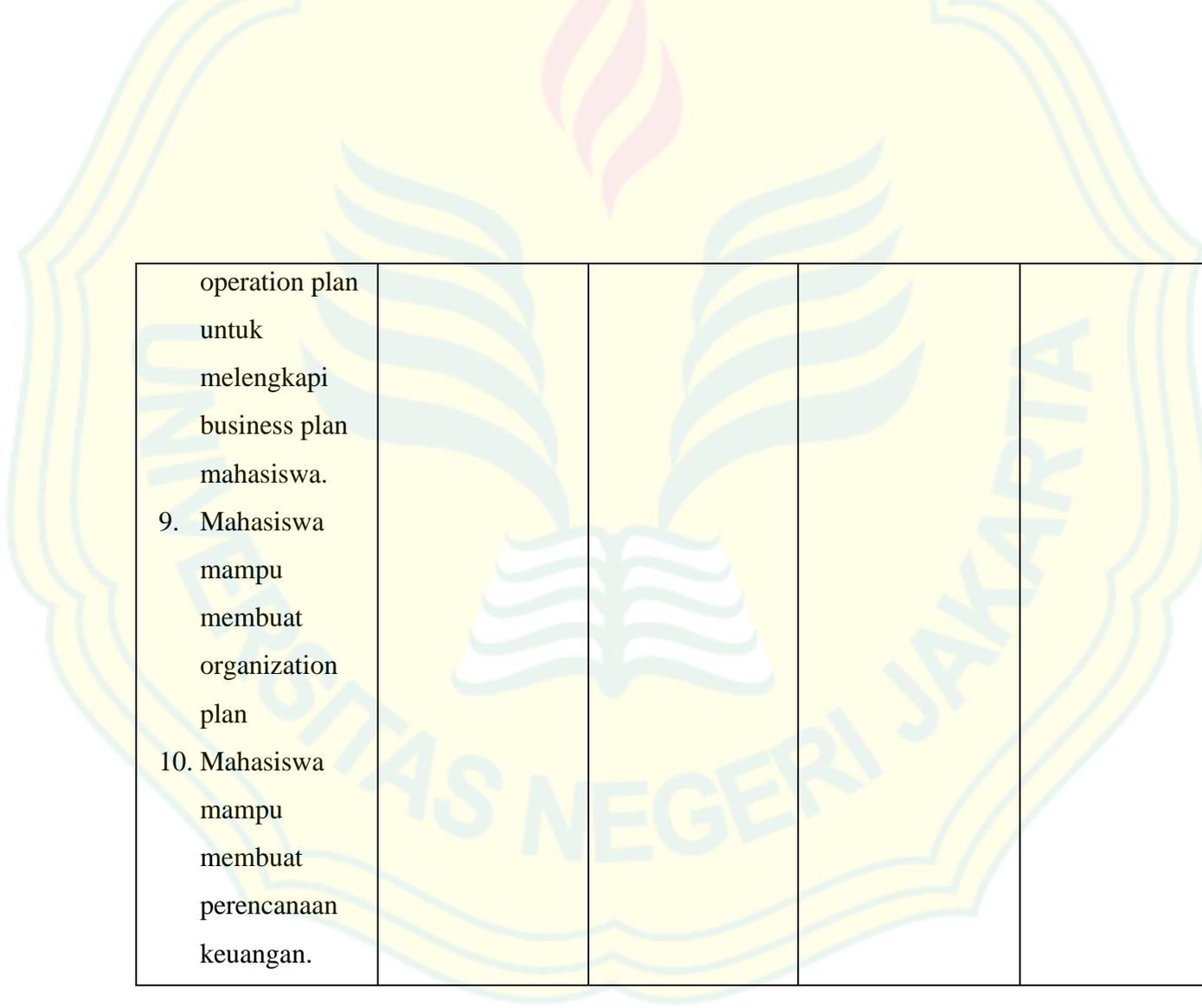
Syllabus Codes					Remarks
Syllabus Components Contents					
AG1	AG2	AG3	AG4	AG5	
<p>1. Mahasiswa mampu menjelaskan tentang kewirausahaan</p> <p>2. Mahasiswa mampu menjelaskan kesempatan-kesempatan apa saja yang dapat mendikan diri</p>	There is no Course Learning Outcomes in syllabus content of University F.	There is no Course Learning Outcomes in syllabus content of University G.	At the end of the course, students are expected to have good understanding on Business English and be able to apply the knowledge and skills learned in business context	<p>Students will be able to:</p> <p>1. Understand entrepreneurship today</p> <p>2. Move from idea to reality</p> <p>3. Identify management topics as related to entrepreneurship.</p>	<p>In the five existing syllabuses, there are 3 universities provide course learning outcomes. Course Learning Outcomes is suggested to be used by <i>Panduan Penyusunan Kurikulum Perguruan Tinggi 2016</i> in Indonesia. It provides the details of the course learning outcomes of the course in the syllabus.</p>



sendiri sebagai wirausahawan.					
3. Mahasiswa mampu membuat ide-ide kreatif dalam rangka membuat bisnis.					
4. Mahasiswa mampu membuat business plan					
5. Mahasiswa mampu membuat nama-nama merek untuk					



tugas business plan					
6. Mahasiswa mampu membuat marketing plan.					
7. Mahasiswa mampu menganalisis baik dengan menggunakan SWOT ataupun analisis industry					
8. Mahasiswa mampu membuat					



operation plan untuk melengkapi business plan mahasiswa.					
9. Mahasiswa mampu membuat organization plan					
10. Mahasiswa mampu membuat perencanaan keuangan.					

5. Component of Syllabus: Lesson Learning Outcomes (Sub-CPMK)

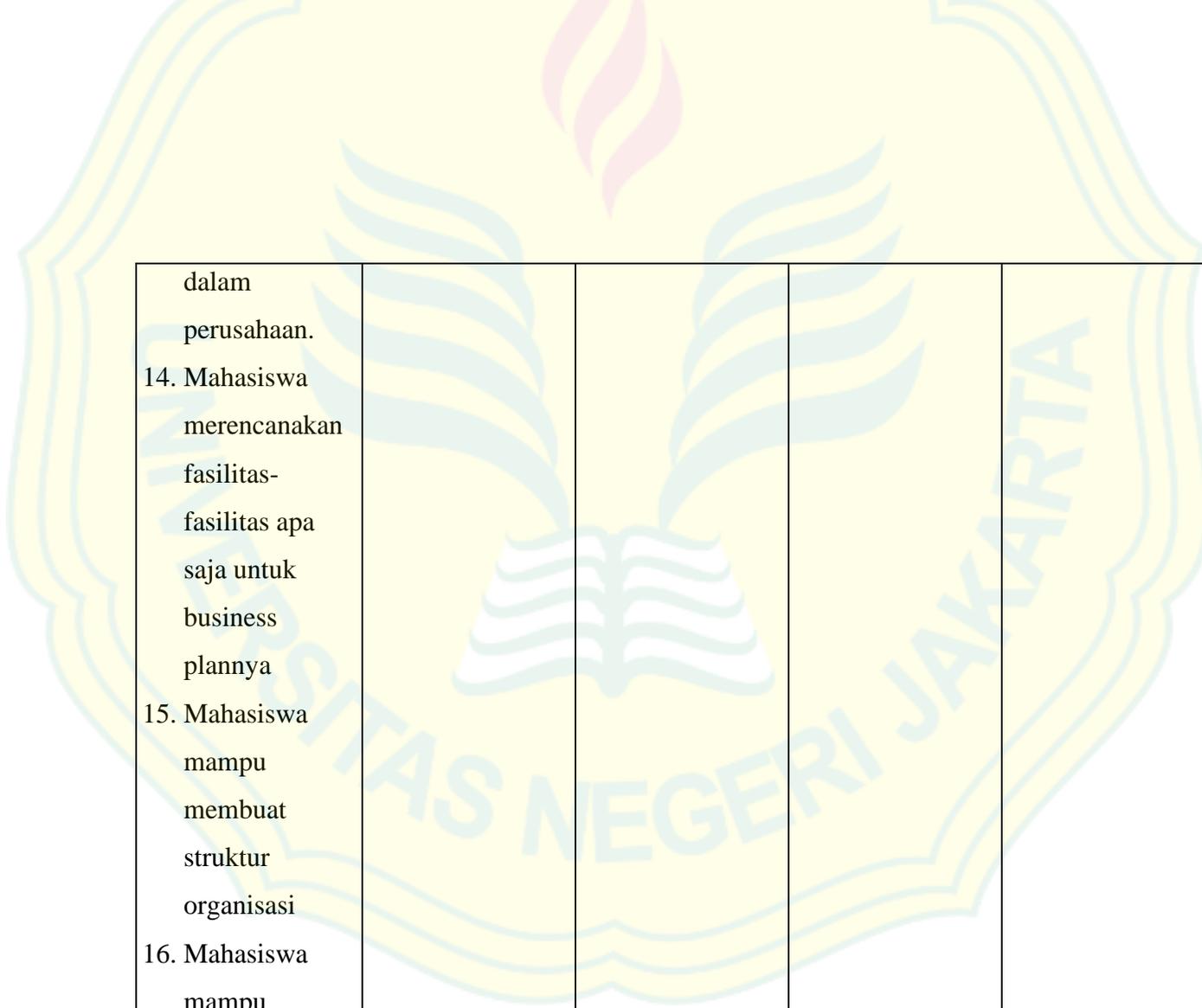
Syllabus Codes					Remarks
Syllabus Components Contents					
AG1	AG2	AG3	AG4	AG5	
1. Mahasiswa dapat menjelaskan pengertian dan teori-toeri tentang kewirausahaan	There is no Lesson Learning Outcomes in syllabus content of University F.	There is no Lesson Learning Outcomes in syllabus content of University G.	There is no Lesson Learning Outcomes in syllabus content of University H.	Students will be able to: a. Define the role of the entrepreneur in business b. Describe the entrepreneurial profile c. Evaluate your potential as an entrepreneur. d. Explain the issues that are	Lesson learning outcomes is suggested to be used in the syllabus component by <i>Panduan Penyusunan Kurikulum Perguruan Tinggi 2016-Indonesian Government Education System</i> . However, from 5 universities, there are two universities are using the lesson learning outcomes.
2. Mahasiswa dapat menjelaskan ciri-ciri wirausahawan					
3. Mahasiswa dapat					

<p>menjelaskan kesempatan bisnis keluarga</p> <p>4. Mahasiswa dapat menjelaskan kesempatan franchise</p> <p>5. Mahasiswa dapat menjelaskan kesempatan membeli bisnis yang sudah ada.</p> <p>6. Mahasiswa dapat</p>				<p>driving the growth of entrepreneurship</p> <p>e. Describe the role of creativity and innovation in entrepreneurship.</p> <p>f. Discuss the importance of continually analyzing, adapting, and improving the entrepreneurial business.</p> <p>g. Identify methods entrepreneurs utilize to continually</p>	
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<p>membangun ide bisnis.</p> <p>7. Mahasiswa dapat menganalisa peluang</p> <p>8. Mahasiswa dapat menjelaskan model 5 langkah membangun ide bisnis (model Kaplan)</p> <p>9. Mahasiswa mampu menjelaskan tentang apa itu</p>				<p>improve their product or service and the strategies of operating their entrepreneurial business.</p> <p>h. Describe the importance of strategic management to a small entrepreneurial business.</p> <p>i. Describe the importance of strategic marketing strategies to a</p>	
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<p>merek dan memahami tentang ekuitas merek.</p> <p>10. Mahasiswa dapat membuat merek untuk tugas business plan.</p> <p>11. Mahasiswa mampu menganalisis segemen, target dan positioning untuk melengkapi business plannya</p>				<p>small entrepreneurial business.</p> <p>j. Explain why and how a small business must create a competitive advantage in the market.</p> <p>k. Explain the importance of effective financial management in developing, growing, and sustaining an</p>	
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<p>12. Mahasiswa mampu membuat strategi produk, harga, promosi, dan saluran distribusi untuk melengkapi business plan.</p>				<p>entrepreneurial business venture.</p> <p>l. Analyze the importance of legal issues in the successful operation of an entrepreneurial business.</p> <p>m. Identify the impact of technology to entrepreneurial business ventures</p>	
<p>13. Mahasiswa mampu menganalisa isu-isu tentang aturan-aturan yang harus dilaksanakan</p>				<p>n. Analyze global issues for entrepreneurial business.</p>	



dalam perusahaan.					
14. Mahasiswa merencanakan fasilitas-fasilitas apa saja untuk business plannya					
15. Mahasiswa mampu membuat struktur organisasi					
16. Mahasiswa mampu memahami cara pengelolaan					

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6. Component of Syllabus: Learning Indicators

Syllabus Codes					Remarks
Syllabus Components Contents					
AG1	AG2	AG3	AG4	AG5	
There is no learning indicators in the syllabus content of University E.	There is no learning indicators in the syllabus content of University F.	There is no learning indicators in the syllabus content of University G.	There is no learning indicators in the syllabus content of University H.	There is no learning indicators in the syllabus content of University I.	Learning indicators help teachers to understand the learning levels of the students in the class individually or collectively. However, there is no existing syllabuses using learning indicators in the syllabus components.

