STRUKTUR KURIKULUM 2018

Program Studi Pendidikan Bahasa Inggris
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA
2018

CURRICULUM SUMMARY VALIDATION

This curriculum summary of undergraduate program of English Language Education has been discussed and approved in a meeting that was attended by Senator, Dean, Head of Department and Head of Study Program, and Curriculum Development team of Faculty of Languages and Arts, Universitas Negeri Surabaya.

Surabaya, 27 July 2018

Acknowledged and approved
Dean of the Faculty of Languages and Arts,

Prof. Dr. Bambang Yulianto, M.Pd.
NIP 196007051987031003

KATA PENGANTAR

Syukur Alhamdulillah dipanjatkan kehadirat Allah Tuhan Yang Maha Kuasa karena berkat bimbingan, dan bantuan-Nya akhirnya Struktur kurikulum Prodi S1 Pendidikan Bahasa Inggris 2018 dapat diselesaikan. Penyusunan naskah akademik ini memerlukan waktu yang relatif panjang dan perlu kerja keras dari semua pihak. Tanpa adnaya campur tangan dan bantuan serta dukungan dari semua pihak, naskah kurikulum ini belum tentu bisa terselesaikan. Untuk itu, kami mengucapkan terimaka kasih kepada semua pihak yang tidak mungkin dapat disebutkan satu persatu yang telah membantu terselesaikannya Struktur Kurikulum Prodi S1 Pendidikan Bahasa Inggris 2018. Semoga semua bentuk bantuan, dukungan serta kontribusi yang diberikan mendapat balasan yang lebih baik dari Tuhan Yang Maha Esa.

Struktur kurikulum Prodi S1 Pendidikan Bahasa Inggris 2018 ini mengakomodasi berbagai regulasi pengembangan kurikulum perguruan tinggi seperti Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional, Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi, Perpres Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia (KKNI), Permenristekdikti Nomor 44 Tahun 2015 tentang Standar Nasional Pendidikan Tinggi (SN-Dikti). Di samping itu naskah akademik ini juga mempertimbangkan Pedoman Pengembangan Kurikulum LPTK dari Dikti serta Pedomanan Pengembangan Kurikulum dari Projek IDB 7 in 1 PIU Unesa.

Meskipun proses pengembangan naskah akademik ini telah melewati tahapan review dan revisi, tetap saja tidak luput dari kesalahan dan kekurangan. Lepas dari semua kekurangan yang ada, kami berharap naskah akademik ini bermanfaat dan dapat dapat dijadikan landasan dan sekaligus panduan di dalam melakukan evaluasi terhadap kurikulum yang berjalan secara berkesinambungan sekaligus merancang dan mengembangkan kurikulum yang lebih relevan selaras dengan tuntutan stakeholder. Demikian secara bertahap penyediaan pengalaman belajar bagi mahasiswa Unesa menjadi semakin relevan dan bermutu.

Akhirnya, kritik dan saran membangun selalu diharapkan untuk perbaikan Struktur kurikulum Prodi S1 Pendidikan Bahasa Inggris 2018 ini di masa-masa yang akan datang. Terimakasih.

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KURIKULUM PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS 2018
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI SURABAYA

A. IDENTITAS PROGRAM STUDI

1	Awarding Institution	:	Universitas Negeri Surabaya
2	Organizing Body		
	a. Faculty	:	Languages and Arts
	b. Department	:	English
	c. Study Program	:	English Language Education
3	Establishment Permit Number	:	61/DIKTI/Kep/1984
4	Operational Permit Number	:	62/DIKTI/Kep/2007
5	Accreditation	:	Indonesian National Accreditation Agency for Higher Education (Badan Akreditasi Nasional Perguruan Tinggi – BAN PT)
	No.	:	4142/SK/BAN-PT/Akred/S/X/2017, tanggal 31 Oktober 2017
	Expiry Date	:	10 Oktober 2022
	Status	:	Accredited A
6	Final Award	:	*Sarjana Pendidikan (S.Pd)*
7	Number of Students	:	468
8	Number of Lecturers	:	27
9	Address	:	Gedung T4 Kampus Lidah Jl. Lidah Wetan, Surabaya (60213)
10	Phone Number	:	-
12	Website	:	http://inggris.fbs.unesa.id
13	Association	:	ASPBI (Asosiasi Pendidikan Bahasa Inggris)
	Membership no.		2017

B. PIMPINAN PRODI

1	Nama	Ririn Pusparini, S.Pd., M.Pd.
2	Jabatan Fungsional	Lektor
3	No. SK Penugasan	3 Maret 2016
4	Tanggal Mulai Penugasan	3 Maret 2016
5	Tanggal Selesai Penugasan	1 Juli 2020
6	Email	ririnpusparini@unesa.ac.id

C. RASIONAL

Saat ini lulusan program studi S1 Pendidikan Bahasa Inggris (PBI) sangat dibutuhkan oleh masyarakat Indonesia, baik dalam sektor formal (sekolah atau instansi pemerintah) maupun sektor informal (lembaga kursus). Hal ini sejalan dengan profil lulusan S1 PBI yaitu menghasilkan pendidik bahasa Inggris dan edu-enterprenur. Hasil tracer study menunjukkan 80% lembaga sekolah baik yang berada di level SD, SMP maupun SMA membutuhkan lulusan PBI untuk menjadi tenaga pendidik bahasa Inggris. Selain itu, sebanyak 75% lembaga kursus atau sektor informal juga memerlukan lulusan PBI untuk menjadi tenaga pendidik Bahasa Inggris.

Lebih lanjut, pemerintah juga menghimbau agar lulusan perguruan tinggi mempunyai jiwa kreatif dan inovatif sehingga mereka dapat menciptakan lapangan pekerjaan sendiri tanpa tergantung pada pihak lain. Untuk dapat menciptakan lapangan pekerjaan sendiri maka lulusan PT juga harus mempunyai motivasi untuk selalu mengembangkan kemampuan berkolaborasi dan belajar sepanjang masa. Hasil tracer study menunjukkan bahwa 65% lulusan S1 PBI bekerja sebagai enterpreneur yaitu mendirikan lembaga kursus bahasa Inggris serta menerima terjemahan bahasa Inggris atau bahasa Indonesia. Hal ini sejalan dengan kurikulum KKNI (Kerangka Kualifikasi Nasional Indonesia) (Perpres Nomor 8 Tahun 2012) yang menyatakan bahwa untuk jenjang pendidikan S1- kompetensi lulusan ada pada level 6. Untuk mengembangkan kurikulum yang lebih relevan dan selaras dengan tuntutan stakeholder diperlukan penyediaan pengalaman belajar bagi mahasiswa Unesa menjadi semakin relevan dan bermutu.

Universitas Negeri Surabaya melakukan perubahan regulasi dengan menerapkan kurikulum OBE (Outcome-Based-Education) pada tahun 2018 untuk mendukung pengembangan kurikulum agar menjadi lebih baik. Penyempurnaan tersebut berlandasakan pada perkembangan ilmu pengetahuan teknologi dan seni (Ipteks), yang berdampak terhadap perlunya peningkatan pada penguasaan pengetahuan pedagogi (*pedagogical knowledge*), pengetahuan bidang studi (*content knowledge*), pengetahuan pedagogi bidang studi (*pedagogical content knowledge*) dan pengetahuan teknologi pedagogi bidang studi (*technological pedagogical content knowledge*), konten kurikulum dan proses pembelajaran yang inovatif. Orientasi pengembangan kurikulum yang semula berorientasi kepada konten keilmuan, menjadi berorientasi kepada kebutuhan mahasiswa untuk menjadikan pembelajar sepanjang hayat (*life long learners*) yang lebih mandiri dan mampu beradaptasi terhadap perubahan zaman yang dinamis.

Tuntutan profesi yang diamanatkan Undang-Undang Sistem Pendidikan Nasional dengan mempersyaratkan dimilikinya sertifikat profesi untuk semua bidang keahlian sebagai bukti akuntabilitas terhadap *stakeholder* juga berdampak terhadap perlunya penyempurnaan penyelenggaraan program pendidikan.

D. VISI

Program Studi yang unggul dalam kependidikan Bahasa Inggris dan kukuh dalam keilmuan Bahasa Inggris serta proaktif terhadap perkembangan global dalam pendidikan bahasa Inggris dengan tetap menjunjung tinggi kearifan lokal pada tahun 2025

E. Misi

1. Menyelenggarakan pendidikan untuk menghasilkan pendidik Bahasa Inggris sebagai bahasa asing yang profesional, berjiwa mandiri dan berkarakter bersumber pada kearifan lokal.

2. Melaksanakan penelitian untuk mengembangkan dan meningkatkan kualitas pembelajaran
3. Melaksanakan pengabdian kepada masyarakat di bidang pembelajaran Bahasa Inggris
4. Melaksanakan pengelolaan program studi yang transparan, kredibel dan akuntabel.
5. Menjalin kerjasama dan meningkatkan tanggung jawab sosial kepada masyarakat.

F. GRADUATE PROFILES

Lulusan Program Studi S1 Pendidikan Bahasa Inggris adalah

1. Profil Utama
   Pendidik bidang bahasa Inggris yang memiliki kompetensi dan menguasai keilmuan pembelajaran bahasa untuk merencanakan, melaksanakan dan mengevaluasi kegiatan pembelajaran bahasa Inggris secara efektif dan komprehensif serta memiliki kemampuan belajar sepanjang hayat, beretika, adaptif, kreatif, inovatif serta bertanggung jawab dalam melaksanakan profesinya.
2. Profil Tambahan
   Edu-enterpreneur yang memiliki kemampuan untuk merancang usaha di bidang pembelajaran bahasa Inggris serta mampu menerjemahkan teks bahasa Inggris kedalam bahasa Indonesia atau sebaliknya yang memiliki kemampuan berkembang dan belajar sepanjang hayat, beretika, adaptif, kreatif, inovatif serta bertanggung jawab dalam melaksanakan profesinya.

G. TUJUAN PRODI (PROGRAMME EDUCATIONAL OBJECTIVES/PEO)

1. Menghasilkan lulusan yang berprofesi sebagai pendidik bahasa Inggris yang mampu menggunakan kompetensi dan penguasaan keilmuan pembelajaran bahasa untuk merencanakan, melaksanakan dan mengevaluasi kegiatan pembelajaran bahasa Inggris secara efektif dan komprehensif dan memiliki kemampuan belajar sepanjang hayat, beretika, adaptif, kreatif, inovatif serta bertanggung jawab dalam melaksanakan profesinya.
2. Menghasilkan lulusan yang berprofesi sebagai edu-enterpreneur lulusan yang berprofesi sebagai yang mampu merancang usaha di bidang pembelajaran bahasa Inggris serta mampu menerjemahkan teks bahasa Inggris kedalam bahasa Indonesia atau sebaliknya yang memiliki kemampuan berkembang dan belajar sepanjang hayat, beretika, adaptif, kreatif, inovatif serta bertanggung jawab dalam melaksanakan profesinya.