7. Component of Syllabus: Materials

Syllabus Codes					Remarks
Syllabus Components Contents					
AG1	AG2	AG3	AG4	AG5	
1. Silabus dan pengantar kewirausahaan 2. Kesematan berwirausaha 3. Ide bisnis 4. Business plan 5. Merk 6. Marketing Plan 7. Analisis SWOT dan analisis industry	There is no material in syllabus content of University F.	<ul style="list-style-type: none"> - Course Overview and Expectations (Greg Gottesman) - Introduction to Entrepreneurship and Company Building (Greg Gottesman) - Book review, discuss Zero to One and new 	<ul style="list-style-type: none"> - Class orientation and introduction to syllabus - Understanding business communication - Communicating interculturallly - Company organization, tour and history 1 	The materials are: Unit 1: <ul style="list-style-type: none"> - Explain the nature of entrepreneurship as a method of business ownership - Explore the characteristics of an entrepreneur 	Most of the existing syllabuses material are using the topic of introduction to entrepreneurship. It explains the basic information about entrepreneurship that the students

<p>8. Operation plan</p> <p>9. Organization plan</p> <p>10. Financial plan</p>		<p>ideas for potential pitches.</p> <ul style="list-style-type: none"> - Startup Formation - Customer validation - Building product - Marketing your business - Pricing & Go-to Market - Financial modelling and business planning - Financing dynamics - Scaling & Exits 	<ul style="list-style-type: none"> - Company organization, tour and history 2 - Business correspondence: letters, memos, good news, goodwill messages, bad news messages, etc. - Job vacancies - Telephoning - Business presentation - Business meeting 	<ul style="list-style-type: none"> - Discuss the advantages and disadvantages of entrepreneurship as a career choice. <p>Unit 2:</p> <ul style="list-style-type: none"> - Recognize the management, financial, marketing and legal skills necessary to successfully operate and grow and entrepreneurial 	<p>can learn. Most of the existing syllabus provides the learning materials in the syllabus components.</p> <p>Only one university who do not mentioned the learning materials in the syllabus components.</p>
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		<ul style="list-style-type: none"> - Company Pitch Day 	<ul style="list-style-type: none"> - Business negotiation - Sales review - Sales forecast - Business presentation - review 	<p>business venture.</p> <ul style="list-style-type: none"> - Identify and evaluate the methods of entering an entrepreneurial venture to include starting a new business, buying an existing business, and becoming a franchise. - Identify global aspects of an entrepreneurial business. 	
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8. Component of Syllabus: Teaching Method

Syllabus Codes					Remarks
Syllabus Components Contents					
AG1	AG2	AG3	AG4	AG5	
<ul style="list-style-type: none"> - Presentasi - Studi Kasus - Diskusi 	<ul style="list-style-type: none"> - Studio format: learn by doing, activities, opportunity analysis & execution plan. - Dialogue: learn through discussion of key concepts 	<ul style="list-style-type: none"> Presentation Discussion Analysis 	<p>There is no teaching method in syllabus content of University H.</p>	<ul style="list-style-type: none"> - Explanation and/or lecture - video presentation - student reports - role play - guest speaker 	<p>Most of the teaching method of the existing syllabuses are using presentation and discussion. In the entrepreneurship syllabus, the teacher provides some activities such as field trips and watching entrepreneurial journey that related to the</p>

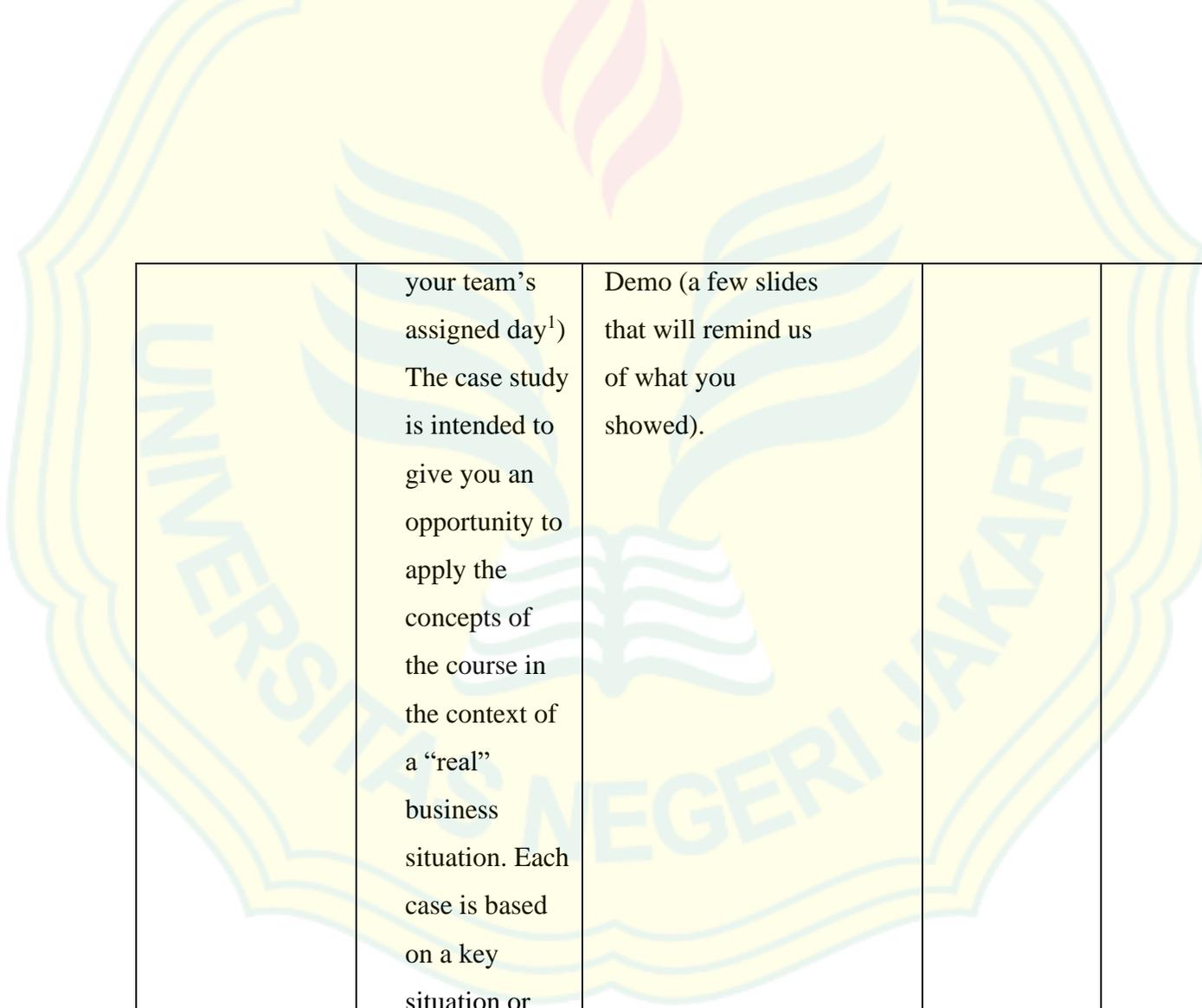
	<ul style="list-style-type: none"> - Case-based: learn through real-world challenges across industries/ locations/ times - Guest speakers and mentors to provide insight into the entrepreneurial journey. 			<ul style="list-style-type: none"> - small group activities - discussion - powerpoint presentation - field trips - internet activities 	<p>program in order students to be actively participated directly in it.</p>
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9. Component of Syllabus: Assignments

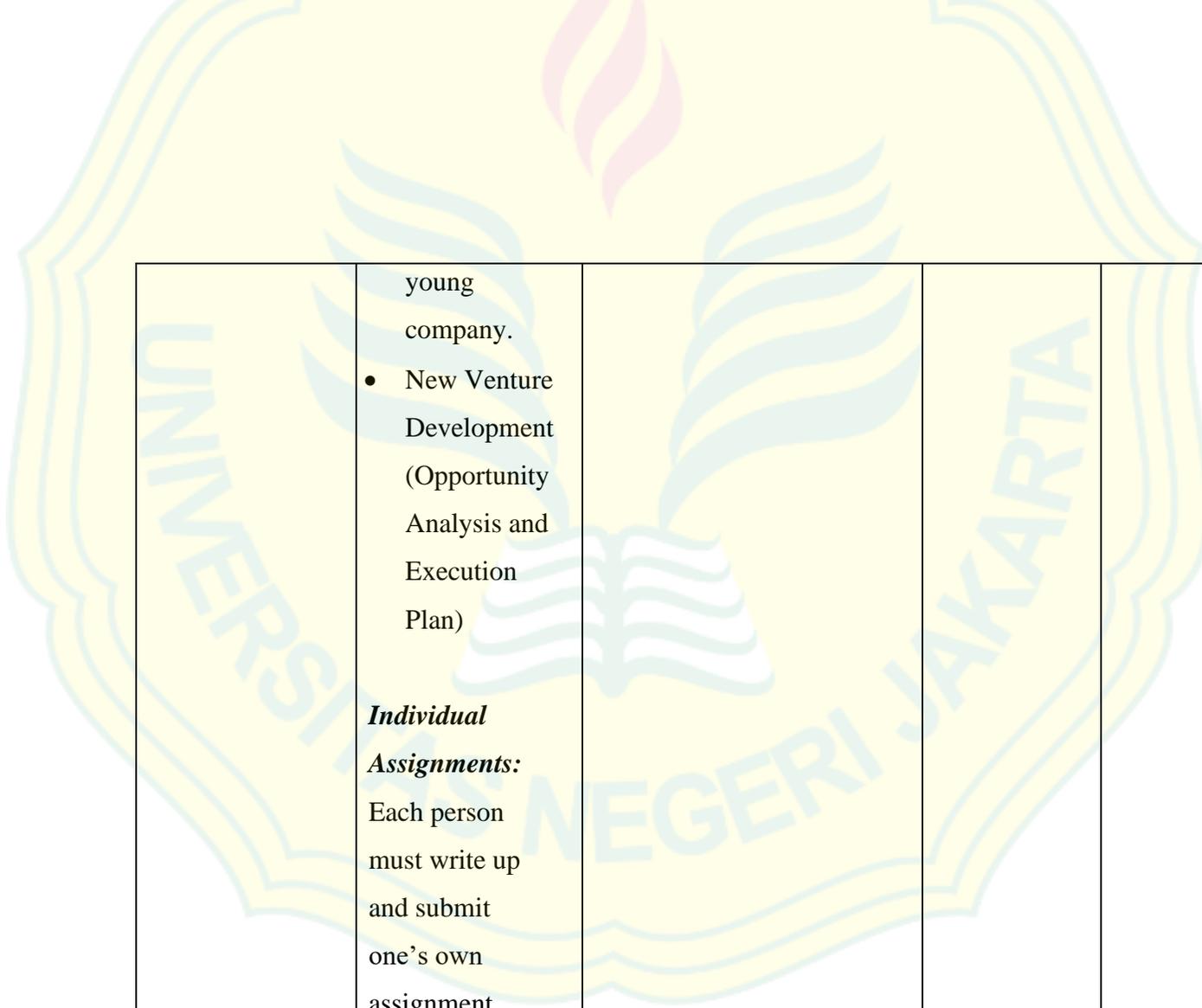
Syllabus Codes					Remarks
Syllabus Components Contents					
AG1	AG2	AG3	AG4	AG5	
<p>1. Tugas kepada mahasiswa untuk membuat ide bisnis yang kreatif.</p> <p>2. Tugas membuat nama kreatif untuk ide bisnisnya.</p> <p>3. Tugas membuat</p>	<p>Entrepreneurship is both an individual and team activity. Therefore, this course incorporates both individual and team efforts. You will form a team of 5 students early in the quarter to prepare for class</p>	<p>Come to class prepared to make a persuasive one-minute pitch of a new business idea and product that you would like to build. Reading <u>Zero to One</u> might help with idea generation.</p> <p>Prepare as a team a three-minute pitch (up to 10 slides) of your team's startup idea. (Note: These pitches will be a recurring</p>	<p>There is no assignment in syllabus content of University H.</p>	<p>There is no assignment in syllabus content of University I.</p>	<p>Most of the assignment in the existing entrepreneurship syllabuses are working in a team. It is mentioned explicitly in the syllabus components.</p>

marketing plan	discussions together and work on your team assignments as elaborated below. I encourage students to create teams with people from a diversity of majors and backgrounds.	assignment for the rest of the course.)			
4. Tugas menganalisis business plan mahasiswa dengan menggunakan SWOT dan analisis industry.		Each team should prepare a 1 to 2 page memo written as if you are a potential investor, explaining why you would or would not invest in one of 3 companies (choose one): Boundless, CrowdCow, or Rover. In your analysis, you can use whatever framework you like: the Peter Thiel framework, the team/product/market/timing framework, or ... (Bring two hard copies to class, and email to Greg.)			
5. Tugas membuat operation plan					
6. Tugas membuat organization plan	Team Assignments: These assignments are to be				

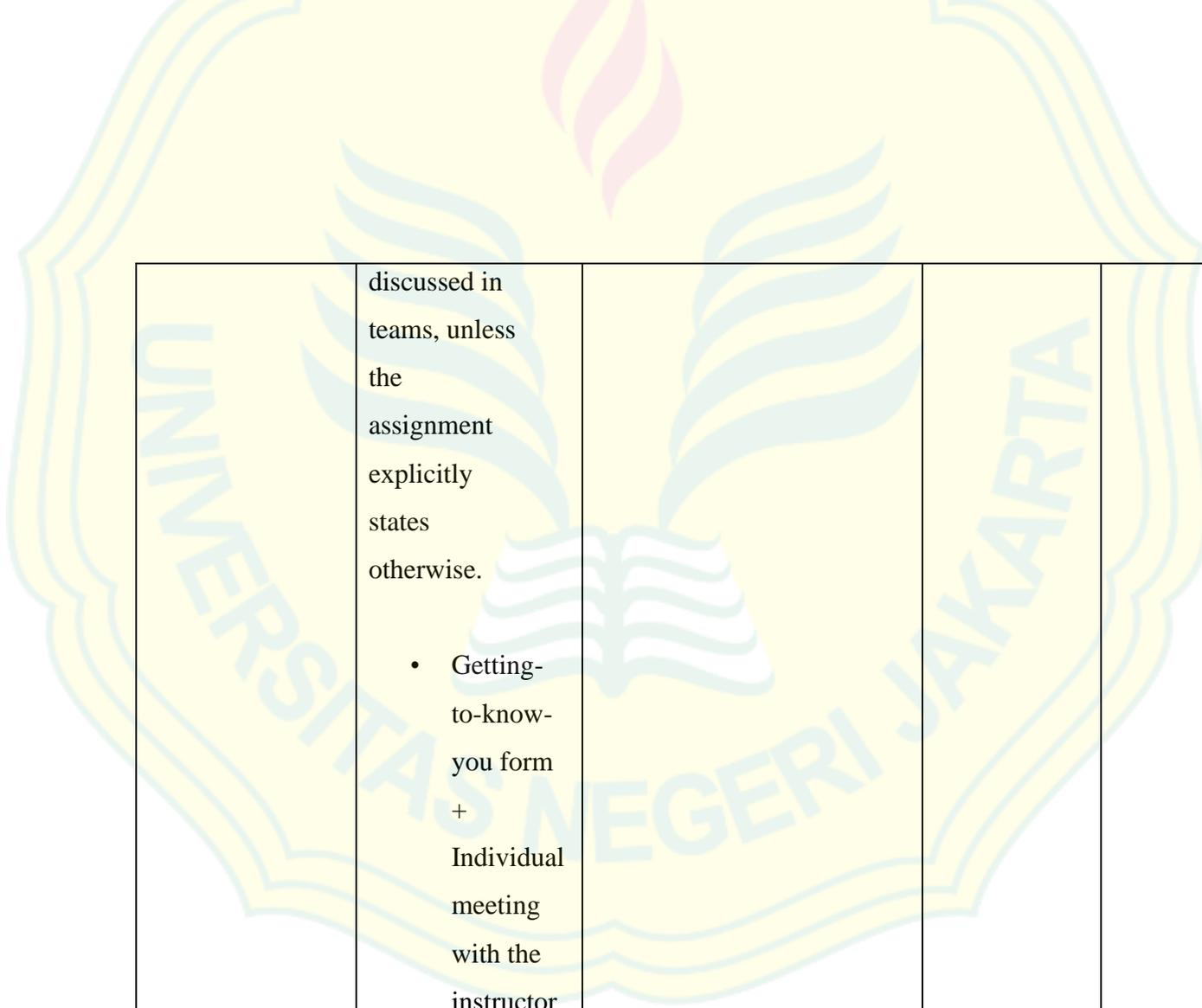
<p>7. Tugas membuat financial plan.</p>	<p>discussed as a team and then submitted via Canvas to the appropriate homework list. The point person who submits the assignment should include the team name at the top of the submission.</p> <ul style="list-style-type: none"> • 3 Written Case Analyses (to be submitted on 	<p>Your team will have ten minutes to present your business to a panel of top venture capital and angel investors and then take five minutes of Q&A. Bring two hard copies of your complete Pitch Deck, a 2 to 3 page Executive Summary, a printout of your Financial Model, and some illustrations of your</p>			
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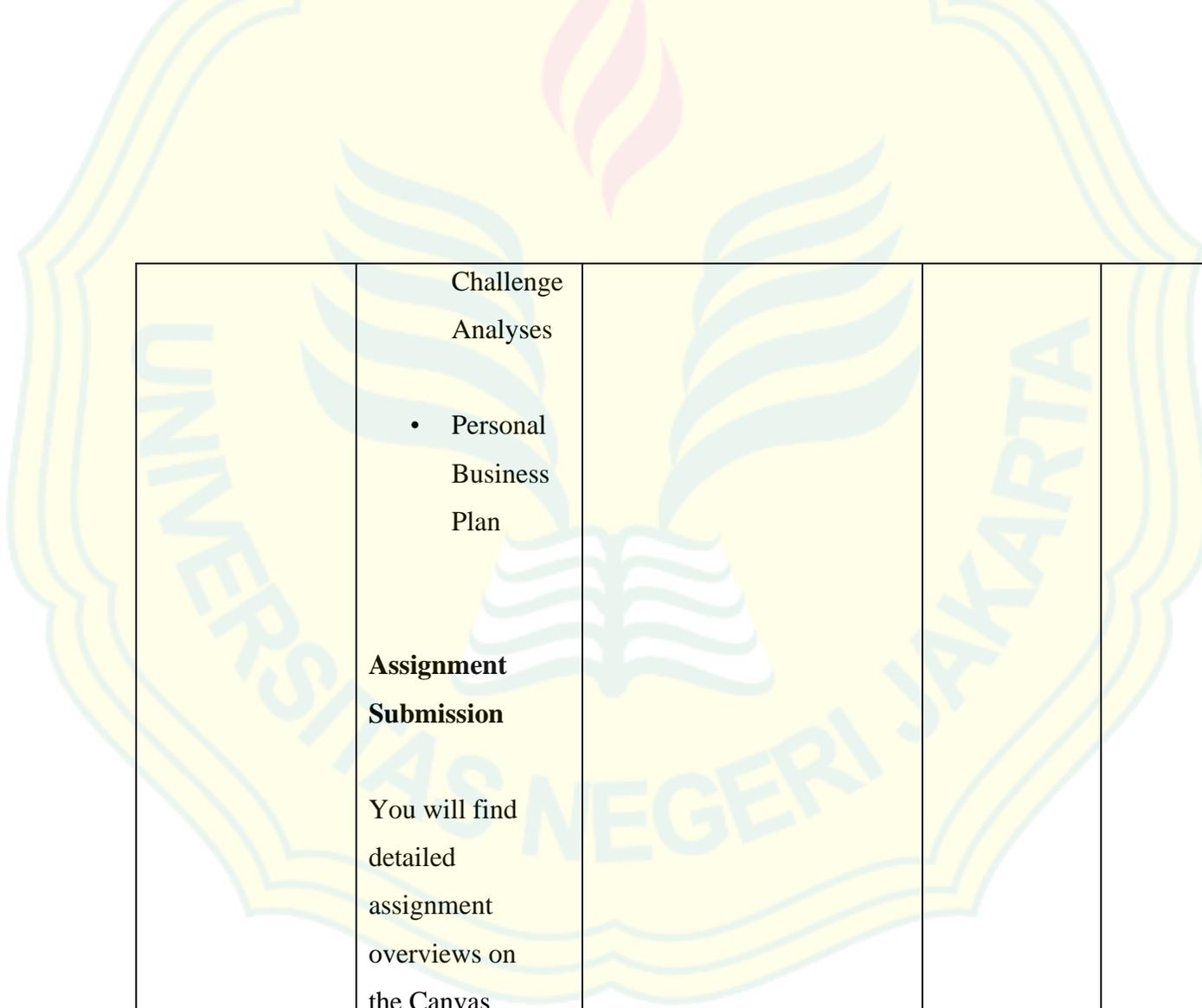
	<p>your team's assigned day¹)</p> <p>The case study is intended to give you an opportunity to apply the concepts of the course in the context of a "real" business situation. Each case is based on a key situation or event in the history of a</p>	<p>Demo (a few slides that will remind us of what you showed).</p>			
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	<p>young company.</p> <ul style="list-style-type: none">• New Venture Development (Opportunity Analysis and Execution Plan) <p><i>Individual Assignments:</i> Each person must write up and submit one's own assignment. These assignments <i>may be</i></p>				
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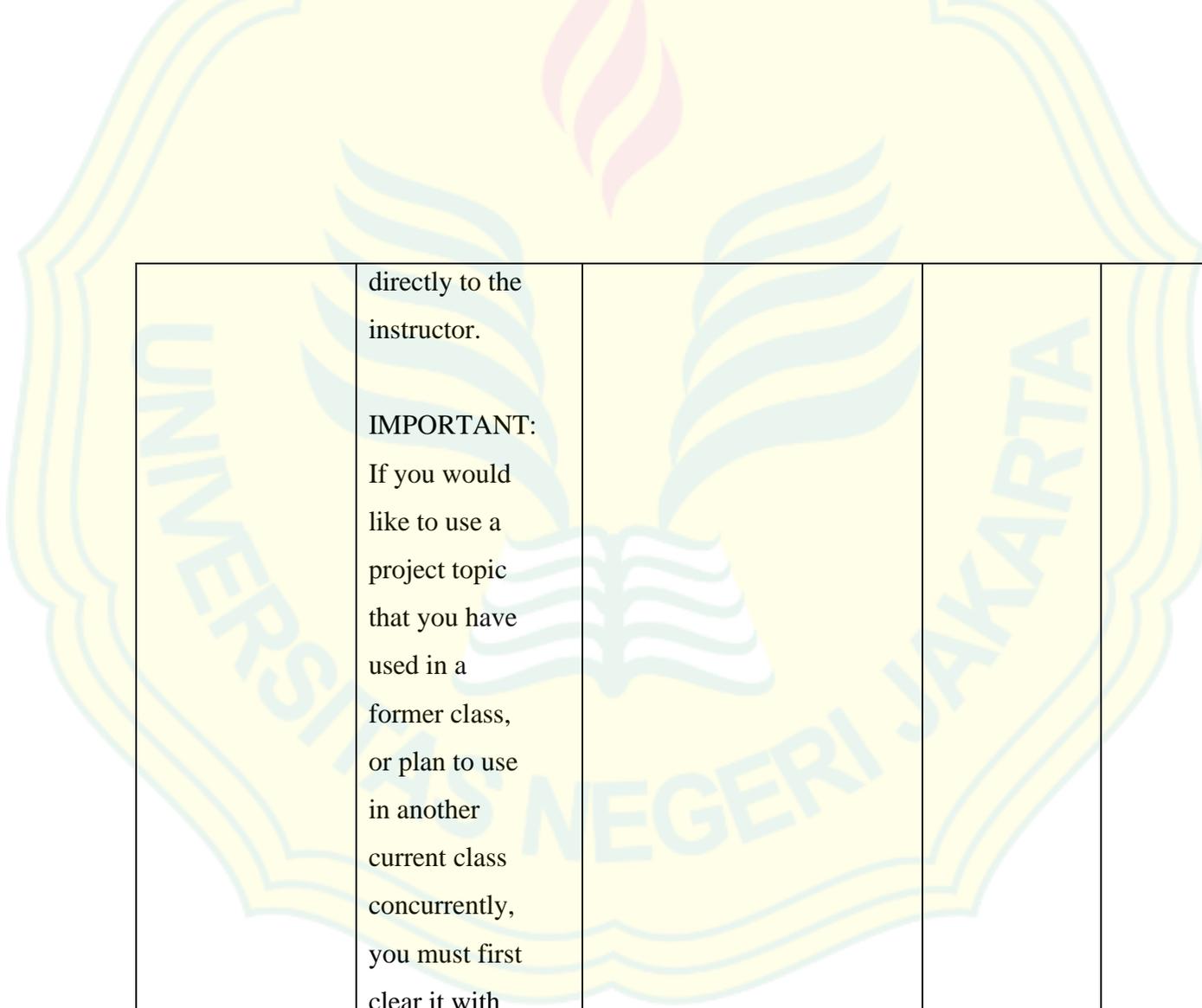
	<p>discussed in teams, unless the assignment explicitly states otherwise.</p> <ul style="list-style-type: none">• Getting-to-know-you form + Individual meeting with the instructor• 2 Written “Live”				
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	<p>Challenge Analyses</p> <ul style="list-style-type: none">• Personal Business Plan <p>Assignment Submission</p> <p>You will find detailed assignment overviews on the Canvas course website. Students must upload all</p>				
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	<p>assignments to Canvas by the date and time indicated on the Canvas course calendar. For some assignments, it will be stated on the Assignment page that all or a portion of the assignment (particularly PowerPoint slides) should be emailed</p>				
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	<p>directly to the instructor.</p> <p>IMPORTANT:</p> <p>If you would like to use a project topic that you have used in a former class, or plan to use in another current class concurrently, you must first clear it with me.</p>				
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10. Component of Syllabus: Teaching and Learning Activities

Syllabus Codes					Remarks
Syllabus Components Contents					
AG1	AG2	AG3	AG4	AG5	
There is no teaching and learning activities in syllabus content of University E.	There is no teaching and learning activities in syllabus content of University F.	There is no teaching and learning activities in syllabus content of University G.	There is no teaching and learning activities in syllabus content of University H.	There is no teaching and learning activities in syllabus content of University I.	In the existing syllabuses of entrepreneurship, there is no teaching and learning activities mentioned in the syllabus components. The teaching and learning activities should be mentioned in order to know the step of the learning process.