H. KOMPETENSI LULUSAN (PROGRAM LEARNING OUTCOME/PLO)

KATEGORI PLO	PROGRAM LEARNING OUTCOME
PENGETUHUAN	**Dari asosiasi Prodi sejenis dan Penciri Prodi**
PLO-1	Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR
PLO-2	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global
KETERAMPILAN KHUSUS	**Dari asosiasi Prodi sejenis dan Penciri Prodi**

PLO-3	Menerapkan konsep linguistik terapan dalam pembelajaran Bahasa Inggris
PLO-4	Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif
PLO-5	Melakukan penelitian dan pengkajian pembelajaran Bahasa Inggris
PLO-6	Menciptakan produk terkait dengan pembelajaran bahasa Inggris
KETERAMPILAN UMUM	**Dikutip dari SN-Dikti**
PLO-7	Menerapkan pemikiran kritis dan keterampilan analitis untuk memecahkan masalah pembelajaran bahasa Inggris
PLO-8	Menunjukkan keterampilan presentasi tertulis, visual dan lisan untuk mengkomunikasikan pengetahuan yang berhubungan dengan bahasa Inggris
PLO-9	Berpartisipasi dalam pembelajaran seumur hidup, kegiatan pengembangan karir dan mengikuti perkembangan teknologi
PLO-10	Menunjukkan keterampilan memimpin dan berkolaborasi
SIKAP	**Diambil dari SN-Dikti ditambah Penciri Universitas/Prodi**
PLO-10	Menunjukkan keterampilan memimpin dan berkolaborasi
PLO-11	Menunjukkan kesadaran tentang nilai, etika, norma yang terkait dengan perilaku akademis
PLO-12	Mewujudkan karakter “Iman, Cerdas, Mandiri, Jujur, Peduli dan Tangguh”

I. KETERKAITAN ANTARA MISI FAKULTAS DAN MISI PROGRAM STUDI

MISI FAKULTAS BAHASA DAN SENI	MISI PROGRAM STUDI Pendidikan Bahasa Inggris	PEO
Menyelenggarakan program studi unggulan dalam bidang kependidikan dan non-kependidikan yang sesuai dengan kebutuhan masyarakat, pembangunan nasional, target *Millenium Development Goals* (MDGs) untuk meningkatkan harkat, martabat, dan daya saing bangsa di tingkat global.	Menyelenggarakan pendidikan untuk menghasilkan pendidik Bahasa Inggris sebagai bahasa asing yang profesional, berjiwa mandiri dan berkarakter bersumber pada kearifan lokal.	1. Menghasilkan lulusan yang berprofesi sebagai pendidik bahasa Inggris yang mampu menggunakan kompetensi dan penguasaan keilmuan pembelajaran bahasa untuk merencanakan, melaksanakan dan mengevaluasi kegiatan pembelajaran bahasa Inggris secara efektif dan komprehensif dan memiliki kemampuan belajar sepanjang hayat, beretika, adaptif, kreatif, inovatif serta bertanggung jawab dalam melaksanakan profesinya. 2. Menghasilkan lulusan yang berprofesi sebagai edu-enterpreneur yang mampu merancang usaha di bidang pembelajaran bahasa Inggris serta mampu menerjemahkan teks bahasa Inggris kedalam bahasa Indonesia atau sebaliknya yang memiliki kemampuan berkembang dan belajar sepanjang hayat, beretika, adaptif, kreatif, inovatif serta bertanggung jawab dalam melaksanakan profesinya.

J. KETERKAITAN PLO DAN PEO

NO	PEO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
	Pendidik Bahasa Inggris	v	v	v	v		v	v	v	v	v	v	v
1	Edu-enterpreneur	v		v		v	v		v	v		v	v

K. PETA PLO DAN PEMBENTUKAN MATAKULIAH

NO	Nama Mata Kuliah (English)	SKS	Sem	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
	Matakuliah Wajib														
1	Religion	2	1											1	1
2	Civics	2	1											1	1
3	Educational psychology	2	1		1					1					
4	Spoken Integrated English	6	1	1							1				
5	Written Integrated English	6	1	1							1				
6	Philosophy of Science	2	2		1					1				1	
7	Pancasila Education	2	2											1	1
8	Bahasa Indonesia	2	2								1				
9	Principles of education	3	2		1		1								
10	Pronunciation Practice	2	2	1											
11	Listening for daily context	2	2	1											
12	Speaking for Daily Context	2	2	1											
13	Literal Reading	2	2	1											
14	Paragraph Writing	2	2	1							1				
15	Intermediate English Grammar	2	2	1							1				
16	Listening for Social Issues	2	3	1											

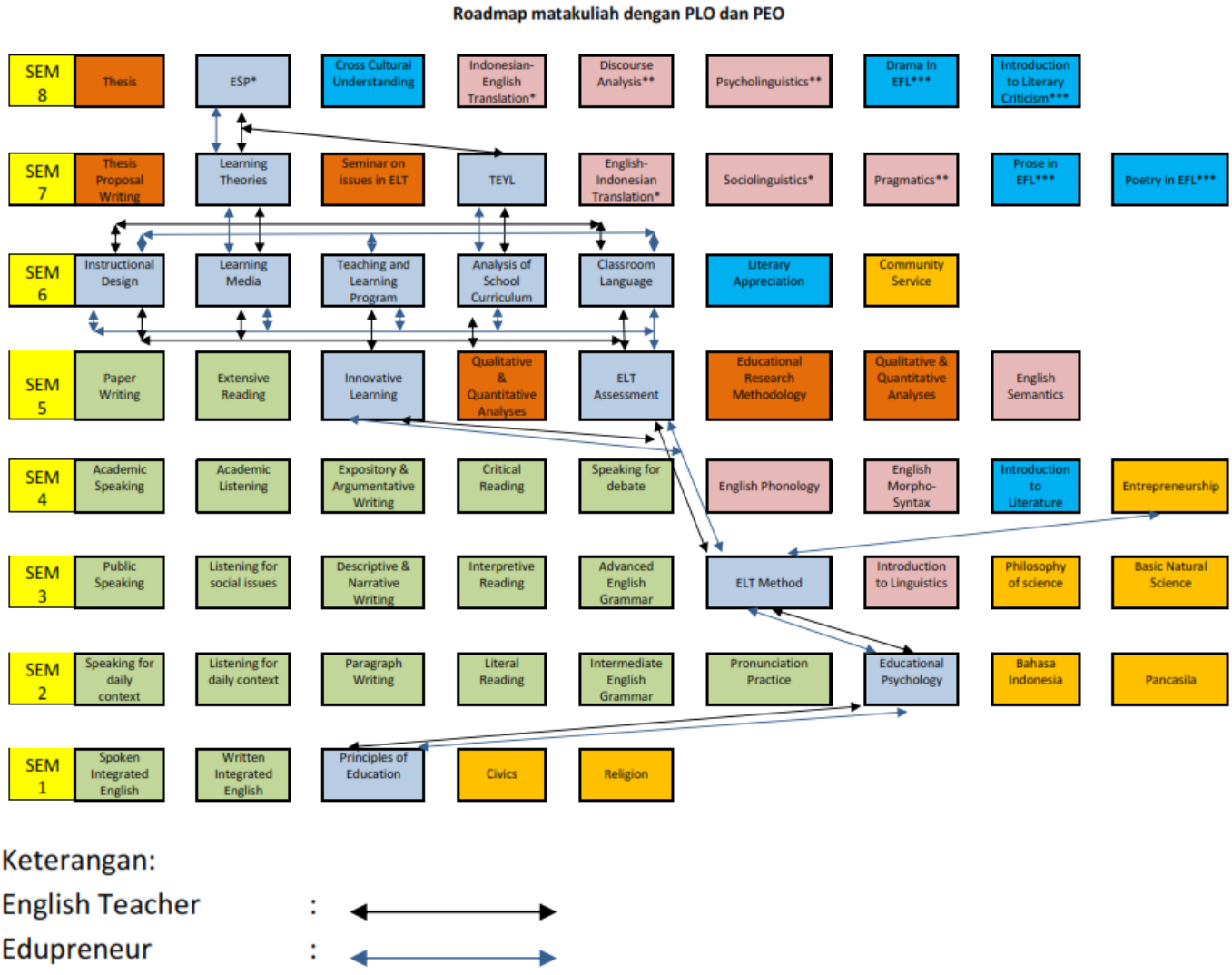
17	Public speaking	2	3	1							1				
18	Interpretive Reading	2	3	1											
19	Descriptive and Narrative Writing	2	3	1							1				
20	Advanced English Grammar	2	3	1											
21	Introduction to linguistics	2	3			1									
22	ELT Method	4	3		1		1								
23	Enterpreneurship	2	3						1			1			
24	Basic Natural Science	2	3		1					1		1			
25	Introduction to literature	3	4	1		1								1	
26	Academic listening	2	4	1						1					
27	Academic speaking	2	4	1						1	1				
28	English Semantics	2	4	1		1									
29	Critical Reading	3	4	1						1					
30	Expository and Argumentative	3	4	1						1					
31	English phonology	2	4	1		1									
32	Analysis of School Curriculum	3	4		1		1			1			1		
33	English Morpho-Syntax	2	4	1		1									
34	Speaking for debate	2	5	1						1	1				
35	Paper Writing	2	5	1						1					
36	Innovative learning	3	5		1		1		1	1					
37	ELT Assessment	3	5		1		1			1					
38	Educational Research Methodology	3	5					1		1			1		
39	Extensive Reading	3	5	1											

40	Instructional design	3	5		1		1		1							
41	TEYL	2	5		1		1									
42	Developing ELT materials	3	6		1		1		1							
43	Qualitative and Quantitative Analyses	2	6					1		1			1			
44	Learning Media	2	6		1		1		1			1				
45	Classroom Language	2	6	1	1						1		1			
46	Learning Theories	3	6		1		1									
47	Thesis Proposal Writing	2	6	1				1			1					
48	Microteaching	2	6		1		1			1			1			
49	Teaching and Learning Program (PLP)	4	7		1		1			1			1			
50	Community Service	3	7									1	1		1	
51	Seminar on Issues in ELT	2	7	1	1			1		1	1					
52	Literary appreciation	3	7	1						1						
53	Cross Cultural Understanding	2	7			1					1					
54	Thesis	6	8	1				1			1					
	Matakuliah Pilihan															
55	English-Indonesian translation	2	6	1												
56	Indonesian-English-translation	2	7	1												
57	Sociolinguistics	2	7			1										
58	Pragmatics	2	7			1										
59	Psycholinguistics	2	8			1										
60	Discourse analysis	2	8			1				1						
61	Prose in EFL	2	6			1										
62	Poetry in EFL	2	6			1										

63	Drama in ELT	2	8			1									
64	ESP	2	8		1		1		1						
65	Introduction to Literary Criticism	3	8			1									
	Total	161		31	18	14	13	5	6	19	14	4	7	5	4

To graduate 147 credits= 137 credits of compulsory subjects plus 10 credits of optional subjects

L. Rodmap matkul dengan PLO dan PEO



M. Continuous Quality Improvement (CQI) Procedures

In order to be able to continuously improve the teaching and learning process in English Education Study Program at Universitas Negeri Surabaya, CQI procedures have to be done. First of all, graduate profiles and Program Educational Objectives (PEO) are determined based on the inputs from stakeholders. After that, Program Learning Outcomes (PLO) are formulated. The

PLO should be directly related to the PEO. Then, curriculum mapping and PLO should be designed. Finally, the course learning outcomes of each course are formulated based on the mapping. The roadmap of the courses with the PLO and PEO can also be created.