11. Component of Syllabus: Learning Media

Syllabus Codes					Remarks
Syllabus Components Contents					
AG1	AG2	AG3	AG4	AG5	
<ul style="list-style-type: none"> - LCD - Laptop - Speaker - White Board - Spidol - Copy materi kasus 	There is no learning media in syllabus content of University F.	There is no learning media in syllabus content of University G.	There is no learning media in syllabus content of University H.	There is no learning media in syllabus content of University I.	Most of the existing syllabuses do not mentioned explicitly on learning media. Only one university mentioned the learning media. The learning media used is LCD, Laptop and speaker.

12. Component of Syllabus: Assessment and Grading Scales

Syllabus Codes					Remarks
Syllabus Components Contents					
AG1	AG2	AG3	AG4	AG5	
There is no assessment and grading scales in syllabus content of University E.	Grade components & Grading policy: 55% team 3 written case analyses (20%) New Venture Development Project – Opportunity analysis (15%) New venture development	Grading for the class will be as follows: Class contribution (30%) Class assignments (10%) Term project (in-class presentations, final	Assessment and grading components: 1. Participation (incl. attendance) (15%) 2. Tasks, quizzes, assignment (home/class) (25%)	- Course grade, at the determination of the instructor, will be based on class and group participation, daily work, exams, presentations, projects, papers,	Most of the existing syllabuses mentioned assessment and grading scales in the syllabus component. The assessment and evaluation are divided into 4 or 5 groups in percentage

	<p>project – Execution Plan (20%)</p> <p>45% Individual</p> <p>2 written “Live” Challenge Analyses (15%)</p> <p>Personal Business Plan (10%)</p> <p>Participation – Instructor’s Evaluation (15%)</p> <p>Participation – Peer evaluation (5%)</p>	<p>presentation, and written material) (60%)</p>	<p>3. Mid-Test (30%)</p> <p>4. Final test (30%)</p> <p>Grading Criteria:</p> <p>86 – 100 A</p> <p>80 – 85 A-</p> <p>75 – 79 B+</p> <p>71 – 74 B</p> <p>66 – 70 B-</p> <p>64 -65 C+</p> <p>56 – 63 C</p> <p>0 – 55 D</p>	<p>and/or a portfolio</p> <p>- Instructors will distribute and discuss the evaluation process and his/her grading policies with the students at the beginning of the term.</p>	
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13. Component of Syllabus: Schedule

Syllabus Codes					Remarks	
Syllabus Components Contents						
AG1	AG2	AG3	AG4	AG5		
Meeting 1-7 (Material discussion)	There is no schedule in syllabus content of University F.	Meeting 1 – 10 is presenting discussing and analysing.	There is no schedule in syllabus content of University H.	There is no schedule in syllabus content of University I.	The schedule of the existing syllabus are using the terms meeting. The longest schedule is from meeting 1 until meeting 16. There are also mid-term test and final test.	
Meeting 8 (UTS)						
Meeting 9-15 (Material discussion)						
Meeting 16 (Final Test)						

14. Component of Syllabus: Time Allocation

Syllabus Codes					Remarks
Syllabus Components Contents					
AG1	AG2	AG3	AG4	AG5	
There is no time allocation in syllabus content of University E.	There is no time allocation in syllabus content of University F.	There is no time allocation in syllabus content of University G.	There is no time allocation in syllabus content of University H.	There is no time allocation in syllabus content of University I.	In the existing syllabuses of entrepreneurship course, there is no time allocation in the syllabus components.

15. Component of Syllabus: References

Syllabus Codes					Remarks
Syllabus Components Contents					
AG1	AG2	AG3	AG4	AG5	
REFERENSI UTAMA: 1. Justin G.L, Carlos W. Moore; dan J. William Petty, 2001,	There is no references in syllabus	David Cohen, Brad Feld,	- Brieger, Nick and Jeremy Comfort. 1995. Early Business	Recommended text: - StrengthsQuest: Clifton	Most of the existing syllabus mentioned the references. It is very important since

<p>Kewirausahaan: Manajemen Usaha Kecil, Buku 1, Jakarta: Penerbit Salemba Empat..</p> <p>2. Justin G.L, Carlos W. Moore; dan J. William Petty, 2001, Kewirausahaan: Manajemen Usaha Kecil, Buku 2, Jakarta: Penerbit</p>	<p>content of University F.</p>	<p>Do More Faster Peter Thiel, Zero to One</p>	<p>Contact. London: Prentice Hall - Cotton, David and Sue Robins. 2001. Business Class. London: Pearson Edu Ltd. - Powell, Mark. 2002. Presenting in English Massachusetts: Thomson Heinle. - Sweeney, Simone. Communication</p>	<ul style="list-style-type: none"> - Builder profile 10: Gallup - Entrepreneurship: the art, science, and process for success, McGraw Hill - Entrepreneurship: Theory, Process and Practices, Donald F. Kuratko, Cengage - Entrepreneurship A Real World Approach by Rhonda Abrams; PrintShop Small 	<p>reference will be used by the teacher for the learning material.</p>
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<p>Salemba Empat.</p> <p>REFERENSI PENDUKUNG</p> <p>3. Ariwibowo S. Adhi, 2009, Kecerdasan Entrepreneur: Memulai, Membangun, Merawat, dan Mengembangkan Bisnis Anda, Jakarta: PT. Elex Media Kompetindo</p> <p>4. Jack M. Kaplan, 2003, Pattern Of</p>			<p>in Business. Cambridge: CUP.</p> <ul style="list-style-type: none"> - Thill, JV. 1997. Excellence in Business Communication. New Jersey: Prentice Hall. 	<p>Business Startup Karen Pinson</p> <ul style="list-style-type: none"> - The Young Entrepreneur's Guide to Success, Chisom - Rule of Thum-A Guide to Small Business Basics, Kaiser and Mitiier, WriteLife, LLC 	
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<p>Entrepreneurship, Denvers: John Wiley and Son, Inc</p> <p>5. M. Handani, 2010, Entrepreneurship : Kiat Melihat dan Memberdayakan Potensi Bisnis, Jakarta: PT. Buku Kita.</p> <p>6. Michael A. Hitt; R. Duane Ireland; David G. Sirman; and Cheryl A. Trahms, 2011, “Strategic Entrepreneurship: Creating Value for Individuals,</p>					
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7. Shaker A. Zahra;
Lance R. Newey; dan
J. Myles Shaver, 2011,
“Academic Advisory
boards’ Contributions
to Education and
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From Entrepreneurship
Centers,” Academy of
Management Learning
& Education, Vol
10, No. 1, pp. 113-129

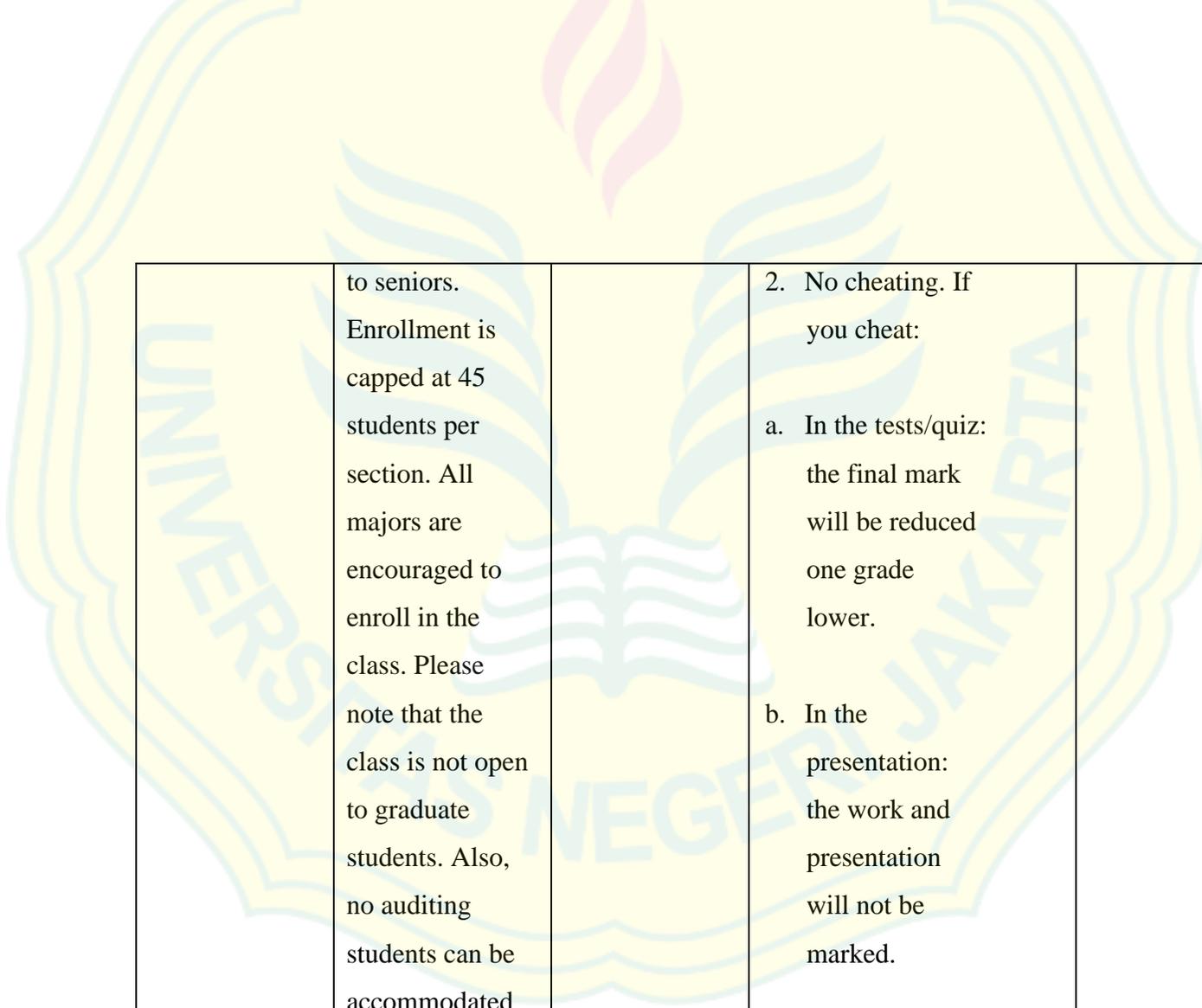
8. Peter A. Dacin; Tina Dacin; dan Margaret Matear, 2010, "Social Entrepreneurship: Why we Don't Need a New Theory and How We Move Forward From Here, Academy of management, pp. 37-57

9. Kotler, Philip, dan Keller, Kevin Lane (2006), *Marketing Management*, 12th Ed, Upper Saddle River, New Jersey: Pearson Education, Inc.

10. Lain-lain					
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16. Component of Syllabus: Course Policy

Syllabus Codes					Remarks
Syllabus Components Contents					
AG1	AG2	AG3	AG4	AG5	
There is no course policy in syllabus content of University E.	Students must come to the first course session to be admitted to the course. The course is designed for <u>undergraduate</u> students with preference given	There is no course policy in syllabus content of University G.	1. Participation can be the forms of comments, suggestion, questions /answers related to the presentation.	There is no course policy in syllabus content of University I	From 5 universities, there are 2 syllabuses described the course policy. I contains of the attendance rules of the students, lateness, assignment, exams, academic dishonesty, and attitudes during the learning activities.



	<p>to seniors. Enrollment is capped at 45 students per section. All majors are encouraged to enroll in the class. Please note that the class is not open to graduate students. Also, no auditing students can be accommodated due to space limitations and</p>		<p>2. No cheating. If you cheat:</p> <ul style="list-style-type: none">a. In the tests/quiz: the final mark will be reduced one grade lower.b. In the presentation: the work and presentation will not be marked. <p>3. If you could not attend the class or need</p>		
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<p>the style of instruction.</p> <p><u>If you anticipate missing more than two class sessions, please consider <u>not taking the course</u>. Not participating in more than two sessions will result in a decrease in your participation grade. <u>If you</u></u></p>		<p>information, contact me (HP: 085878486060).</p> <p>4. Lateness: 15 minutes; if more than 15 minutes, students can join the class but not</p> <p>5. signing the attendance list.</p> <p>Starting time: 13.30</p> <p>6. 75 percent attendance is a must to join the</p>		
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<p><u>expect to miss a class session, please let me know ahead of time via email.</u> It will be your responsibility to find out from your classmates or myself what material was covered, what additional assignments were made, and to obtain any handouts</p>		final test n get a mark.		
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	you may have missed.				
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APPENDIX 5: The Analysis of ICT Competences Employment in the Expected Lifeskill related Competences Course Syllabuses

A. Translation Course & Entrepreneur Course

Code	ICT Competence Indicators	Source	ICT Competences Level			Existing Syllabus Components															
			T	K	K	Basic Information	Course	CPL	CPMK	Sub-CPMK	Learning	Materials	Teaching Method	Assignments	T&L Activities	Learning Media	Assess. &	Schedule	Time Allocation	References	Course Policy
			L	D	C	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
AF1	Use the search engines in computer devices.	(UNESCO, 2011)	√			√	√	√	√	√	√	√	√	√	√					√	

AF2	Identify key concepts and processes of ICT in the subject area		√					√	√	√	√	√	√	√	√					√		
AF3	Recognize how a browser works and use a URL to access a website		√					√	√	√	√	√	√	√	√	√					√	
AF4	Use common hardware in supporting teaching and learning activity (Laptop, (UNESCO, 2011)		√					√	√	√	√	√	√	√	√	√						

	Projector, LCD TV, DVD player, speaker).																			
AF5	Implement the several ICT resources for online reading.	√	√				√	√	√	√	√	√	√	√	√	√				√
AF6	Use presentation software and digital resources to support learning activity (PPT, Prezi,	√						√	√	√	√		√	√	√	√				

AF8	Recognize the basic function of graphics software and use the software package to create a simple graphic display, such as: PPT, Ink space, Keynote, and Pixlr.		√					√					√		√	√								
AF9	Demonstrate the basic tasks and use	(UNESC	√	√				√	√	√	√	√	√	√	√	√	√							

<p>word processors, such as: Microsoft office, WPS, text entry, editing text, formatting text, printing.</p>																							
<p>AF1 0 Use ICT to access and share resources to support their activities and their own professional learning.</p>		√	√	√				√	√	√	√	√	√	√	√	√	√	√					

AF1 1	Develop online and face-to-face learning communities.	(UNESCO,2011)	√	√	√																			
AF1 2	Distinguish the use of ICT resources for individuals and small groups of students in the regular classroom such as Digital		√	√										√		√	√							√

	classroom platforms (Google classroom, Edmodo, Moodle, Padlet), Social sites (Email, WhatsApp, Facebook, Flickr, and BlogSpot).																						
AF1 3	Incorporate appropriate ICT activities into lesson plans so as to	√	√	√							√	√	√	√	√								

	building and communication.																			
AF1 6	Apply ICT to develop students' communications and collaboration skills.	√	√	√				√				√		√	√					
AF1 7	Incorporate multimedia production, web production and publishing technologies into their	(UNESCO,2011)	√	√	√							√		√	√					

	projects in ways that support students' ongoing knowledge production and communication with other audiences.																							
AF1 8	Initiate a vision of integrating ICT into the curriculum and classroom	√	√										√	√	√	√								

	practices in the school																			
AF1 9	Develop both knowledge- and performance-based rubrics to assess own understanding of key subject matter and ICT skills.		√	√	√									√	√	√				
AF2 0	Design online materials that support students'	(UNESCO,2011)	√	√	√						√	√		√	√					

<p>deep understanding of key concepts and their application to real world problems</p>																							
<p>AF2 1 Operate various open-ended software packages appropriate to their subject matter area, such as</p>		√	√										√		√	√							

	visualization, data analysis, role-play simulations, and online references.																		
AF2 2	Use a network and appropriate software to manage, monitor, and assess progress of various student projects.	√	√										√			√			

AF2 3	Create an email account for a sustained series of email correspondence.		√	√	√									√	√				√
AF2 4	Prepare instructional materials for students using basic technology tools (e.g., word-processing software, presentation	(Healey, 2008)	√	√	√			√			√	√		√	√				

software, and software that creates Internet resources).																								
AF2 5 Recognize the use of new technologies for teaching learning activities and professional purposes (e.g., podcasts for listening and speaking, blogs for	√						√				√	√		√	√									

	writing and reading).																			
AF2 6	Demonstrate familiarity with a variety of forms of assessment that employ technology.		√	√												√				
AF2 7	Use an electronic forum (e.g., blog, Google classroom) to post information for students	(Healey, 2008)	√	√	√															
											√		√	√						

	about the class																			
AF2 8	Demonstrate the integration of the technology in innovative ways.	√	√									√		√	√					
AF2 9	Demonstrate the understanding of various features of social media, blogs, and electronic mails in	√	√									√		√	√					

	providing feedbacks.																			
AF3 0	Demonstrate the use of ICT tools to organize and retrieve materials and students' data.		√	√								√		√	√					
AF3 1	Evaluate students' works that are posted in blogs, social medias, or electronic mails.	(Healey, 2008)	√	√	√								√							

AF3 2 Adapt technology-based activities and tasks to align with the learning goals and with the needs and abilities of the students.	√	√								√	√	√	√	√	√	√			
AF3 3 Interpret computer-based test scores for stakeholders (e.g., TOEFL,	√	√																	√

	stakeholders)																			
AF3 5	Use computer-based diagnostic, formative, and summative testing where feasible.	√	√	√												√				
AF3 6	Use technology-enhanced assessment results to plan instruction.	√	√	√												√				

	write a worksheet, following standard conventions.																			
AF4 0	Use any standard Windows/Mac software, including media players.	√								√	√	√	√	√	√	√		√	√	
AF4 1	Coordinate project work with digital media (using, for example, a camera, the internet,	√	√							√	√	√	√	√	√	√				√

	social networks																			
AF4 2	Develop technology-enriched learning environments that enable all students to pursue their individual curiosities.	√	√	√						√	√	√		√	√					
AF4 3	Create lessons with downloaded texts,	√	√	√							√				√					

	resources to promote student learning and creativity																			
AF4 6	Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support	√	√	√							√	√	√	√	√	√				

	research and learning																			
AF4 7	Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform	√	√											√		√				

AF5 1	Organize ICT tools to recall the prior knowledge.	√	√																	
AF5 2	Implement the appropriate ICT tools in giving fast feedback to students' error.	√	√	√									√	√	√	√				
AF5 3	Provide learning opportunities outside the classroom	√	√			√	√	√	√	√	√	√	√	√	√	√			√	√

	for individual differences through ICT.																			
AF5 4	Provide different types of ICT facilities and availabilities for teaching materials.	√	√			√	√	√	√	√	√	√	√	√	√	√			√	√
AF5 5	Implement technology into language instruction reduces teacher-centered understandin	√	√	√						√	√	√	√	√	√	√			√	√

<p>g and students' language learning anxiety but encourages them to be risk takers to practice target language as they are digital natives</p>																							
<p>AF5 6 Implement a new ICT tools such as laptop, interactive</p>		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

	systems, information and software.																			
AF5 7	Use ICT tools in the classroom practice appropriately .	(Tomei, 2005)	√	√							√	√	√		√	√				
AF5 8	Implement ICT tools in solving simple and complex explanation in teaching and learning activities.		√	√	√						√	√	√		√	√				

AF5 9	Implement ICT tools to facilitate a variety of effective assessment and evaluation strategies	√	√	√											√			√					
AF6 0	Use ICT in presenting the instructional content and guiding the teaching.	√	√							√	√	√		√	√								
AF6 1	Apply knowledge- and	√	√															√					

<p>performance-based rubrics that allow teachers to assess students' understanding of key subject matter concepts, skills, and processes</p>																							
<p>AF6 2 Implement collaborative, project-based learning and ICT in</p>		√	√	√							√	√	√	√	√	√							

AF6 3	Structure unit plans and classroom activities so that open-ended tools and subject-specific applications will support students in their reasoning with, talking about, and use of key subject matter	(Tomei, 2005)	✓	✓	✓									✓	✓		✓	✓						
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	concepts and processes while they collaborate to solve complex problems.																			
AF6 4	Implement ICT tools to communicate and collaborate with peers and group.		√	√	√						√	√	√	√	√	√				
AF6 5	Recommend appropriate online materials to	(European	√	√								√		√						

	students and colleagues.																			
AF6 6	Set and supervise on-line work for learners		√										√	√		√				
AF6 7	Plan homework or other out of class work to sustain learners' progress and to extend and consolidate their learning	(Phil Spancer, 2011)	√	√	√								√	√						

AF6 8	Implement virtual learning environment (VLEs) in the process of teaching and learning (ex. Edmodo, Moodle).		√	√	√						√		√		√	√					
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APPENDIX 6: The Designed of ICT Competences Integrated into Lifeskill related Syllabus for English Language Education Study Program

LESSON COURSE PLANNING

1. Basic Information

(University Logo)	Name of University
	Name of Faculty
	English Language Education Program

Rencana Program dan Kegiatan Pembelajaran Semester (RPKPS)

Name of Course	: Translation	Lectures's Name	: Yesvika Prescilla
Course Code and Credits	: TR101 / 2 credits	Lecturer's Email	: yesvika@gmail.com
Course Status/Prerequisite	: Elective / Compulsory	Course Web Page	: http://bit.ly/IntroductionTranslation
Schedule	: 16 meetings		

2. Course Description

This course provides an introduction to the basic understanding and skills necessary for translation. It aims to explore translation theories and practices from English into Indonesian and vice versa by using correct and appropriate diction and grammar and to develop students' skills in translation as well as a solid understanding of translation theories underpinning the translation practices. It deals with concepts and principle of translation, technique of translation, equivalence in translation, and translation practices at word, phrase, clause, sentence, paragraph, and text levels. This course may use various types of text; documents, e-magazine, advertisement, and other articles from the other sources. The teaching and learning activities may **use ICT tools; e-dictionary, google translation, Microsoft office, internet, browsers, LCD, laptop, etc.**, that can help students and teacher meet the learning goals. Assessment for this course is based on regular assignments, work produces, presentations and discussion, portfolio, mid-term test and final test.

3. Expected Learning Outcomes (CPL)

Unsur SN PT & KKNI	Capaian Pembelajaran Lulusan
Sikap	1. Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain (S5)

	<p>2. Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan (S7)</p> <p>3. Menginternalisasi nilai, norma, dan etika akademik (S9)</p> <p>4. Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri (S10)</p>
Penguasaan Pengetahuan	<p>5. Menguasai konsep teoritis kebahasaan dan teknik berkomunikasi lisan dan tulisan umum (general English) dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat post-intermediate. (PP1)</p> <p>6. Menguasai konsep teoritis tentang kesastraan, literasi, serta pembelajaran Bahasa. (PP3)</p>
Keterampilan Umum	<p>7. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya (KU1)</p> <p>8. Mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis terhadap informasi dan data (KU3)</p>
Keterampilan Khusus	<p>9. Mahir berbahasa Inggris lisan dan tulisan dalam konteks keseharian/umum, akademis, dan pekerjaan setara tingkat post-intermediate. (KK1)</p> <p>10. Mampu mengadaptasi/budaya pemakai Bahasa sasaran yang positif ke dalam budaya Bahasa ibu. (KK3)</p> <p>11. Mampu menggunakan teknologi informasi dan komunikasi yang relevan untuk pengembangan mutu Pendidikan (KK9)</p>

4. Course Learning Outcomes

At the end of the course, students are expected to be able to translate document from English into Bahasa Indonesia and from Bahasa Indonesia into English in the forms of sentences, clauses, phrases, words and morphemes in the stories or text. This course also demanded students to have competences in applying ICT tools and application in order to support the learning outcome

Course Outline:

Schedule (5)	Learning Indicator (6)	Lesson Learning Outcomes (7)	Material (8)	Teaching and Learning Activities (9) Assignment (12)	Teaching Method (10)	Time Allocation (11)	Assessment
Week 1	<ul style="list-style-type: none"> - Understand the course outline of translation course - Understand the definition of translation - Recognize the use of ICT in learning activity such as finding the information from a reliable sources through the internet, download the material from the course web page, etc. 	<ul style="list-style-type: none"> - Students are able to understand the course outline of translation course - Students are able to explain the definition of translation - Students are able to find some information about the definition of translation through the internet from the reliable sources and from the material provided by the teacher through the course web page. 	<ul style="list-style-type: none"> - Course outline of translation - Definition of Translation - Course web page: http://bit.ly/IntroductionTranslation 	<p>Lecturer:</p> <ul style="list-style-type: none"> - Lecturer explain the course outline to the students using powerpoint slide and LCD projector - Lecturer give the link of the course web page to the students - Lecturer explain the definition of translation from the course web page material <p>Students:</p> <ul style="list-style-type: none"> - Students listen to the lecture's explanation about the course outline - Students receive the link of the course web page from the lecturer - Students open the link of the course web page material and pay attention to the teacher's explanation about the definition of translation <p>Assignment:</p> <p>Students are asked to find the other information about the definition of translation from some other scholar through the internet</p>	<ul style="list-style-type: none"> - Presentation: Laptop, LCD projector, PPT - Discussion 	2x50'	Students' participation of the discussion in the classroom

Schedule (5)	Learning Indicator (6)	Lesson Learning Outcomes (7)	Material (8)	Teaching and Learning Activities (9) Assignment (12)	Teaching Method (10)	Time Allocation (11)	Assessment
Week 2	<ul style="list-style-type: none"> - Recognize the differences between translation and translator - Recognize the use of ICT in learning activity such as finding the information from a reliable sources through the internet, download the material from the course web page, etc 	<ul style="list-style-type: none"> - Students are able to explain the difference between translation and translator - Students are able to use ICT tools: laptop, LCD, microsoft office, e-dictionary, website, internet etc. in order to meet the learning goals 	<ul style="list-style-type: none"> - Translation and Translator - Course web page: http://bit.ly/IntroductionTranslation 	<p>Lecturer:</p> <ul style="list-style-type: none"> - Lecturer pay attention to the students' presentation - Lecturer gives feedback on the students' presentation <p>Students:</p> <ul style="list-style-type: none"> - Students present the difference between translation and translator using ICT tools: laptop, LCD, powerpoint - Students and lecturer discussing the difference between translation and translator <p>Assignment:</p> <ul style="list-style-type: none"> - Students prepare questions for the lecturer about the material given - Students are asked to prepare the next presentation 	<ul style="list-style-type: none"> - Presentation: Laptop, LCD projector, PPT - Discussion 	2x50	Students' participation of the discussion in the classroom

Schedule (5)	Learning Indicator (6)	Lesson Learning Outcomes (7)	Material (8)	Teaching and Learning Activities (9) Assignment (12)	Teaching Method (10)	Time Allocation (11)	Assessment
Week 3	<ul style="list-style-type: none"> - Understand the role of translation - Understand the role of translator - Recognize the tools for translation - Recognize the use of ICT in learning activity such as finding the information from a reliable sources through the internet, download the material from the course web page, etc. 	<ul style="list-style-type: none"> - Students are able to explain the role of translation - Students are able to explain the role of translator - Students are able to use tools for translation - Students are able to use ICT tools: laptop, LCD, microsoft office, e-dictionary, website, internet etc. in order to meet the learning goals 	<ul style="list-style-type: none"> - Roles of translation and translator - Tools for translator - Course web page: http://bit.ly/IntroductionTranslation 	<p>Lecturer:</p> <ul style="list-style-type: none"> - Lecturer pay attention to the students' presentation - Lecturer gives feedback on the students' presentation <p>Students:</p> <ul style="list-style-type: none"> - Students present the role of translation, the role of translator and the use of tools for translation using ICT tools: laptop, LCD, powerpoint - Students and lecturer discussing the role of translator and the use of tools for translator 	<ul style="list-style-type: none"> - Presentation: Laptop, LCD projector, PPT - Discussion 	2x50	Students' participation of the discussion in the classroom
Week 4	<ul style="list-style-type: none"> - Understand the types of translation - Recognize the use of ICT in learning activity such as finding the information from a reliable sources through the internet, download the material from the course web page, etc. 	<ul style="list-style-type: none"> - Students are able to explain the types of translation - Students are able to use ICT tools: laptop, LCD, microsoft office, e-dictionary, website, internet etc. in order to meet the learning goals 	<ul style="list-style-type: none"> - Types of translation - Course web page: http://bit.ly/IntroductionTranslation 	<p>Lecturer:</p> <ul style="list-style-type: none"> - Lecturer pay attention to the students' presentation - Lecturer gives feedback on the students' presentation <p>Students:</p> <ul style="list-style-type: none"> - Students present the types of translation using ICT tools: laptop, LCD, powerpoint - Students and lecturer discussing the type of translation 	<ul style="list-style-type: none"> - Presentation: Laptop, LCD projector, PPT - Discussion 	2x50	Students' participation of the discussion in the classroom

Schedule (5)	Learning Indicator (6)	Lesson Learning Outcomes (7)	Material (8)	Teaching and Learning Activities (9) Assignment (12)	Teaching Method (10)	Time Allocation (11)	Assessment
Week 5	- Understand the methods and techniques of translation - Recognize the use of ICT in learning activity such as finding the information from a reliable sources through the internet, download the material from the course web page, etc.	- Students are able to explain the methods and techniques of translation - Students are able to use ICT tools: laptop, LCD, microsoft office, e-dictionary, website, internet etc. in order to meet the learning goals	- Methods and techniques of Translation - Course web page: http://bit.ly/IntroductionTranslation	Lecturer: - Lecturer pay attention to the students' presentation - Lecturer gives feedback on the students' presentation Students: - Students present the methods and techniques of translation using ICT tools: laptop, LCD, powerpoint - Students and lecturer discussing the methods and techniques of translation	- Presentation: Laptop, LCD projector, PPT - Discussion	2x50	Students' participation of the discussion in the classroom
Week 6	- Understand the process of translation - Recognize the use of ICT in learning activity such as finding the information from a reliable sources through the internet, download the material from the course web page, etc.	- Students are able to explain the process of translation - Students are able to use ICT tools: laptop, LCD, microsoft office, e-dictionary, website, internet etc. in order to meet the learning goals	- Process of translation - Course web page: http://bit.ly/IntroductionTranslation	Lecturer: - Lecturer pay attention to the students' presentation - Lecturer gives feedback on the students' presentation Students: - Students present the process of translation using ICT tools: laptop, LCD, powerpoint - Students and lecturer discussing the process of translation	- Presentation: Laptop, LCD projector, PPT - Discussion	2x50	Students' participation of the discussion in the classroom

Schedule (5)	Learning Indicator (6)	Lesson Learning Outcomes (7)	Material (8)	Teaching and Learning Activities (9) Assignment (12)	Teaching Method (10)	Time Allocation (11)	Assessment
Week 7	- Understand the use of collocation in translation - Recognize the use of ICT in learning activity such as finding the information from a reliable sources through the internet, download the material from the course web page, etc.	- Students are able to explain the use of collocation in translation - Students are able to use ICT tools: laptop, LCD, microsoft office, e-dictionary, website, internet etc. in order to meet the learning goals	- Collocations in translation - Course web page: http://bit.ly/IntroductionTranslation	Lecturer: - Lecturer pay attention to the students' presentation - Lecturer gives feedback on the students' presentation Students: - Students present the use of collocation in translation using ICT tools: laptop, LCD, powerpoint - Students and lecturer discussing the use of collocation in translation	- Presentation: Laptop, LCD projector, PPT - Discussion	2x50	Students' participation of the discussion in the classroom
Week 8	Mid-term Test						
Week 9	- Understand the equivalence in translation - Recognize the use of ICT in learning activity such as finding the information from a reliable sources through the internet, download the material from the course web page, etc.	- Students are able to explain the equivalence in translation - Students are able to use ICT tools: laptop, LCD, microsoft office, e-dictionary, website, internet etc. in order to meet the learning goals	- Equivalence in translation - Course web page: http://bit.ly/IntroductionTranslation	Lecturer: - Lecturer pay attention to the students' presentation - Lecturer gives feedback on the students' presentation Students: - Students present in group about the equivalence in translation using ICT tools: laptop, LCD, powerpoint	- Presentation: Laptop, LCD projector, PPT - Discussion	2x50	Students' participation of the discussion in the classroom

Schedule (5)	Learning Indicator (6)	Lesson Learning Outcomes (7)	Material (8)	Teaching and Learning Activities (9) Assignment (12)	Teaching Method (10)	Time Allocation (11)	Assessment
Week 10	- Translate a paragraph from English to Indonesia - Use ICT tools such as e-dictionaries, laptop, microsoft office, internet, cellphone, etc. in order to meet the learning goals	Students are able to translate a paragraph from English to Indonesia by using some ICT tools such as e-dictionaries, laptop, microsoft office, internet, cellphone, etc. in order to meet the learning goals	- Text taken from https://www.thejakartapost.com/ - Course web page: http://bit.ly/IntroductionTranslation	Students translate the paragraph using ICT tools: laptop, microsoft word, e-dictionary, internet, ect.	- Presentation: Laptop, LCD projector, PPT - Discussion	2x50	- Students' presentation - Students' participation of the discussion in the classroom
Week 11	- Analyse and present the result of the translation - Use ICT tools such as e-dictionaries, laptop, microsoft office, internet, cellphone, etc. in order to meet the learning goals	Students are able to analyze and present the result of translation by using some ICT tools such as e-dictionaries, laptop, microsoft office, internet, cellphone, etc. in order to meet the learning goals	- Text taken from https://www.thejakartapost.com/ - Course web page: http://bit.ly/IntroductionTranslation	Lecturer: - Lecturer pay attention to the students' presentation - Lecturer gives feedback to the result of the translation Students: - Students present the result of the translation by using ICT tools	- Presentation: Laptop, LCD projector, PPT - Discussion	2x50	- Students' presentation - Students' participation of the discussion in the classroom
Week 12	- Translate a paragraph from English to Indonesia - Use ICT tools such as e-dictionaries, laptop, microsoft office, internet, cellphone, etc. in order to meet the learning goals	Students are able to translate a paragraph from English to Indonesia by using some ICT tools such as e-dictionaries, laptop, microsoft office, internet, cellphone, etc. in order to meet the learning goals	- Text taken from https://www.thejakartapost.com/ - Course web page: http://bit.ly/IntroductionTranslation	Students translate the paragraph using ICT tools: laptop, microsoft word, e-dictionary, internet, ect.	- Presentation: Laptop, LCD projector, PPT - Discussion	2x50	- Students' presentation - Students' participation of the discussion in the classroom

Schedule (5)	Learning Indicator (6)	Lesson Learning Outcomes (7)	Material (8)	Teaching and Learning Activities (9) Assignment (12)	Teaching Method (10)	Time Allocation (11)	Assessment
Week 13	- Analyse and present the result of the translation - Use ICT tools such as e-dictionaries, laptop, microsoft office, internet, cellphone, etc. in order to meet the learning goals	Students are able to analyze and present the result of translation by using some ICT tools such as e-dictionaries, laptop, microsoft office, internet, cellphone, etc. in order to meet the learning goals	- Text taken from https://www.thejakartapost.com/ - Course web page: http://bit.ly/IntroductionTranslation	Lecturer: - Lecturer pay attention to the students' presentation - Lecturer gives feedback to the result of the translation Students: - Students present the result of the translation by using ICT tools	- Presentation: Laptop, LCD projector, PPT - Discussion	2x50	- Students' presentation - Students' participation of the discussion in the classroom
Week 14	- Translate a short story from English to Indonesia - Use ICT tools such as e-dictionaries, laptop, microsoft office, internet, cellphone, etc. in order to meet the learning goals	Students are able to translate a short story from English to Indonesia by using some ICT tools such as e-dictionaries, laptop, microsoft office, internet, cellphone, etc. in order to meet the learning goals	- The topic of the story is fairytale - Course web page: http://bit.ly/IntroductionTranslation	Students translate the paragraph using ICT tools: laptop, microsoft word, e-dictionary, internet, ect.	- Presentation: Laptop, LCD projector, PPT - Discussion	2x50	- Students' presentation - Students' participation of the discussion in the classroom
Week 15	- Analyse and present the result of the translation - Use ICT tools such as e-dictionaries, laptop, microsoft office, internet, cellphone, etc. in order to meet the learning goals	Students are able to analyze and present the result of translation by using some ICT tools such as e-dictionaries, laptop, microsoft office, internet, cellphone, etc. in order to meet the learning goals	- The topic of the story is fairytale - Course web page: http://bit.ly/IntroductionTranslation	Lecturer: - Lecturer pay attention to the students' presentation - Lecturer gives feedback to the result of the translation Students: - Students present the result of the translation by using ICT tools	- Presentation: Laptop, LCD projector, PPT - Discussion	2x50	- Students' presentation - Students' participation of the discussion in the classroom
Week 16	Final Test						

Learning Media

Hardware : LCD Projector, Laptop, Cell Phone

Software : Microsoft office; Ms. Word, Ms. Excel, and Ms. Power Point, Internet, Browsers, Website, Google Classroom, etc.