N.PENJELASAN MATA KULIAH PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

1. Spoken Integrated English

Study Program : S1-English Education
Faculty : Faculty of Languages and Arts
Course : Spoken Integrated English
Course Code : 2024216009
Semester/Credit Hours : 1/6
Pre-requisite : -
Lecturer(s) : Team

Learning Outcomes (CLO) :

1. Understanding basic concept and knowledge of language elements and skills to support oral communication (PLO 1,2)**;**
2. Being able to select proper language elements and skills to support oral communication (PLO 8)**;**
3. Being able to apply language elements and skills to improve oral communicative competence (PLO 8)**;**
4. Being responsible for completing simple projects properly and punctually (PLO 11).

Description:

This subject provides the students with speaking practices in which they learn basic oral communication skills such as identifying general and specific information of various monologue and dialogue, discriminating the differences of intonation and stress which give clues to meaning, guessing meaning by context, identifying relevant points, rejecting irrelevant information, identifying inferred information, and use communication strategies to introduce and talk about self, to ask for information, to get people to do things, to talk about past events, to express hesitation, prevent interruptions and interrupt politely, to talk about the future, to offer to do something, to ask permission, to give reasons, to give opinions, agreement/disagreement, to talk about similarities and differences, to describe things, people and places, to make suggestions and give advice, to complain, to apologize and to forgive, to express disappointment, to telling a story, to talk about moods and feelings in beginner level.

References:

1. Azar, Betty Schrampfer. 2011. Fundamentals of English Grammar. PearsonLongman.
2. Barral, Irene and Rogers, John. 2011. Lifestyle: English for work, socializing, and travel. Elementary. Pearson Longman.
3. Craven, Miles et al. 2008. Real Listening and Speaking. Elementary. Cambridge University Press.
4. Richard, Jack C. 2005. Interchange. Cambridge University Press.

2. Written Integrated English

Study Program : S1-English Education
Faculty : Faculty of Languages and Arts
Course : Written Integrated English
Course Code : 2024216010
Semester/Credit Hours : 1/6
Pre-requisite : -
Lecturer(s) : Team

Learning Outcomes (CLO) :

1. Understanding basic concept and knowledge of language elements and skills to support written communication (PLO 1,2)**;**
2. Being able to select proper language elements and skills to support written communication (PLO 8)**;**
3. Being able to apply language elements and skills to improve written communicative competence (PLO 8)**;**
4. Being responsible for completing simple projects properly and punctually (PLO 11).

Description :
This course provides the students with basic writing skills and practices such as showing comprehension of basic sentence structures and being able to use them appropriately, being able to communicate ideas and thought in appropriate and effective written sentences, being able to use punctuation, being able to use appropriate prepositional phrases, being able to recognize and apply subject-verb agreement in simple sentences, being able to identify relevant and irrelevant information in written texts, being able to recognize main ideas, explicit, implied, and referential information in simple texts, being able to show comprehension of written texts by answering relevant written questions and retelling in effective ways, being able to choose appropriate words to communicate ideas and thought in written task in beginner level. All teaching learning activities are conducted through lecturing, discussion and presentation.

References :

1. Azar, Betty Schrampfer. 2011. *Fundamentals of English Grammar*. PearsonLongman.
2. Barral, Irene and Rogers, John. 2011. *Lifestyle: English for work, socializing, and travel. Elementary*. Pearson Longman.
3. Craven, Miles et al. 2008. *Real Listening and Speaking. Elementary*. Cambridge University Press.
4. Richard, Jack C. 2005. *Interchange*. Cambridge University Press.

3. Listening for Daily Context

Study Program : S1-English Education
Faculty : Faculty of Languages and Arts
Course Name : Listening for Daily Context
Course Code : 2024212015
Semester/Credit Hours : 2/2
Pre-requisite : Spoken Integrated English
Written Integrated English
Lecturer(s) : Sumarniningsih, S.Pd.,M.Pd.
Wiwiet Eva Savitri, S.Pd.,M.Pd.

Learning Outcomes (CLO) :
1. Mastering listening comprehension skills such as identifying general and specific information of various monologue and dialogue, identifying general and specific information of longer dialogue and monologue non-authentic and authentic materials with various genres, discriminating the differences of intonation and stress which give clues to meaning, guessing meaning by context, identifying relevant points, rejecting irrelevant information, identifying inferred information, and summarizing (PLO 1,2);
2. Being able to make a right decision in selecting suitable listening strategies to facilitate listening comprehension (PLO 8)**;**
3. Being responsible for applying suitable listening strategies to facilitate listening comprehension and being able to operate ICT-based language laboratory equipment to facilitate listening practice (PLO 9,10, 11)**.**

Description:
This course provides the students with listening practices. It covers listening skills such as identifying general and specific information of various monologue and dialogue, identifying general and specific information of longer dialogue and monologue of non-authentic and authentic materials with various genres, discriminating the differences of intonation and stress which give clues to meaning, guessing meaning by context, identifying relevant points, rejecting irrelevant information, identifying inferred information, and summarizing in intermediate level. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:

1. Craven, Miles. (2008). *Real Listening and Speaking 3.* Cambridge: Cambridge University Press. Harmer,

2. Jeremy.(2004). *Just Listening and Speaking Intermediate*. London:Marshall Cavendish Ltd.
3. Soars, John and Liz. (2004). *New HeadwayStudent Book*. Oxford: Oxford University Press.
4. Authentic materials and other related materials

4. Speaking for Daily Context

Study Program : S-1 English Education
Faculty : Faculty of Languages and Arts
Course : Speaking for Daily Context
Course Code : 2024212016
Semester/Credit Hours : 2/2
Pre-requisite : Spoken Integrated English
Written Integrated English
Lecturer (s) : Him‟mawan Adi Nugroho, S.Pd.,M.Pd.
Retno Wulan Dari, S.Pd.,M.Pd.

Learning Outcomes (CLO) :
1. Possessing knowledge of the concepts and techniques to participate actively in a group discussion (PLO 1);
2. Having the ability to apply speaking strategies in a group discussion related with the topics or the issues given (PLO 3) ;
3. Being responsible for using the knowledge on the small group communication theory and skills in information-sharing and decision making discussion and using various learning sources and IT to support the teaching learning process (PLO 10,11) .

Description:
The lecture introduces the students with the concepts and techniques to discuss various actual topics which happens in the society in English. It also equips the students with the understanding and how to practice small group communication theory and skills in information-sharing and decision making discussion which emphasizes on the importance of the precise of pronunciation, stress, intonation and fluency.

References :

1. Gammidge, Mick. 2004. Speaking Extra. Cambridge University Press.
2. Learning Express. 2005. Reasoning Skills Success in 20 Minutes A Day. Learning Express, LLC. New York.
3. Daley, Patrick & Dahlie, Michael S. 2001. 50 Debate Prompts for Kids. USA:Scholastic. Inc.
4. Gibson, Jamie. 2014. *Elementary Problem Solving Manual*.

5. Literal Reading

Study Program : S-1 English Education
Faculty : Faculty of Languages and Arts
Course Name : Literal Reading
Course Code : 2024212017
Semester/Credit Hours : 2/2
Pre-requisite : Spoken Integrated English
Written Integrated English
Lecturer(s) : Yuri Lolita, S.Pd.,M.Pd.
Nur Fauzia, M.Pd.

Learning Outcomes (CLO): Students are able to:
1. Being able to understand the skills in reading various kinds of texts (PLO 2);
2. Being able to manage to use appropriate reading strategies (PLO 3);
3. Using various reading strategies: previewing, skimming, scanning, identifying main ideas, summarizing and also IT to support the reading activities (PLO 8);
4. Being responsible for writing simple responses to the ideas or issues presented in the text (PLO 11).

Description:

This course subject is designed to develop students competence in literal reading (i.e. knowing and comprehending) of non-fictional texts at post-intermediate level, emphasizing the use of appropriate reading strategies to identify the meaning and use of unfamiliar lexical items, the topic and the main idea from supporting details of the texts; understand explicit information; skim and scan specific information; understand the communicative value of sentences; and recognize types of writing. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.

References:

1. Adams, M. J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press.

2. Mikulecky, Beatrice S. (1996). More Reading Power. USA: Adison-Wesley Publishing Company.

6. Paragraph Writing

Study Program	: S-1 English Education
Faculty	: Faculty of Languages and Arts
Course Name	: Paragraph Writing
Course Code	: 2024212018
Semester/Credit Hours	: 2/2
Pre-requisite	: Spoken Integrated English Written Integrated English
Lecturer(s)	: Zainul Aminin, M.Pd. Eva Rahmawati, M.Pd.

Learning Outcomes (CLO): Students are able to:

1. Possessing knowledge of the process of writing, paragraph structure and principles of unity and coherence required for Paragraph Writing (PLO 1,2);
2. Being able to make a right decision in applying the concept of the process of writing, paragraph structure, and principles of unity and coherence required for Paragraph Writing (PLO 8);
3. Being responsible in applying all the concept of the process of writing, paragraph structure, and principles of unity and coherence to communicate ideas through written paragraph and making use of learning sources and IT to support the teaching and learning process of Paragraph Writing which integrates the process of writing, paragraph structure and principles of unity and coherence (PLO 9,11)

Description:

This course is preliminary course in English Writing and is designed to help its participants master the concept of Paragraph writing which integrates the process of writing, paragraph structure and principles of unity and coherence. Accordingly, the general discussion in this course includes the process of writing, paragraph structure and principles of unity and coherence. To accommodate the achievement of learning outcome, the course is conducted through lecturers presentation, class discussion, and writing practices with the aid of IT and various kinds of useful teaching media. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:

1. Amanduet, Martin L. 1981. *Paragraph Development.* Engelwood Cliff: Prentice Hall.
2. Coe, Norman., et.al. 1986. *Writing Skills*. London: Cambridge University Press.

3. Kizner, Laurie G. and Stephen R. Mandell. 1983. *Patterns for College Writing: A Rhetorical Reader and Guide*. New York: St. Martin‟s.
4. Oshima, Alice and Ann Hogue. 1999. *Writing Academic English*. New York: Longman.

7. Intermediate English Grammar

Study Program	: English Education
Faculty	: Language and Art
Course	: Intermediate English Grammar
Course Code	: 2024212019
Semester/Credit Hours	: 2 / 2 Credits
Pre-requisite	: Spoken Integrated English

Written Integrated English

Lecturer(s) : Henny Dwi Iswati, S.S.,M.Pd.
Suvi Akhiriyah, S.Pd.,M.Pd.
Nur Chakim, S.Pd.,M.Pd.

Learning Outcomes (CLO) :

1. Possessing knowledge on various kinds of grammatical concepts covering noun clause, adjective clause, adverb clause, gerund, coordinating conjunction, connectives, and conditional sentence and wish (PLO 2);
2. Being able to make a right decision in analyzing distinctive grammatical structures to be applied in their writing, speaking, reading, and listening in both general and academic context (PLO 8);
3. Being responsible for using correct grammar when making sentences or paragraph and making use of learning sources and IT to enrich their knowledge of grammar (PLO 9, 11)

Description:

This subject explores and practices various grammar structures covering noun clause, adjective clause, adverb clause, gerund, coordinating conjunction, connectives, and conditional sentence and wish in various ways, formal and informal, oral and written. This covers (1) Grammar patterns for sentences, (2) functional aspects of grammar in the language and in context, (3) the relationship between grammar and language skills (reading, writing, listening, speaking), (4) practice analysing sentence constituency. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References :

1. Azar, Betty Schramfer. 2002. *Understanding and Using English Grammar*. White Plains, NY:Pearson Education.
2. Eastwood, John.2002. *Oxford Practice Grammar*. Oxford:Oxford University Press.
3. Hewings, Martin. 2013. *Advanced English Grammar in Use: (Third ed.)*.Cambridge: Cambridge University Press.
4. Steer, Jecelyn. 1998. *Advanced English Grammar*. Boston: Heinle&Heinle.

8. Listening for Social Issues

Study Program : English Education

Faculty : Language and Art

Course : Listening for Social Issues

Course Code : 2024212020

Semester/Credit Hours : 3 / 2 Credits

Pre-requisite : Listening for daily context

Lecturer(s) : Wiwiet Eva Savitri, S.Pd.,M.Pd.
Sumarniningsih, S.Pd., M.Pd.

Learning Outcomes (CLO) :

1. Comprehending various oral texts (PLO 2);
2. Being able to make a right decision in selecting suitable listening strategies to facilitate listening comprehension (PLO 8);
3. Being responsible for applying suitable listening strategies to facilitate listening comprehension and making use of ICT-based language laboratory equipment to facilitate listening practice (PLO 9,11);

Description:

This subject provides the students with listening practices and listening strategies. It covers listening skills such as identifying general and specific information of non-authentic and authentic materials which contain particular issues in various forms (for example, talks, interviews, talk shows, debates, and speeches), guessing meaning by context, identifying relevant points, identifying inferred information & organization of ideas, assuming, summarizing, note taking, and giving values of the issues in upper intermediate and pre-advanced level. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References :

1. Barral, Irene and Rogers, John. 2011. Lifestyle: English for work, socializing, and travel. Upper-Intermediate.

Pearson Longman.
2. Soars, John and Liz. 2014. New Headway upper intermediate. Oxford University Press.
3. TOEFL Preparation for listening part A and B.
4. Reader‟s Digest Audio book.
5. Authentic Material.

9. Public speaking

Study Program	: English Education
Faculty	: Language and Art
Course	: Public speaking
Course Code	: 2024212021
Semester/Credit Hours	: 3/ 2 Credits
Pre-requisite	: Speaking for Daily Context
Lecturer(s)	: Retno Wulan Dari, S.Pd.,M.Pd. Him‟mawan Adi Nugroho, S.Pd.,M.Pd.

Learning Outcomes (CLO) :
1. Possessing knowledge of the stages of the speech-making process to communicate the idea and deliver the message orally, both in extemporaneous and impromptu speeches (PLO 1, 2);
2. Being able to make a right decision in applying the stages of the speech-making process to communicate the idea and deliver the message orally, both in extemporaneous and impromptu speeches (PLO 8);
3. Making use of learning sources and IT in applying the stages of the speech-making process to communicate the idea and deliver the message orally, both in extemporaneous and impromptu speeches (PLO 9);
4. Being responsible for applying the stages of the speech-making process to communicate the idea and deliver the message orally, both in extemporaneous and impromptu speeches (PLO 11)

Description:
This subject helps students prepare and deliver special occasion speech, extemporaneous speaking, and impromptu speaking. It covers the nature of extemporaneous and impromptu speeches, the stages of the speech-making process, and variety of verbal and non verbal techniques in speech delivery effectively. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References :

1. Cummings, Martha Graves. 1992. Listen, Speak, Present; A Step By Step Presenter‟s Workbook. USA: Thomson & Heinle.
2. Sprague, J., Stuart, D., & Bodary, D. 2010. The speaker‟s handbook (10th ed). Belmont, CA:Thomson/Wadsworth.

10. Interpretive Reading

Study Program	: English Education
Faculty	: Language and Art
Course	: Interpretive Reading
Course Code	: 2024212022
Semester/Credit Hours	: 3 / 2 Credits
Pre-requisite	: Literal Reading
Lecturer(s)	: Fauriz Zuhri, M.Hum. Nur Fauzia, M.Pd.

Learning Outcomes (CLO) :
1. Comprehending and understanding of intermediate reading that concise implicit and explicit vocabulary, sentences and expressions (PLO1,2);

2. Being precise on deciding meaning on a reading text whether explicit or implicit vocabularies, sentences and expressions (PLO 8);
3. Applying explicit and implicit reading texts in understanding their meanings and producing proper interpretations and responses (8);
4. Being responsible for delivering meaning on a text whether explicit or implicit and giving a correct understanding on a text (PLO 11)

Description:
This subject explores and practices various grammar structures covering noun clause, adjective clause, adverb clause, gerund, coordinating conjunction, connectives, and conditional sentence and wish in various ways, formal and informal, oral and written. This covers (1) Grammar patterns for sentences, (2) functional aspects of grammar in the language and in context, (3) the relationship between grammar and language skills (reading, writing, listening, speaking), (4) practice analysing sentence constituency. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References :

1. Zwier, Lawrence. 2009. *Inside Reading The Academic Word Lists in Context*. New York: Oxford University Press.
2. Porter, David. 2007. *Check Your Vocabulary for Academic English*. New York: A&C Black Publisher.
3. Mikulecky, Beatrice S. and Linda Jeffries. 2007. *Advanced Reading Power*. New York: Pearson Longman.

11. Descriptive and Narrative Writing

Study Program	: English Education
Faculty	: Language and Art
Course	: Descriptive and Narrative Writing
Course Code	: 2024212023
Semester/Credit Hours	: 3 / 2 Credits
Pre-requisite	: Paragraph Writing
Lecturer(s)	: Suvi Akhiriyah, M.Pd. Eva Rahmawati, M.Pd.

Learning Outcomes (CLO) :
1. Possessing knowledge of the process of writing, essay structure and principles of unity and coherence required for Descriptive and Narrative Essay Writing (PLO 2);
2. Making use of learning sources and IT to support the teaching and learning process of Descriptive and Narrative Essay Writing which integrates the process of writing, essay structure and principles of unity and coherence (PLO 8);
3. Being able to make a right decision in applying the concept of the process of writing, essay structure, and principles of unity and coherence required for Descriptive and Narrative Essay Writing (PLO 8);
4. Being responsible in applying all the concept of the process of writing, essay structure, and principles of unity and coherence to communicate ideas through written Descriptive and Narrative Essay (PLO 11);

Description:
This course is a continuation of paragraph writing course and is designed to help its participants master the concept of descriptive and narrative essay writing which integrates the process of writing, essay structure and principles of unity and coherence. Accordingly, the general discussion in this course includes inventing ideas and limiting subject of discussion as well as essay structure. To accommodate the achievement of learning outcome, the course is conducted through lecturer‟s presentation, class discussion, and writing practices with the aid of IT and various kinds of useful teaching media. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References :

1. Coe, Normanetal. 1986. *Writing Skills*. London: Cambridge University Press.
2. Derewianka, Beverly. 1995. *Exploring How Text Work*. NSW Australia: Primary English Teaching Association.
3. Oshima, Alice and Ann Hogue. 1999. *Writing Academic English*. New York: Longman.
4. Bailey, S. 2011. *Academic Writing: A Handbook for International Students (Third ed.).* Oxon: Routledge.

12. Academic listening

Study Program : English Education

Faculty : Language and Art
Course : Academic listening
Course Code : 2024212030
Semester/Credit Hours : 4 / 2 Credits
Pre-requisite : Listening for Social Issues
Lecturer(s) : Wiwiet Eva Savitri, S.Pd., M.Pd.
Sumarniningsih, S.Pd., M.Pd.

Learning Outcomes (CLO) :

1. Comprehending various oral texts (PLO 2);
2. Being able to make a right decision in selecting suitable listening strategies to facilitate listening comprehension (PLO 8);
3. Making use of ICT-based language laboratory equipment to facilitate listening practice (PLO 9);
4. Being responsible for applying suitable listening strategies to facilitate listening comprehension (PLO 11).

Description:
This subject provides the students with listening practices in which they learn identifying general and specific information of long lectures with various fields, identifying inferred information & organization of ideas, assuming, summarizing, and note taking in advanced level. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References :

1. Open Forum
2. Authentic Material
3. TOEFL Preparation for listening part C
4. Reader‟s Digest Audio book

13. Academic Speaking

Study Program : English Education
Faculty : Language and Art
Subject/Credit : **ACADEMIC SPEAKING/2 SKS**
Code :
Pre-requisite : Public Speaking
Lecturers : Retno Wulan Dari, S.Pd.,M.Pd.
Him'mawan Adi Nugroho, S.Pd.,M.Pd.

Learning Outcomes:

- Making use of learning sources and IT in delivering professional and articulate presentations for academic and professional forums (PLO 7, 8, 9)
- Possessing knowledge of the rules and techniques in delivering professional and articulate presentations for academic and professional forums (PLO 1)
- Being able to make a right decision in delivering professional and articulate presentations for academic and professional forums (PLO 10)
- Being responsible for applying the rules and techniques in delivering professional and articulate presentations for academic and professional forums (PLO 11, 12)

Description:
This subject is specifically designed to give students the necessary skills and confidence to deliver professional and articulate presentations for academic and professional forums where English is the medium of communication, such as conferences, seminars, poster presentation, etc. The emphasis put on variety, language skills and the balance between input and practice throughout the course will help students become more confident, autonomous and competent speakers of English. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:

Taylor, H.M. and A.G. Mears. 1978. *The Right Way to Conduct Meetings, Conferences, and Discussions*. London: Cox & Wayman, Ltd.
Dignen, Bob. 1999. *English for presentations*. York: York Associates.
Osborn, R.P. & Osborn, S. (1994). *Public Speaking*. Boston: Houghton Mifflin.

14. Speaking for Debate

Study Program	: English Education
Faculty	: Language and Art
Subject/Credit	: **SPEAKING FOR DEBATE/2 SKS**
Code	:
Pre-requisite	: Public Speaking
Lecturers	: Retno Wulan Dari, S.Pd.,M.Pd. Him'mawan Adi Nugroho, S.Pd.,M.Pd.

Learning Outcomes:

- Using various learning sources and IT to support the teaching learning process especially to find references dealing with the materials of the lecture (PLO 8, 9)
- Possessing knowledge of the concepts and techniques to get involve and participate actively in any debate systems given in the lecture (PLO 1, 2)
- Having the ability to make a right decision in a debate activities related with the topics or the motions given (PLO 7, 10)
- Being responsible for using the knowledge of debating theories and skills in information-sharing and exchanging ideas (PLO 11, 12)

Description:
The lecture introduces the students with the concepts and techniques debating various actual and controversial topics which happens in the society in English. It also equips the students with the understanding and how to debate by applying different kinds of debating systems which emphasizes on the importance of precise pronunciation, stress, intonation and fluency.

References:

Freeley, Austin J and Steinberg, David L. 2009. *Argumantation and Debate, Critical Thinking for Reasoned Decision Making.*Wadsworth Cengage Learning.
Dignen, Bob. 1999. *English for presentations*. York: York Associates.

15. Critical Reading

Study Program	: English Education
Faculty	: Language and Art
Subject/Credit	: **CRITICAL READING/3 SKS**
Code	:
Pre-requisite	: Interpretative Reading
Lecturers	: Ahmad Munir M.Ed.,Ph.D. Fahri, Drs.,M.A.