Assessment & Grading Scale

Assessment and evaluating is conducted through the following methods:

- Attendance : 5%
- Quiz : 20%
- Portfolio : 20%
- Mid-term test : 25%
- Final test : 30%

Note: *All the student's performance and presentation score will be noted using Microsoft Excel.*

Criteria of assessment:

- Accuracy of translation
- Clarity of translation
- Naturalness of translation

Grading system is to follow the grading system below:

Score	Grade
80 – 100	A
70 – 79	B

60 – 69	C
55 – 59	D
0 – 54	E

References

Hornby, AS. 2005. *Oxford Advanced Learner's Dictionary: Seventh Edition*. New York: Oxford University Press

Larson, Mildred L. 1998. *Meaning-Based Translation: A Guide to Cross-Language Equivalence*. New York: University Press of America

Molina, Lucia and Amparo Hurtado Albir. 2002. Translation Techniques Revisited: A Dynamic and Functionalist Approach. (Online Journal: Meta Translator's journal p. 509-511, XLVII). Available at <http://www.erudit.org/revue/meta/2002/v47/n4/0080ar.pdf>

Newmark, Peter. 1988. *A Textbook of Translation*. London: Prentice Hall

Shuttleworth, Mark & Moira Crowie. 1997. *Dictionary of Translation Studies*. Manchester: St. Jerome.

Stevens, Alan M. and A.Ed. Schmidgall-Tellings. 2004. *Kamus Lengkap Indonesia – Inggris*. USA: Ohio University Press

Venuti, Lawrence. 1995. *The Translator's Invisibility: A History of Translation*. London: Routledge

Course Policy

a. Attendance:

The minimum attendance requirement for the student who joining the course is 80%. Student can send a notice or permission to take leave by **an email**. Student with less than 80% attendance are not able to join the final test.

b. Lateness:

- A Student with more than 20 minutes lateness will be considered as an absent from the class.
- A Student with more than 3 days lateness on paper work or written work submission will not be graded and 0 score will be given.

c. Academic Dishonesty:

Students must obey the standard policy and regulations on honesty in academic work. Please avoid committing plagiarism and cheating in exam. Committing plagiarism in an academic work and/or cheating in an exam will be given grade D. **All exam/assignment in text can be checked in www.plagiarism.org**

d. Missed Exams/Assignments:

A student who, without notice nor permission, misses an exam or assignment shall be given grade D for the exam/assignment concerned.

e. Attitudes in Classroom:

In respect of character building. Students are expected to seriously and actively take part in learning activities, respect one's options, and help each other. Cellular phones are to be turned into a silent mode.

LESSON COURSE PLANNING

Basic Information

(University Logo)	Name of University
	Name of Faculty
	English Language Education Program

Rencana Program dan Kegiatan Pembelajaran Semester (RPKPS)

Name of Course	: Entrepreneurship	Lectures's Name	: Yesvika Prescilla
Course Code and Credits	: EN101 / 2 credits	Course Email	: yesvika@gmail.com
Course Status/Prerequisite	: Elective / Compulsory	Course Web Page	: http://bit.ly/IntroEntrepreneurship
Schedule	: 16 meetings		

Course Description

This course provides the introduction to the basic understanding and skill necessary for entrepreneurship. It aims to explore entrepreneurship theories and practice on creating and developing business plan related to English Education program. It deals with the concept and principle of entrepreneurship. The teaching and learning activities may **use ICT tools; e-dictionary, google translation, Microsoft office, internet, browsers, LCD, laptop, etc.**, that can help students and teacher meet the learning goals.

Expected Learning Outcomes (CPL)

Unsur SN PT & KKNI	Capaian Pembelajaran Lulusan (CPL)
Sikap	<ol style="list-style-type: none">1. Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain (S5)2. Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan (S7)3. Menginternalisasi nilai, norma, dan etika akademik (S9)4. Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri (S10)
Penguasaan Pengetahuan	<ol style="list-style-type: none">5. Menguasai konsep teoritis, metode dan perangkat analisis fungsi manajemen (perencanaan, pelaksanaan, pengarahan, pemantauan, evaluasi, dan pengendalian) dan fungsi organisasi

	(pemasaran, sdm, operasi, dan keuangan) pada berbagai jenis organisasi (PP1) 6. Menguasai konsep dan Teknik menyusun rencana strategis dan menjabarkannya dalam rencana operasional (PP2)
Keterampilan Umum	7. Menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan/atau teknologi sesuai dengan bidang keahliannya. (KU1) 8. Mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis terhadap informasi dan data. (KU3)
Keterampilan Khusus	9. Mampu melaksanakan fungsi organisasi (pemasaran, operasi, sumber daya manusia, keuangan, dan strategi) pada level operasional di berbagai tipe organisasi. (KK1) 10. Mampu mengambil keputusan manajerial yang tepat di berbagai organisasi pada tingkat operasional, berdasarkan analisis data dan informasi pada fungsi organisasi. (KK3) 11. Mampu menggunakan teknologi informasi dan komunikasi yang relevan untuk pengembangan mutu Pendidikan (KK9)

Course Learning Outcomes (CPMK)

At the end of the course, the students are expected to be able to create a business plan related to English Education program. This course also demanded students to have competences in applying ICT tools and application in order to support the learning outcome

Course Outline:

Schedule (5)	Learning Indicator (6)	Lesson Learning Outcomes (7)	Material (8)	Teaching and Learning Activities (9) Assignment (12)	Teaching Method (10)	Time Allocation (11)	Assessment
Week 1	<ul style="list-style-type: none"> - Understand the course outline of entrepreneurship course - Understand the definition of entrepreneurship - Recognize the use of ICT in learning activity such as finding the information from a reliable sources through the internet, download the material from the course web page, etc. 	<ul style="list-style-type: none"> - Students are able to understand the course outline of entrepreneurship course - Students are able to explain the definition of entrepreneurship - Students are able to find some information about the definition of entrepreneurship through the internet from the reliable sources and from the material provided by the teacher through the course web page. 	<ul style="list-style-type: none"> - Course outline of entrepreneurship - Definition of entrepreneurship - Course web page: http://bit.ly/IntroEntrepreneurship 	<p>Lecturer:</p> <ul style="list-style-type: none"> - Lecturer explain the course outline to the students using powerpoint slide and LCD projector - Lecturer give the link of the course web page to the students - Lecturer explain the definition of entrepreneurship from the course web page material <p>Students:</p> <ul style="list-style-type: none"> - Students listen to the lecture's explanation about the course outline - Students receive the link of the course web page from the lecturer - Students open the link of the course web page material and pay attention to the teacher's explanation about the definition of entrepreneurship - Students ask question related to the lecturer's explanation <p>Assignment:</p> <p>Students are asked to find the other information about the definition of entrepreneurship from some other scholar through the internet</p>	<ul style="list-style-type: none"> - Presentation: Laptop, LCD projector, PPT - Discussion 	2x50'	Students' participation of the discussion in the classroom

Schedule (5)	Learning Indicator (6)	Lesson Learning Outcomes (7)	Material (8)	Teaching and Learning Activities (9) Assignment (12)	Teaching Method (10)	Time Allocation (11)	Assessment
Week 2	- Understand how to create a new creative business idea related to English Education - Recognize the use of ICT in learning activity such as finding the information from a reliable sources through the internet, download the material from the course web page, etc	- Students are able to find some business idea related to English Education - Students are able to analyze the opportunity to create a new business idea related to English Education - Students are able to create new business idea related to English Education - Students are able to use ICT tools: laptop, LCD, microsoft office, e-dictionary, website, internet etc. in order to meet the learning goals	- Business Idea - Course web page: http://bit.ly/IntroEntrepreneurship	Lecturer: - Lecturer pay attention to the students' presentation - Lecturer gives feedback on the students' presentation Students: - Students present about creating business idea related to English Education using ICT tools: laptop, LCD, powerpoint - Students and lecturer discussing the business idea Assignment: - Students prepare questions for the lecturer about the material given - Students are asked to prepare the next presentation	- Presentation: Laptop, LCD projector, PPT - Discussion	2x50	Students' participation of the discussion in the classroom
Week 3	- Understand the step to create business plan and brand - Recognize the use of ICT in learning activity such as finding the information from a reliable sources through the internet, download the material from the course web page, etc.	- Students are able to explain the definition of business plan and brand - Students are able to explain the format/step to create a business plan and brand - Students are able to create a logo using www.canva.com - Students are able to use ICT tools: laptop, LCD, microsoft office, e-dictionary, website, internet etc. in order to meet the learning goals	- Business Plan - Brand - Logo creator www.canva.com - Course web page: http://bit.ly/IntroEntrepreneurship	Lecturer: - Lecturer pay attention to the students' presentation - Lecturer gives feedback on the students' presentation Students: - Students present the definition of business plan and brand using ICT tools: laptop, LCD, powerpoint - Students present the format/step to create business plan and brand - Students and lecturer discussing about business plan and brand Assignment: - Students create a creative name of the brand related to English Education and make a logo using www.canva.com	- Presentation: Laptop, LCD projector, PPT - Discussion	2x50	Students' participation of the discussion in the classroom

Schedule (5)	Learning Indicator (6)	Lesson Learning Outcomes (7)	Material (8)	Teaching and Learning Activities (9) Assignment (12)	Teaching Method (10)	Time Allocation (11)	Assessment
Week 4	- Understand how to create a marketing plan - Recognize the use of ICT in learning activity such as finding the information from a reliable sources through the internet, download the material from the course web page, etc.	- Students are able to explain and analyze about segment, target, and positioning to complete the business plan - Students are able to understand how to create a strategy market, product, price, promotion and distribution - Students are able to use ICT tools: laptop, LCD, microsoft office, e-dictionary, website, internet etc. in order to meet the learning goals	- Marketing Plan - Course web page: http://bit.ly/IntroEntrepreneurship	Lecturer: - Lecturer pay attention to the students' presentation - Lecturer gives feedback on the students' presentation Students: - Students present about marketing plan using ICT tools: laptop, LCD, powerpoint - Students and lecturer discussing about marketing plan	- Presentation: Laptop, LCD projector, PPT - Discussion	2x50	Students' participation of the discussion in the classroom
Week 5	- Understand how to create an operation plan - Recognize the use of ICT in learning activity such as finding the information from a reliable sources through the internet, download the material from the course web page, etc.	- Students are able to explain the regulation process in a company - Students are able to explain the facility needed in a company - Students are able to use ICT tools: laptop, LCD, microsoft office, e-dictionary, website, internet etc. in order to meet the learning goals	- Operation Plan - Course web page: http://bit.ly/IntroEntrepreneurship	Lecturer: - Lecturer pay attention to the students' presentation - Lecturer gives feedback on the students' presentation Students: - Students present the operation plan using ICT tools: laptop, LCD, powerpoint - Students and lecturer discussing the operation plan Assignment: - Students are asked to find a study case that related with operation issue in a company	- Presentation: Laptop, LCD projector, PPT - Discussion	2x50	Students' participation of the discussion in the classroom

Schedule (5)	Learning Indicator (6)	Lesson Learning Outcomes (7)	Material (8)	Teaching and Learning Activities (9) Assignment (12)	Teaching Method (10)	Time Allocation (11)	Assessment
Week 6	<ul style="list-style-type: none"> - Understand how to create an organization plan - Recognize the use of ICT in learning activity such as finding the information from a reliable sources through the internet, download the material from the course web page, etc. 	<ul style="list-style-type: none"> - Students are able to explain and create an organization structure - Students are able to explain about human resources in the company - Students are able to use ICT tools: laptop, LCD, microsoft office, e-dictionary, website, internet etc. in order to meet the learning goals 	<ul style="list-style-type: none"> - Organization Plan - Course web page: http://bit.ly/IntroEntrepreneurship 	<p>Lecturer:</p> <ul style="list-style-type: none"> - Lecturer pay attention to the students' presentation - Lecturer gives feedback on the students' presentation <p>Students:</p> <ul style="list-style-type: none"> - Students present the organization plan using ICT tools: laptop, LCD, powerpoint - Students and lecturer discussing the organization plan <p>Assignment: Students are asked to create an organization structure related to English Education program</p>	<ul style="list-style-type: none"> - Presentation: Laptop, LCD projector, PPT - Discussion 	2x50	Students' participation of the discussion in the classroom
Week 7	<p>FINANCIAL PLAN</p> <ul style="list-style-type: none"> - Understand how to create a financial plan - Recognize the use of ICT in learning activity such as finding the information from a reliable sources through the internet, download the material from the course web page, etc. 	<ul style="list-style-type: none"> - Students are able to explain about financial plan - Students are able to explain the step of creating a financial plan - Students are able to use ICT tools: laptop, LCD, microsoft office, e-dictionary, website, internet etc. in order to meet the learning goals 	<ul style="list-style-type: none"> - Financial Plan - Course web page: http://bit.ly/IntroEntrepreneurship 	<p>Lecturer:</p> <ul style="list-style-type: none"> - Lecturer pay attention to the students' presentation - Lecturer gives feedback on the students' presentation <p>Students:</p> <ul style="list-style-type: none"> - Students present the about financial plan using ICT tools: laptop, LCD, powerpoint - Students and lecturer discussing the financial plan <p>Assignment: Students are asked to find an example of financial plan</p>	<ul style="list-style-type: none"> - Presentation: Laptop, LCD projector, PPT - Discussion 	2x50	Students' participation of the discussion in the classroom
Week 8	Mid-term Test						