Learning Outcomes:

- Making use of critical thinking skills in responding to semi-scientific and scientific texts read (PLO 7)
- Possessing knowledge of doing critical reading in responding to semi-scientific and scientific texts read (PLO 1, 2)
- Being able to manage critical thinking in responding to semi-scientific and scientific texts read in a form of paraphrase, summary, and annotated bibliography (PLO 8, 9)
- Being responsible for their critical thinking written in a form of paraphrase, summary, and annotated bibliography (PLO 10, 11, 12)

Description:
This unit provides fundamentals of being critical to texts students read at university. It covers: (1) characteristics of critical thinking in response to reading, (2) differences between semi-scientific and scientific information in

texts, (3) ways for restating selected parts of semi-scientific and scientific texts using own words, develop students' critical reading skills such as presenting summary of semi-scientific and scientific texts, elaborating the details information of semi-scientific and scientific information in texts, restating selected parts of semi-scientific and scientific texts using own words, constructing an annotated bibliography.

References:

Cottrell, Stella. 2005. *Critical thinking skills: Developing effective analysis and arguments*. Hampshire: Palgrave MacMillan.

Fairbairn, G. J., & Fairbairn, S. A. 2001. *Reading at university: A guide for students*. Buckingham: Open University Press.

Learning Express. 2010. *501 Reading Comprehension Questions*. New York: Learning Express, LLC.

Online Newspaper articles: in *The Guardian, The New York Times*.

Journal articles from *ELT Journal, TESOL Quarterly*.

16. Paper Writing

Study Program	: English Education
Faculty	: Language and Art
Subject/Credit	: **PAPER WRITING/2 SKS**
Code	:
Pre-requisite	: Expository and Argumentative Writing
Lecturers	: Ririn Pusparini, S.Pd.,M.Pd. Esti Kurniasih,S.Pd.,M.Pd.

Learning Outcomes:

- Being able to write a coherent, unified scientific paper, and to communicate in written form effectively, emphatically, and politely (PLO 3, 8, 9)
- Understanding concepts, principles and regulations of writing scientific papers (PLO 1)
- Being able to make a right decision in applying acceptable language rules and rules of writing scientific paper (PLO 10)
- Being responsible for applying acceptable language rules and rules of writing scientific paper PLO 11, 12)

Description:

This subject discusses about the basic concepts and the steps on how to write a coherent, unified, and scientific paper using acceptable language rules and rules of writing scientific paper and having content rich. The lecture is initiated with explanations on kinds and organization of paper (i.e. conceptual and research paper), writing quotations, paraphrase, and summary, and also writing references. The following lectures are then more focused on writing conceptual paper and the steps of how to write it, start from writing a title, developing an introduction, making an outline for paper body, developing paper body, developing result and discussion, until writing conclusion, references, and abstract. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.

References:

Bailey, S. 2011. *Academic writing: A handbook for international students* (Third ed.). London: Routledge.

Coe, Norman etal. 1986. *Writing Skills*. London: Cambridge University Press.

Kiszner, Laurie G. dan Stephen R. Mandell. 1983. *Patterns for College Writing: A Rhetorical Reader and Guide*. New York: St. Martin's.

Oshima, Alice and Hogue, Ann. 1999. *Writing Academic English.* New York: Longman.

17. Extensive Reading

Study Program	: English Education
Faculty	: Language and Art
Subject/Credit	: **EXTENSIVE READING/3 SKS**
Code	:
Pre-requisite	: Critical Reading

Lecturers : Ahmad Munir M.Ed.,Ph.D.
Fahri, Drs.,M.A.

Learning Outcomes:

- Making use of knowledge of extensive reading to show global understanding of a longer stretches of discourse, such as long articles, books, and novels that they select, read, review inside and outside a classroom hour (PLO 1)
- Possessing knowledge of how to read for global understanding of a longer stretches of discourse, such as long articles, books, and novels that they select, read, review inside and outside a classroom hour (PLO 2)
- Being able to manage reading articles, books, and novels that they select, read, review inside and outside a classroom hour (PLO 7, 10)
- Being responsible for the reviews of articles, books, and novels that they select, read, review inside and outside a classroom hour (PLO 11, 12)

Description:

This subject provides experiences of building reading habits for students' academic life. It covers: (1) extensive reading skills, (2) developing students' reading interest and extensive reading skills by selecting, reading, and reviewing articles, books, and novels of their own interests, (3) development of reading logs and reviews of articles, books, and novels of their own interests.

References:

Jeffries, Linda and Beatrice S. Mikulecky. 2007. *Advanced Reading Power: Extensive reading, vocabulary building, comprehension skills and reading faster*. London: Longman.

Penguin Readers Levels 1-6.

Oxford Bookworm Series Levels 1-6.

18. TEYL

Study Program : S1-English Education
Faculty : Faculty of Languages and Arts
Course : TEYL
Course Code : 2024212055
Semester/Credit Hours : 6/2
Pre-requisite : -
Lecturer(s) : Sumarniningsih, Ririn Pusparini, Kusumarasdyati, Esti Kurniasih, Lies Amin Lestari

Learning Outcomes (CLO) :

1. Having a profound understanding of the basic concepts and principles of TEYL, and recognizing current issues on TEYL thoroughly (PLO-1, PLO-2)
2. Being able to work independently in selecting and applying appropriate teaching techniques and using various media in EYL classes (PLO-2;PLO-11, PLO-12)
3. Being able to work in groups in designing and developing lesson plans and appropriate materials for teaching English to young learners in any circumstances (PLO-4, PLO-7, PLO-10)
4. Being able to present the students' designed lesson plans and implemented them in peer-teaching activities (PLO-8)

Description:

The course focuses on the basic concepts and principles of teaching English to young learners and how to apply them in teaching and learning process. The students are trained to develop lesson plans and materials suitable for TEYL, and implement them in EYL classes. All teaching-learning activities are conducted through lecturing, classroom discussion, small group discussion, student presentation and peer-teaching activities.

References:

1. Cameron, Lynn. 2001. Teaching Languages to Young Learners. Cambridge: Cambridge University Press.
2. Halliwell, S. 1992. *Teaching English in the Primary Classroom*. Longman Handbooks for Language Teachers.
3. Scott A.,Wendy and LH, Ytreberg. 1990. *Teaching English to Children*. New York: Longman Group UK Limited
4. Garten,Sue.& Copland,Fiona. 2019. *The Routledge Handbook of Teaching English to Young Learners*. New York: Routledge the Taylor and Francis Group

Various articles on teaching English to young learners

19. ELT Method

Study Program : S1-English Education
Faculty : Faculty of Languages and Arts
Course : ELT Method
Course Code :
Semester/Credit Hours : 3/4
Pre-requisite : Passed the (course/s) _____
Lecturer(s) : Ririn Pusparini, S.Pd, M.Pd
Esti Kurniasih, S.Pd, M.Pd
Arik Susanti, S.Pd, M.Pd
Nur Chakim, S.Pd, M.Pd
Learning Outcomes (CLO) :

1. Internalizing academic value, norms, and ethics as well as show responsibility in presenting and analyzing the conceptual theory on approaches and methods in ELT. (PLO 10, 11, 12)
2. Thinking creatively, logically, and innovatively as the implication of students' mastery on the conceptual theory of approaches and methods in ELT and being able to solve the problems concerning the issues related to approaches and methods in ELT (PLO 7, 8)
3. Demonstrating the concept of various kinds of ELT methods and techniques including the recent ELT methods in Indonesia in order to be able to recognize, present, compare, apply, analyze, and evaluate which methods and techniques are appropriately used to teach language skills and components to certain audience and being able to think critically and analytically in solving the problems concerning the issues related to approaches and methods in ELT (PLO 1, 2)
4. Making use of learning sources and IT to use search engines effectively, use an e-learning platform to design and apply ELT methods and approaches in the process of teaching learning (PLO 4,5).

Description :

The course is designed to examine the nature of each of the four language skills from a discourse perspective (review of traditional methods and approaches in language teaching); to introduce students to the current teaching methods and approaches (genre based, task based, and content based, project based learning, discovery learning, problem based learning);to develop links between what teachers and learners do in class and what applied linguistic research tells us about how second language acquisition takes place; to develop an understanding of interactional competence and the means to develop it among L2 learners; to develop a reflective approach to teaching through classroom observations.

References :

1. Larsen-Freeman, Diane. 2000. *Techniques and Principles in Language Teaching* (2nd ed). Oxford: Oxford University Press.
2. Richards, Jack C and Theodore S. Rogers. 1986. *Approaches and Methods in Language Teaching*: A Description and Analize. Cambridge : Cambridge University Press.
3. Harmer, Jeremy. 2007. *The Practice of Language Teaching* (4th ed). England: Pearson Education Ltd.
4. Abbot, Gary. 1981. *The Teaching of English as an International Language*. A Practical Guide. Glasgow: Williams Collins and Sons.
5. Brown, Douglas. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed).* New York: Addison Wesley Longman.
6. Permendikbud No. 22 tahun 2016.

20. Analysis of School curriculum

Study Program : S1-English Education
Faculty : Faculty of Languages and Arts
Course Name : Analysis of School Curriculum
Course Code :
Semester/Credit Hours : 2/2
Pre-requisite : -

Learning Outcomes (CLO) :

1. Internalize academic values, norms and ethics as well as show responsibility in analyzing of ELT curriculum (PLO 10, 11, 12).
2. Apply and present logical, critical, systematic, and innovative thinking to respond related to ELT curriculum based on the competency (core competence and basic competence), kinds of syllabus, the indicators of receptive and productive skills, and kinds of texts (PLO 7, 8).

3. Analyze kinds of curriculum, the development of curriculum, the history of curriculum in Indonesia and the government policy of recent curriculum (2013 curriculum) (PLO 1,2)
4. Making use of learning sources and IT to use search engines effectively, use an e-learning platform to design and plan ELT curriculum materials independently (PLO 4,5).

Description:

This course is designed to introduces the kinds of curriculum, the historical background of curriclum development, the principles of curriculum development, and the goverment policy of recent curriculum (2013 curriculum). Then the curriculum are analyzed based on the competency (core competence and basic competence), kinds of syllabus, the indicators of receptive and productive skills, and kinds of texts. The teaching and learning activity is conducted through lecturing, discussion, presentation.

References:

1. Jack Richard. 2001. Curriculum Development in Language Teaching. Cambridge; Cambridge University Press
2. Depdiknas. 2013. Kurikulum 2013. *Kurikukum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS*. Jakarta: Depdiknas
3. Depdiknas. 2004. Kurikulum 2004. *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS*. Jakarta: Depdiknas
4. Yudi, Bambang and Utami, Sri. 2016. *History of Indonesia Curriculum*. Malang. Malanguniversity Press
5. https://www.literacyideas.com/different-text-types. *Accessed on September 2020*

21. Intsructional Design

Study Program : S-1 English Education

Faculty : Faculty of Languages and Arts

Course : Instructional Design

Course Code :

Semester/Credit Hours : 5/3

Pre-requisite : Analysis of School Curriculum and ELT Method

Lecturer (s) :

Learning Outcomes (CLO) :

1. Being able to think critically and analytically in selecting the components of indicators, learning objectives, appropriate technique/method/learning model, appropriate media, kinds of assessment, and materials Being responsible and having strong commitment in developing students' characters and competencies in constructing English teaching and learning kits (PLO 2).
2. Being able to design and apply teaching set in national and global perspective and produce appropriate English lesson plan (PLO 3, 6).
3. Being able to present and communicate English lesson plan to develop their career (PLO 8)
4. Having critical, innovative, and systematic thought in making use of learning sources and IT to support the instructional design or the construction of English syllabus and lesson plan (PLO 10, 11, 12).
5. Being able to conduct self evaluation in implementing the lesson plan in teaching and learning process (PLO 20).