Schedule (5)	Learning Indicator (6)	Lesson Learning Outcomes (7)	Material (8)	Teaching and Learning Activities (9) Assignment (12)	Teaching Method (10)	Time Allocation (11)	Assessment
Week 9 - 10	<ul style="list-style-type: none"> - Understand the success story of some entrepreneur in Indonesia - Recognize the use of ICT in learning activity such as finding the information from a reliable sources through the internet, download the material from the course web page, etc. 	<ul style="list-style-type: none"> - Students are able to gain insight about success story of some entrepreneur in Indonesia - Students are able to use ICT tools: laptop, LCD, microsoft office, e-dictionary, website, internet etc. in order to meet the learning goals 	<ul style="list-style-type: none"> - Learning from a success story of entrepreneur in Indonesia about Education - Course web page: http://bit.ly/IntroductionTranslation 	<p>Lecturer:</p> <ul style="list-style-type: none"> - Lecture gives a video of a success story from Belva Devara and Iman Usman (founder of Ruangguru) in https://www.youtube.com/watch?v=KzplX0L8qpg and https://www.youtube.com/watch?v=SZLXZ3j2P8U - Lecturer invite a keynote speaker (entrepreneur) to give a success story. <p>Students:</p> <ul style="list-style-type: none"> - Students pay attention to a video from Belva Devara and Iman Usman (founder of Ruangguru) - Students pay attention to a keynote speaker (entrepreneur) while giving a success story. 	<ul style="list-style-type: none"> - Presentation: Laptop, LCD projector, PPT - Discussion 	2x50	Students' participation of the discussion in the classroom
Week 11 - 12	<ul style="list-style-type: none"> - Create a business plan related to English Education - Use ICT tools such as e-dictionaries, laptop, microsoft office, internet, cellphone, etc. in order to meet the learning goals 	<ul style="list-style-type: none"> Students are able to create a business plan by using some ICT tools such as e-dictionaries, laptop, microsoft office, internet, cellphone, etc. in order to meet the learning goals 	<ul style="list-style-type: none"> - Create a business plan - Course web page: http://bit.ly/IntroductionTranslation 	<p>Lecturer:</p> <ul style="list-style-type: none"> - Lecturer give times to the students to create a business plan - Lecturer give some suggestion and comment on students' process of the business plan <p>Students:</p> <ul style="list-style-type: none"> - Students create a business plan in a group of three by using ICT tools 	<ul style="list-style-type: none"> - Presentation: Laptop, LCD projector, PPT - Discussion 	2x50	<ul style="list-style-type: none"> - Students' presentation - Students' participation of the discussion in the classroom

Schedule (5)	Learning Indicator (6)	Lesson Learning Outcomes (7)	Material (8)	Teaching and Learning Activities (9) Assignment (12)	Teaching Method (10)	Time Allocation (11)	Assessment
Week 13 - 14	- Present the result of business plan that has been created - Use ICT tools such as e-dictionaries, laptop, microsoft office, internet, cellphone, etc. in order to meet the learning goals	Students are able to present the result of business plan by using some ICT tools such as e-dictionaries, laptop, microsoft office, internet, cellphone, etc. in order to meet the learning goals	- Business Plan presentation - Course web page: http://bit.ly/IntroductionTranslation	Teacher: - Teacher pay attention to the students' explanation on their own business plan - Teacher give suggestion to the students' business plan Students: - Students present their own business plan using ICT tools: laptop, microsoft word, e-dictionary, internet, ect.	- Presentation: Laptop, LCD projector, PPT - Discussion	2x50	- Students' presentation - Students' participation of the discussion in the classroom
Week 15	Review Business Plan						
Week 16	Final Test						

Learning Media

Hardware : LCD Projector, Laptop, Cell Phone

Software: Microsoft office; Ms. Word, Ms. Excel, and Ms. Power Point, Internet, Browsers, Website, etc.

Teaching Method

- Discussion
- Presentation
- Practice and Production
- Guest Speaker

Assessment & Grading Scale

Assessment and evaluating is conducted through the following methods:

- Attendance : 5%
- Quiz : 20%
- Portfolio : 20%
- Mid-term test : 25%
- Final test : 30%

Note: The evaluation grading is calculate using Microsoft Excel.

Grading system is to follow the grading system below:

Score	Grade
80 – 100	A
70 – 79	B
60 – 69	C
55 – 59	D
0 – 54	E

References:

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APPENDIX 7: Evaluation Sheet of Measuring the Integration of ICT Competences in the Designed of Syllabus

Instrument of Measuring the Integration of ICT competences in the Syllabuses

Name of Course : Translation

Date : _____

Expert's Name : _____

Purpose of Evaluation : The evaluation form is intended to evaluate the prototype design of ICT competences-integrated into lifeskill-related syllabus for English Language Education Program. It focuses to evaluate the accommodated-ness of ICT competences in each syllabus components.

- Instructions :
- 1). Read the content of syllabus component in “The statements” column.
 - 2). Analyze whether the statements correspond to ICT Competence descriptors in the next column.
 - 3). Put checklist (√) in the column “Implicit”, if the ICT competences stated implicitly in the syllabus component.
 - 4). Put checklist (√) in the column “Explicit”, if the ICT competences stated explicitly in the syllabus component.
 - 5). Give remarks in “Note” column if necessary (ex. *The need to integrate more ICT competences etc.*)

No	Syllabus Components	The Statement	ICT Competences Descriptor	Incorporations of ICT Description on Syllabus Components		Note
				Implicit	Explicit	
1	Basic Information	..... Lecturer's name: Lecturer's email: yesvika@gmail.com	TL 33 - use online application such as email for submitting task and sending materials between students and lecturer			
			TL 34 - use online application such as email to facilitate collaboration and communication among students and lecturer			
		.... Course Web Page: http://bit.ly/IntroductionTranslation	KD 96 - Implement virtual learning environment (CLEs) in the process of teaching and learning (ex. Edmodo, Google Classroom, Moodle, etc.)			

			KD 133 - maintain and design website/URL for course administration purposes to be accessed inside and outside the class, such as displaying lesson plan, attendance, class assignment, students' work, etc.			
2	Course Description	..... This course may use various types of text; documents, e-magazines, advertisement, and other articles from the other sources. The teaching and learning activities may use ICT tools; e-dictionary, google translation, google classroom, microsoft office, internet, browsers, LCD, laptop, etc., that can help students and teacher meet the learning goals	TL 6 - Demonstrate the use of common hardware (LCD, computer, cellphone, printer, etc.) in supporting teaching learning activity			
			TL 72 - Implement the relevant application in teaching and learning process such as word processing, e-dictionaries, and a web browser			
			KD 45 - Use online technology available to deliver teaching and support material			
			KC - Students create learning products (essay, text analysis, presentation, etc.) using common and appropriate ICT tools (LCD, computer, cellphone, printer, internet, website, email, powerpoints, etc.)			
3	Expected Learning Outcomes	Keterampilan Umum: 7. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya (KU1)	TL16 - Incorporate appropriate ICT tools in learning activities which explicitly put into lesson plans to support students' acquisition of school subject matter knowledge			

		Keterampilan Khusus: 11. Mampu menggunakan teknologi informasi dan komunikasi yang relevan untuk pengembangan mutu pendidikan (KK9)	KC - Design and develop learning result and learning activities that integrate with ICT tools and devices to help students acquire the skills of reasoning, planning, reflective learning, knowledge building and communication			
4	Course Learning Outcomes	At the end of the course, students are expected to be able to translate document from English into Bahasa Indonesia and from Bahasa Indonesia into English in the forms of sentences, clauses, phrases, words and morphemes in the stories or text. This course also demanded students to have competences in applying ICT tools and application in order to support the learning outcomes	TL58 - Enable students to think critically about their use of technology in an age appropriate manner			
			KD14 - Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress			
			KC31 - Create an appropriate technology environment to meet specific teaching and learning goals			
5	Lesson Learning Outcomes	.... - Students are able to find some information about the definition of translation through the internet from the reliable sources and from the material provided by the teacher through the course web page.	TL33 - Use online technology as available to deliver instructional or support material			
		.... - Students are able to use ICT tools: laptop,	TL82 - Use ICT tools in the classroom practice appropriately			

		LCD, microsoft office, e-dictionary, website, internet etc. in order to meet the learning goals	KD97 - Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in education support that will help learners to use English in a very natural, real, communicative and stress free language learning environment			
6	Learning Indicators	.... - Recognize the use of ICT in learning activity such as finding the information from a reliable sources through the internet, download the material from the course web page, etc.	TL3 - Recognize how a browser works and use a URL to access website			
		.... - Use ICT tools such as e-dictionaries, laptop, microsoft office, internet, cellphone, etc. in order to meet the learning goals	KC24- create presentation materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).			
7	Materials	Text taken from https://www.thejakartapost.com/	KD43 - Determine the right online and electronic learning resources			
		Course web page: http://bit.ly/IntroductionTranslation	TL4 - Use ICT resources to support teachers' own acquisition of subject matter and pedagogical knowledge. (Digital Classroom, website, social site) e.g (sciencedirect, researchgate, wikipedia, google, englishpage, libgen, asian TEFL)			
8	Teaching Method	Presentation Discussion Practice and Production	KD19 - Discuss, model, and teach; safe, legal, and ethical use of digital information and technology, including respects for copyright, ethics, intellectual property, and the appropriate documentation of sources			
			TL58 - Enable students to think critically about their use of technology in an age appropriate manner			

			KD14 - Implement a new ICT tools such as laptop, interactive whiteboard, LCD projector, internet and social networks in education support, to enhance students' active learning			
9	Assignment	Students are asked to find the other information about the definition of translation from some other scholar through the internet	TL60 - Recognize appropriate suggestions from research for classroom practice using technology			
		Students are asked to prepare the next presentation	KD60 - Demonstrate the use of ICT tools to encourage students document their own progress			
10	Teaching and Learning Activities	Lecturer: - Lecturer pay attention to the students' presentation - Lecturer gives feedback on the students' presentation	KD3 - Train students to select and use on-line exercises appropriate to their individual needs			
		Students: - Students present the use of collocation in translation using ICT tools: laptop, LCD, powerpoint - Students and lecturer discussing the use of collocation in translation - Students use e-dictionary for the translation assignment	TL72 - Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.			
			KC24- create presentation materials using basic technological tools (e.g., word-processing software, presentation software, and software that creates Internet resources).			

11	Learning Media	LCD Projector, Laptop, Cellphone, Microsoft Office, Internet, Browsers, Website, Google Classroom, etc.	KD97 - Implement various basic ICT tools (LCD, computer, cellphone, printer, internet, websites, email, powerpoints, etc.) in education, such as laptop, interactive whiteboard, LCD projector, internet and social networks, to achieve learning goals.			
			KC8 - Embedded with ICT tools (LCD, computer, cellphone, printer, internet, websites, email, powerpoint, etc.) students perform their English competences in a very natural, real, communicative and stress-free environment.			
			KC11 - use ICT to acquire the skills of searching for, managing, analyzing, evaluating and using information			
12	Assessment and Grading Scales	Students' participation of the discussion in the classroom	KD36 - Demonstrate awareness that electronic communication is not secure and private, and that in some localities, email may be subject to “open records” laws.			
		Assessment and evaluating is conducted through the following methods: - Attendance : 5% - Quiz : 20% - Portfolio : 20% - Mid-term test : 25% - Final test : 30%	TL72 - Implement the relevant application in teaching and learning process such as word processing, dictionaries, and a web browser.			
		Note: All the student’s performance and presentation score will be noted using Microsoft Excel.	TL20 - Use word-processing software to write a worksheet, following standard conventions			
13	Schedule	Week 1-16	No ICT integrated	-	-	-
14	Time Allocation	2x50'	No ICT integrated	-	-	-

15	References	<p>..... Molina, Lucia and Amparo Hurtado Albir. 2002. Translation Techniques Revisited: A Dynamic and Functionalist Approach. (Online Journal: Meta Translator's journal p. 509-511, XLVII). Available at http: //www.erudit. org/revue/meta/2002/v47/n4/0080ar.pdf</p>	TL - Download resources from websites/URL in form of essay, article, e-book, etc			
			KD - Select materials appropriate to their subject matter area from various website/software packages such as essay, article, e-book, etc. for students learning references			
			KC - synthesize, analyze the sources retrieved from internet for students own essay, writing or other learning products			
16	Course Policy	..... https://www.plagiarism.org/	KD61 - Evaluate students' works using plagiarism detector (web)			