Description:

This subject aims to be able to design and develop syllabus and lesson plan, starting from formulating the indicators, selecting the materials, method/technique, media, developing teaching and learning process, up to evaluation. The lesson plan designed is based on the 2013 curriculum for an English program for various purposes. All teaching-learning activities are conducted through lecturing, discussion, question-answer, and project.

References :

1. Depdiknas. 2013. Kurikulum 2013. Kurikukum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas

2. Dubin, F. & Olstain, E. 1986. Course Design: Developing Program and Materials for Language Learning. Cambridge: CUP
3. Feez, S. & Joyce, H. 1998. Text-based Syllabus Design. Sydney: AMES
4. Nation, I.S.P and Macalister, John. 2010. Language Curriculum Design. N.Y: Routledge
5. Wachidah, Siti, dkk. 2017. When English Rings a Bell. Jakarta: Kemendikbud
6. Kementerian Pendidikan dan Kebudayaan .2017. Model Pengembangan RPP. Jakarta: Direktorat Pembinaan SMA.
7. Kementerian Pendidikan dan Kebudayaan .2017. Penyusunan Soal Higher Order Thinking Skill (HOTS. Jakarta: Dirjen Pendidikan Dasar dan Menengah

22. Developing EFL Materials

Study Program : S-1 English Education

Faculty : Faculty of Languages and Arts
Course Name : Developing EFL Materials
Course Code :
Semester/Credit Hours : 4/2
Pre-requisite : _____

Learning Outcomes (CLO): Students are able to:
1.consider the culture, views, and religion of learners in the selection, adaptation and adoption of teaching materials to develop teaching materials which can develop students' attitudes, values, and abilities with sincerity, commitment, and sincerity (PLO 2, 11,12)
2. have knowledge about theories of developing teaching materials with correct and acceptable English and contents which are accurate, authentic and acceptable locally and globally (PLO 4)
3. demonstrate skills in developing teaching materials with correct and acceptable English and contents which are accurate, authentic and acceptable locally and globally (PLO 1, 6, 7, 9)
4. utilize information technology in the development of English teaching materials that are logical, critical, systematic, innovative and audio-visually interesting and ready to be commercialized (PLO 8)

Description:
This course introduces the theory and practice of developing English teaching materials in both schools and language programs. The scope of this course is the relationship between curriculum, syllabus and teaching materials, principles and frameworks for developing teaching materials as well as real applications for developing materials using English sources and English textbooks from the country of origin and their adaptation in the teaching materials developed. Lecture activities are carried out with lectures, discussions, presentations and real teaching material development workshops.

References:
1) Azarnoosh, Maryam; Zeraatpishe, Mitra; Faravani, Akram; & Kargozari, Hamid Reza (Eds). 2016. *Issues in materials development*. Rotterdam: Sense Publishers.
2) Tomlinson, Brian. (Ed.). 2011. *Materials development in language teaching*. Cambridge: Cambridge University Press.
3) Tomlinson, Brian (Ed.). 2014. *Developing Materials for Language Teaching*. London: Bloomsbury Academic.
4) Mishan, F. & Timmis, I. 2015. *Materials development for TESOL*. Edinburgh: Edinburgh University Press.
5) Garton, S. & Graves, K., 2014. *International perspectives on materials in ELT*. London: Springer.
6) Widodo, H.P., Perfecto, M.R., Van Canh, L. & Buripakdi, A. 2018. *Situating Moral and Cultural Values in ELT Materials*. London: Springer.
7) http://www.eflmagazine.com/how-to-create-great-materials-for-you-esl-classroom/
8) https://oupeltglobalblog.com/2014/11/03/how-to-write-your-own-efl-materials-part-one-writing-for-different-levels/

Kompetensi dasar mata pelajaran Bahasa Inggris SMP-SMA tahun 2018

23. ELT Assessment

Study Program : S-1 English Education

Faculty : Faculty of Languages and Arts
Course Name : ELT Assessment
Course Code :
Semester/Credit Hours : 4/2

Pre-requisite : _____

Learning Outcomes (CLO): Students are able to:
1. demonstrate values, ethics, norms, systematic, analitical and innovative thinking, in the development and process of assessment (PLO 11, 12)
2. have knowledge of interlink between teaching, assessment, and testing, types and principles of language assessment, various kinds of listening, speaking, reading and writing assessments in line with the national curriculum (PLO 4, 5)
3. demonstrate skills for developing various kinds of listening, speaking, reading and writing assessments in line with the national curriculum (PLO 4, 7)
4. make use of various digital sources and IT for developing various kinds of listening, speaking, reading and writing assessments in line with the national curriculum (PLO 9)

Description:
This course encompasses the knowledge how to assess English language components and language skills. It is initiated with the understanding the differences between testing, assessment and teaching. It also provides an opportunity to design and develop language assessments including authentic assessment, portfolio assessment, oral language assessment, reading assessment, writing assessment, and content area assessment respectively. At the end of the course, the learners are asked to write indicators of assessing language skills and formative and summative tests of vocabulary. The course is carried out with lectures, discussions, presentations and real teaching material development workshops.

References:
1) Russell, M. K. & Airasian, P. W. 2012. *Classroom assessment: Concepts and applications (seventh edition)*. New York: McGraw-Hill.
2) Brown, H. D., & Abeywickrama, P. 2010. *Language Assessment Principles and Classroom Practices*. New York: Pearson education Inc.
3) Douglas, Dan. 2000. *Assessing language for specific purposes*. Cambridge: Cambridge University Press.
4) Harris, M. & McCann, P. 1994. *Assessment: Handbooks for English classroom*. New York: MacMillan
O'Malley, M.J. & Pierce, L.V. 1996. *Authentic Assessment for English Learners*. White Plain, NY: Addison-Wesley.

24. Microteaching

Study Program : English Education

Faculty : Language and Art

Course : Microteaching

Course Code : 8820302148

Semester/Credit Hours : 6 / 2 Credits

Pre-requisite : Passed the (course/s) of Theories in Learning, School Curriculum and Policy, Approaches and Methods in ELT, Syllabus Design, Testing and Assessment in ELT, Educational Technology in ELT, Innovative Teaching, Developing EFL Materials.

Lecturer(s) : Team

Learning Outcomes:
1. demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in delivering the process of teaching learning in ELT collaboratively (PLO 10, 11, 12)
2. Mastering learning methodology, TEFL concept in national and global perspective (pedagogy aspect) and professional aspects (PLO 1,2)
3. create lesson plan and demonstrate the process of English instruction by designing lesson plan and utilizing various learning strategies, instructional models, learning media and ICT tools to produce an effective and creative English instruction through peer teaching activities (PLO 4. 6)
4. Apply critical and analysis thinking and practice lesson plan in peer teaching in order to participate in the process of learning for long life to develop career related to ELT field (PLO 7,8, 9)

Description:

Applying English lesson plan through various learning strategies, instructional models (e.g., Problem-Based Learning, Project- Based Learning, Genre-Based Approach, Scientific Approach, Eclectic, etc.), expressions

of classroom language (expressions of opening and closing lessons, managing students in the classrooms, etc) through peer teaching activities for the sake of preparing for real teaching practice.

References :

Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. 2007. *Practical Classroom English. New York.* Oxford University Press.

Willis, Jane. 1981. *Teaching English through English: A Course in Classroom Language and Techniques.* Longman.

Tim PLP. 2019. *Pedoman Pengenalan Lapangan Persekolahan (PLP)*. Surabaya: Pusat Pengelolaan Praktik Pembelajaran, LP3M

___. 2017. *Panduan Teknis IV: Instrumen Penilaian Kinerja UKMPPG*. Jakarta: Ristekdikti

___. 2016. *Permendikbud*. Jakarta: Ristekdikti

25. Innovative Learning

Study Program	: S-1 English Education
Faculty	: Faculty of Languages and Arts (FBS)
Subject	: Innovative Learning
Code	:
Credit Hours	: 3
Semester	: 6
Pre-requisite	: -
Lecturer(s)	: Sumarniningsih Lies Amin Lestari Ririn Pusparini Esti Kurniasih

Learning Outcomes

a. demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in delivering the process of teaching learning in ELT collaboratively (PLO 10, 11, 12)
b. Mastering learning methodology, TEFL concept in national and global perspective (pedagogy aspect) and professional aspects (PLO 1,2)
c. create lesson plan and demonstrate the process of English instruction by designing lesson plan and utilizing various learning strategies, instructional models, learning media and ICT tools to produce an effective and creative English instruction through peer teaching activities (PLO 4. 6)
d. Apply critical and analysis thinking and practice lesson plan in peer teaching in order to participate in the process of learning for long life to develop career related to ELT field (PLO 7,8, 9)

Description

The course mainly focus on the study of innovative language teaching of English and how it is implemented in the classroom. This course explores among others are the popular and innovative teaching methodology implemented in the language classroom, learners' characteristics and teaching strategies in innovative teaching. The classroom activities are conducted through presentation, discussion, question-answer, and project based assignment

Learning Resources :

(1) Granger, Colin. 1993. *Play Games with English.*
(2) Hadfield, Jill. 1998 *Elementary Vocabulary Games*. Essex : Addison Wesley Longman, Ltd
(3) Hadfield, Jill. 1990. Intermediate Communication Games. Essex : Addison Wesley Longman, Ltd
(4) Watcyn-Jones, Peter. 2001. Vocabulary Games and Activities. Essex : Pearson Education Limited.
(4) Celce-Murcia, Marianne. 2001. Teaching English as a Second or Foreign Language. Boston : Heinle & Heinle, Thomson Learning. Inc
(5) Harmer, Jeremy. 2007. The Practice of English Language Teaching. Essex : Pearson Education Limited.

26. ESP (ENGLISH FOR SPECIFIC PURPOSES

Study Program	: S-1 English Education
Faculty	: Faculty of Languages and Arts (FBS)
Subject	: ESP (ENGLISH FOR SPECIFIC PURPOSES
Code	: 2024112060

Credit Hours : 2
Semester : 6
Pre-requisite : -
Lecturer(s) Zainul Aminin, M.Pd. Wiwiet Eva Savitri, S.Pd.,M.Pd.

Learning Outcomes:

1. demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in delivering the process of teaching learning in ELT collaboratively (PLO 10, 11, 12)

2. Possessing knowledge of basic concept of ESP, both theoretical and applied, that has shaped its subsequent development (PLO 1, 2)
3. Being able to plan and design materials in a chosen professional or occupational area and and create authentic ESP materials in a chosen professional (PLO 4,6)
4. Demonstrate authentic ESP materials in a chosen professional or occupational area by applying critical and analytical thinking in order to participate for long life education and develop career

Description:
This course gives the students with knowledge of the uses of English for communication and syllabus design for teaching English in certain workplace. It is expected that the student is able to use English for communication in particular workplace and design syllabus for teaching ESP in the end of the course. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:
Hutchinson, Tom. And Alan Waters. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.
Dubin, Fraida. 1986. Course Design : Development Programs and Materials for Language Learning. Cambridge University Press.
Subyato-Nababan, Sri Untari. 1993. Metodologi Pengajaran Bahasa. PT Gramedia Pustaka Utama. Jakarta.
T., Dudley-Evans, & St John, M. 1998. Developments in ESP: A multi-disciplinary approach. Cambridge: Cambridge University Press

27. Educational Technology in ELT

Study Program : English Education Program

Faculty : Faculty of Languages and Arts

Subject : Educational technology

Code :

Credit Hour : 3/0

Semester :

Pre-requisite :
Lecturer(s) : Team

Course Learning Outcomes (mention the relevant PLOs) :
1. demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in delivering the process of teaching learning in ELT using technology collaboratively (PLO 10, 11, 12)
2. Analyze the knowledge of EFL and skill of digital technology and learning (PLO 1)
3. Conduct research related to ELT and technology in order to create a set of product related to EFL and technology (PLO 5, 6)
4. Be able to plan, design and assess and demonstrate effective learning environments and experiences in order to participate for long life education to improve their career (PLO 7,8, 9)

Description
This course aims to reshape the perspective and views of technology as they relate to students teaching career, teaching, learning and training. It is designed to increase basic awareness of technology concepts and to provide experience that facilitate invidual learning. This course is a project based instruction. The learning activities are mainly student-centered, in which the students select/develop a particular type of educational technology tool, present it in class and demonstrate how to use them to assist the teaching of English. The lessons are conducted in the form of lectures, group discussions and student presentation.

References

1. Spector, J. M. (2016).聽*Foundations of educational technology: Integrative approaches and interdisciplinary perspectives*. NY: Routledge.
2. Office of educational technology. *Reimagining the role of technology in education*. US Department education. January 2017
3. Office of educational technology. *Reimagining the role of technology in Higher Education*. US Department education. January 2017
4. Office of educational technology. *Advancing Educational technology in Teacher preparation : policy brief*. January 2017
5. Office of educational technology. *Early Learning and Educational Technology Policy Brief*. October 2016
6. Hokanson, B. & Gibbons, A.(2014). *Design in Educational Technology: Design thinking, design process, and the design studio (Ed)*. NY : Springer
7. Waghid, Y., Waghid, F. & Waghid, Z. (2016). *Educational Technology and Pedagogic Encounters: Democratic Education in Potentiality*. Rotterdam: Sense Publisher.
8. Rahimi, M. & Pourshahbaz, S.(2019). *English as a Foreign Language Teachers TPACK:Emerging Research and Opportunities*. PA: IGI Global.
9. Smadilno, Sharon & Russell, James. 2004. Instructional Technology and Media for Learning. New Jersey: Pearson Merrill Prentice Hall

28.Classroom Language

Faculty	: Languages and Arts
Study Program	: S1 Pendidikan Bahasa Inggris (Undergraduate English Education)
Subject	: Classroom Language
Code	: 08324286
Semester	: 3
Credit	: 2/0
Prerequisite	: -
Lecturers	: Ahmad Munir Asrori

Learning outcomes:

- demonstrate values, ethics, norms, systematic, analytical and innovative thinking for the use of expressions and communication strategies
- Possessing knowledge of special language for running lesson and communication strategies (PLO 1,2)
- Being able to select the appropriate expressions and communication strategies to communicate with pupils appropriately, effectively, emphatically, and politely (PLO 3)
- Making use of special language for running lesson and classroom interaction including checking learners' readiness, initiating students' participation, giving feedbacks and reformulating learners' responses and giving in-need-scaffolding.

Description:
This subject will explore special language for running lesson and communication strategies and develop students teachers skills in using them as teachers in front of the classrooms. This covers (1) aspects of classroom language, (2) classroom language expressions for these aspects, (3) classroom language expressions in the scientific approach, (4) practice using these classroom language expressions in class simulation.

References:

1. Hughes, G. S., Moate, J., & Raatikaine, T. 2007. *A practical classroom English*. Oxford: Oxford University Press.
2. *Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013*.
3. Salaberri, S. 1995. *Classroom language*. Oxford: Macmillan Heinemann ELT.
4. Slattery, M., & Willis, J. 2001. *English for primary teachers*. Oxford: Oxford University Press.

29. Pronunciation Practice

Study Program	: S1-English Education
Faculty	: Faculty of Languages and Arts

Course : Pronunciation Practice
Course Code :
Pre-requisite : Spoken Integrated English
Written Integrated English
Lecturers : Asrori, S.S.,M.Pd.
Lina Purwaning Hartanti, S.Pd.,M.EIL.

Learning Outcomes:
1. Making use of learning materials and IT to support teaching and learning process including: English sounds (consonants, vowels, and diphthongs) used in words and sentences, stresses and intonations used in sentences or paragraphs PLO 3
2. Understanding English sounds (consonants, vowels, and diphthongs) used in words and sentences, stresses and intonations used in sentences or paragraphs PLO 2
3. Being able to choose appropriate English sounds (consonants, vowels, and diphthongs), stresses, and intonations used in words, sentences, and paragraphs in daily conversations PLO 8 & 9
4. Being responsible in using the appropriate English sounds (consonants, vowels, and diphthongs), stresses, and intonations in words, sentences, and paragraphs in daily conversations PLO 11 & 12

Description:
This subject offers opportunity to practise English sounds productions. It covers the English sounds including consonants, vowels, and diphthongs used in words and sentences. This subject also discusses stresses and intonations used in sentences or paragraphs. The teaching learning activity is conducted through lecturing, drilling and practicing.

References:
1. Baker, Ann. 2006, *Ship or Sheep.* . Cambridge: Cambridge University Press.
2. Baker, Ann. 2006, *Three or Tree.* . Cambridge: Cambridge University Press.
3. O'Connor, J.D. 1998. *Better English Pronunciation.* Cambridge: Cambridge University Press.

Introduction to Linguistics
Study Program : S1-English Education
Faculty : Faculty of Languages and Arts
Course : Introduction To Linguistics
Code :
Pre-requisite : -
Lecturers : Asrori, SS., M.Pd.
Ayunita Leliana, SS.,M.Pd.

Learning Outcomes:
1. Being able to (1) communicate with proper English and (2) recognize linguistic phenomena by applying general linguistic parameters PLO 3
2. Understanding the concepts and theories of linguistics to (1) develop the language skills and (2) take more specific field of linguistics PLO 2
3. Being able to make a right decision in applying skills and knowledge to develop communication skills in relation to the Introduction to Linguistics subject PLO 8 & 9
4. Being responsible for applying their knowledge and skill in communication and for making assigned task(s) related to the subject of Introduction to Linguistics PLO 10, 11, & 12

Description:
This subject discusses the origin of language and introduces basic concept of linguistic branches and their functions. The lecture is initiated with the explanation on the study of sound that covers sound production, three labels of phoneme. Other lectures address more complex field, namely: characteristics of language, phonology, morphology, syntax, semantics, language change, pragmatics, sociolingusitics, psycholinguistics, transformational grammar and functional grammar. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:
1. Fromkin, V., Rodman, R., Hyams, N. 2011. *An Introduction to Language.* (9th ed.). Australia: Wadsworth, Cenage Learning.
2. Yule, G. 2010. *The Study of Language.* (4th ed.). Cambridge: Cambridge University Press.

32. Intermediate English Grammar

Study Program : S1-English Education
Faculty : Faculty of Languages and Arts
Course : Intermediate English Grammar
Code :
Pre-requisite : Spoken Integrated English
Written Integrated English
Lecturers : Henny Dwi Iswati, S.S.,M.Pd.
Suvi Akhiriyah, S.Pd.,M.Pd.
Nur Chakim, S.Pd.,M.Pd.

Learning Outcomes:

1. Making use of learning sources and IT to enrich their knowledge of grammar PLO 3
2. Possessing knowledge on various kinds of grammatical concepts covering noun clause, adjective clause, adverb clause, gerund, coordinating conjunction, connectives, and conditional sentence and wish PLO 2
3. Being able to make a right decision in analyzing distinctive grammatical structures to be applied in their writing, speaking, reading, and listening in both general and academic context PLO 8
4. Being responsible for using correct grammar when making sentences or paragraph PLO 11 & 12

Description:
This subject explores and practices various grammar structures covering noun clause, adjective clause, adverb clause, gerund, coordinating conjunction, connectives, and conditional sentence and wish in various ways, formal and informal, oral and written. This covers (1) Grammar patterns for sentences, (2) functional aspects of grammar in the language and in context, (3) the relationship between grammar and language skills (reading, writing, listening, speaking), (4) practice analysing sentence constituency. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:

1. Azar, Betty Schramfer. 2002. *Understanding and Using English Grammar*. White Plains, NY:Pearson Education.
2. Eastwood, John.2002. *Oxford Practice Grammar*. Oxford:Oxford University Press.
3. Hewings, Martin. 2013. *Advanced English Grammar in Use: (Third ed.).*Cambridge: Cambridge University Press.
4. Steer, Jecelyn. 1998. *Advanced English Grammar*. Boston: Heinle&Heinle.

33. Advanced English Grammar

Study Program : S1-English Education
Faculty : Faculty of Languages and Arts
Course : Advanced English Grammar
Code :
Pre-requisite : Intermediate English Grammar
Lecturers :Henny Dwi Iswati, S.S.,M.Pd.
Suvi Akhiriyah, S.Pd.,M.Pd.

Learning Outcomes:

1. Being able to utilize any available sources to increase their grammar knowledge PLO 3
2. Understanding the aspects of grammar in higher levels PLO 2
3. Being able to analyze authentic conversation and writing pieces based on accurate use and comprehension of intermediate and advanced grammar PLO 8
4. Being responsible in applying critical thinking skills to language learning proper grammar in their writing speaking reading and listening in various context PLO11 & 12

Description:
This course focuses on students' reviewing and requiring more complex structure covering simple and compound sentence into compound-complex sentences. Its core is on accuracy and fluency and meaningful use of structure in context. It emphasizes on meta-cognitive skills needed to analyze and explain grammatical structure and usage as well as the ability to analyze the students' own writing.All teaching learning activities are conducted through lecturing and discussion.

References:

1. Azar, Betty Schramfer. 2002. *Understanding and Using English Grammar*. White Plains, NY: Pearson Education.
2. Steer, Jocelyn M. 1998. The Advanced Grammar Book. Boston: Heinle & Heinle Publishers.
3. Butt, David etal. 1999. *Using Functional Grammar: An Explorer's Guide*. Melbourne: National Center for English Language Teaching and Research Macquaire University.
4. Hewings, Martin. 2013. *Advanced English Grammar in Use*. Cambridge: Cambridge University Press.

34. English Phonology

Study Program	: S1-English Education
Faculty	: Faculty of Languages and Arts
Course	: English Phonology
Code	:
Pre-requisite	: Introduction to Linguistics
Lecturers	: Asrori, M.Pd Fauris Zuhri, M.Hum.

Learning Outcomes:
1. Being able to (1) apply knowledge of English Phonology in communication and (2) analyze linguistic phenomena related to ELT in Indonesia using English Phonology parameters ; PLO3
2. Understanding basic concepts and theories related to the English Phonology subject; PLO 2
3. Being able to make a decision in (1) using proper English for communication and (2) solving problem related to ELT in Indonesia based on the knowledge of English Phonology; PLO 8 & 9
4. Being responsible for completing assignment(s)/project(s) related to English Phonology topics. PLO 11 & 12

Description:
This subject describes sound patterns of English. This explores the process of speech production that covers sound classification, morpheme and allomorph, phonemes, allophones and their distribution, rules of phonology, syllable structure, supra segmental phonemes. All topics are related to ELT The phonological system of English is compared to other language systems to sharpen the view on the speech production processes and its phonological rules. The classroom activities are conducted through presentation,
discussion, question-answer, and assignment.*100*
References:
1. Fromkin, V., Rodman, R., Hyams, N. (2011). *An Introduction to Language.* (9th ed.). Australia: Wadsworth, Cenage Learning.
2. McMahon, A. (2002). *An Introduction to English Phonology*. Edinburgh: Edinburg University Press.
3. Oden, David. (2005). *Introducing Phonology*. Cambridge: Cambridge University Press

35. English Morpho-syntax

Study Program	: S1-English Education
Faculty	: Faculty of Languages and Arts
Course	: English Morpho-syntax
Code	:
Pre-requisite	: Introduction to Linguistics
Lecturers	: Fauris Zuhri, M.Hum Asrori, M.Pd

Learning Outcomes:
1. Being able to write a paper on analyzing morphosyntactically „English" authentic data ; PLO 3
2. Possessing knowledge of the basic concepts (terms) in the English Morphosyntax; PLO 2
3. Being able to make decision on selecting proper and correct form of "words" and "sentence" in comuunication; PLO 8
4. Being responsible for writing a paper on morphosyntactically „English" authentic data. PLO 11 & 12

Description:
The study of English grammatical (morphosyntactic) categories or properties which apply both to English syntax and English morphology within a sentence, an utterance , a clause, a phrase or a word. Examples of such categories include singular/plural, tenses, mood, perfect, passive, etc. The teaching-learning processes are conducted through lecturing, presentation, discussion and practice.
References:
1. Francis, N.W. 1968. *The Structure of American English.* New York: The Ronald Press Company.

2. Fromkin, V., Rodman, R. and Hyams, N. 2011. *An Introduction to Language*. 9th ed. USA: Heinle.
3. O"Grady, W., Dobrovolsky, M., Katamba, F. (Eds.). 1997. *Contemporary Linguistics: An Introduction.* China: Addison Wesley Longman Limited.
4. Quirk, R., Greenbaum, S., Leech, G., and Svartvik, J. 1985. *A Comprehensive Grammar of the English Language.* USA: Longman Group Limited.
5. Sapir, E. 1921. *Language: An Introduction to the Study of Speech.* USA: Harcourt, Brace & World, Inc.
6. Saussure, F..De. 1974. *Course in General Linguistics*. Great Britain: William Collins.
7. Yule, G. 2010. *The Study of Language*. 4th. *Ed.* UK: Cambridge University Press.

36. English Semantics

Study Program : S1-English Education
Faculty : Faculty of Languages and Arts
Course : English Semantics
Code :
Pre-requisite : Introduction to Linguistics
Lecturers : Fauris Zuhri, M.Hum.
Asrori, M.Pd

Learning Outcomes:
1. Being able to analyze and apply the semantic principles in communication ; PLO 3
2. Underatnding concept and knowledge of reference, sense, logic in language systems; PLO 2
3. Being able to make decision on analyzing and applying the concept of logic in language systems; PLO 8
4. Being responsible to write a paper on semantics. PLO 11 & 12

Description:
This course presents the concepts and principles of linguistic meaning which of basic ideas in semantics, the concepts of reference and sense, logic in linguistic meaning, word meaning and interpersonal meaning. The teaching-learning processes are conducted through lecturing, presentation, discussion and practice.

References:
1. Ching et al.1989. *Language, Discourse and Literature: An Introductory reader in Discourse Stylistics*. London: Routledge.
2. Cruse, D. A. 1990. *Language Meaning and Sense: Semantics*. In N. E. Collinge (Ed.). *An Encyclopaedia of Language*. London: Routledge .
3. Cruse, D.A. 2000. *Meaning in Language: an Introduction to semantic and pragmatic*. London:Oxford UniversityPress
4. Crystal, D. 1995. *The Cambridge Encyclopedia of English Language*. New York: Cambridg : University Press.
5. Fromkin *et al.* 2003. An *Introduction to to Language(3rd Ed).* Japan: CBS College Publishing.
6. Hurford &Heasley.1984. *Semantics: a coursebook*. London: Cambridge University Press.
7. Yule, George.2006. *The Study of Language*(3rd Ed). New York: Cambridge University Press.

37. SLA

Study Program : S1-English Education
Faculty : Faculty of Languages and Arts
Course Name : Introduction to Second Language Acquisition
Course Code :
Semester/Credit Hours : 4/2
Pre-requisite : -

Course Learning Outcome: Students are able to
1. To utilize any available resources to broaden knowledge of the concepts and principles of how learners learn a second language, covering the concepts in SLA and theoretical models of SLA, how L2 input is processed, factors affecting SLA and interlanguage, and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching (PLO-12).
2. To communicate concepts and principles of how learners learn a second language, covering the concepts in SLA and theoretical models of SLA, how L2 input is processed, factors affecting SLA and interlanguage, and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching (PLO-2, 8).
3. To make necessary decision related the concepts and principles of how learners learn a second language,

covering the concepts in SLA and theoretical models of SLA, how L2 input is processed, factors affecting SLA and interlanguage, and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching (PLO-4, 7).

4. To be responsible for the implementation of the concepts and principles of how learners learn a second language, covering the concepts in SLA and theoretical models of SLA, how L2 input is processed, factors affecting SLA and interlanguage, and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching when the conducting practice teaching (PLO-5, 7, 9).

Course Description:
This course introduces the students to the concepts and principles of how learners learn a second language. It covers the concepts in SLA, language environments, theoretical models of SLA, role of input, factors affecting SLA, interlanguage, and implications of SLA theories to L2 learning and teaching. Classroom activities will be dominated by classroom discussion, presentation, question and answer, and case studies.

References:

1. Ellis Rod.1997. *Second Language Acquisition*. Oxford: Oxford University Press.
2. Gass, S.M. and Selinker, L.2008. *Second Language Acquisition: An Introductory Course*.
3. Hillsdale, N.J.: Lawrence Erlbaum.
4. Troike, M.S. 2006. *Introducing Second Language Acquisition*. New York: CUP.

38. Sociolinguistics

Study Program : S1-English Education
Faculty : Faculty of Languages and Arts
Course : Sociolinguistics
Course Code :
Pre-requisite : Introduction to Linguistics
Lecturers : Fauris Zuhri, M.Hum.
Asrori, M.Pd

Learning Outcomes:
1. Being able to (1) use proper language when communicating with various interlocutors in different contexts (2) analyze sociolinguistic phenomena related to ELT in Indonesia by applying sociolinguistic parameters; PLO 3
2. Understanding concepts and theories of Sociolinguistics; PLO 2
3. Being able to make a right decision in (1) choosing proper language and (2) analyzing sociolinguistic phenomena related to ELT in Indonesia by applying sociolinguistic parameters; PLO 8
4. Being responsible for (1) writing a paper in a particular topic using sociolinguistic analyses and (2) reporting it in both written and spoken. PLO 11

Description:
This subject describes the relationship between language and society. This addresses language phenomena in general community as well school community which covers Subject switching, Subject mixing, regional dialect, social dialect, register, bilingualism/multilingualism, language shift and maintenance, and other language function as individual or social identity as well as a means of inter-ethnic communication. To strengthen the understanding of concepts, local contexts are employed to accommodate the social practice of the language in question. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:

1. Coultas, Amanda. (2003). *Language and Social Contexts*. London & New York: Rourledge.
2. Hutchby, Ian. (2006). *Media Talk: Conversation Analysis and the Study of Broadcasting*. Backshire, England: Open University Press.
3. Jones, Leo. (2001). *Welcome!: English for the travel and tourism industry*. Cambridge: Cambridge University Press.
4. Wyatt, Rawdon. (2007). *Check Your English Vocabulary for Leisure, Travel and Tourism* (2nd ed.). London: A&C Black

39. Discourse Analysis

Study Program : S1-English Education

Faculty : Faculty of Languages and Arts
Course : Sociolinguistics
Course Code :
Pre-requisite : Introduction to Linguistics
Lecturers : Fauris Zuhri, M.Hum.

Learning Outcomes:
1. Being able to analyze a discourse based on the theories in discourse analysis; PLO 3
2. Understanding the basic concepts (terms) in discourse analysis; PLO 2
3. Being able to make decision on applying knowledge of concepts and theories in discourse analysis ; PLO 7, 8, & 9
4. Being responsible to write a paper on discourse analysis. PLO 10, 11, & 12

Description:
This course introduces the concepts and methodological approaches (CA, ethnography in discourse analysis and gives the practice to the students to conduct the contextual and functional discourse analysis in written or oral texts. The teaching-learning processes are conducted through lecturing, presentation , discussion and practice.

References:
1. Brown, G. dan Yule, G. 1983. *Discourse Analysis.* London: Cambridge University Press.
2. Gee, J. P. 1999. *An Introduction to Discourse Analysis Theory and Method*. London and New York: Routledge.*111*
3. Nunan, David. 1993. *Introducing Discourse Analysis.* London: Penguin Books Ltd.

40. Pragmatics

Study Program : S1-English Education
Faculty : Faculty of Languages and Arts
Course : Sociolinguistics
Course Code :
Pre-requisite : Introduction to Linguistics
Lecturers : Fauris Zuhri, M.Hum
Asrori, M.Pd.

Learning Outcomes:
1. Making use of learning sources and IT to support the teaching learning process of Pragmatics; PLO 3
2. Possessing knowledge of basic concept of Pragmatics; PLO 2
3. Being able to participate in further studies and research in pragmatics; PLO 8
4. Being responsible for applying the knowledge gained to communicate effectively in different social contexts. PLO 11

Description:
This course deals with the relation between what was intended and what was literally said in a particular context of utterance, by a particular speaker. The topics are deixis, conversational implicature, presuppositions, politeness principle, speech acts, discourse structure, and pragmatics in English language teaching. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:
1. Cruse, D. Alan.2000. Meaning in Language: An Introduction to Semantics and Pragmatics.NY: Oxford University Press.
2. Cutting, Joan. 2002. Pragmatics and Discourse: A resource book for students. New York: Routledge.
3. Griffiths, Patrick. 2006. An introduction to English Semantics and Pragmatics. GB: Edinburgh University Press.
4. Mey, Jacob L.1994. Pragmatics: An Introduction. UK: Blackwell Publishers Ltd.
5. Yule, George. 1997. Pragmatics. New York: Oxford University Press.

41. Pengenalan Lapangan Persekolah

Study Program : S1-English Education
Faculty : Faculty of Languages and Arts
Course : PLP
Course Code :

Pre-requisite :
Lecturers : TIM

Capaian Pembelajaran Matakuliah/Kompetensi:
a. Memanfaatkan sumber belajar dan TIK untuk mendukung perancangan dan pelaksanaan pembelajaran
b. Menerapkan pengetahuan perencanaan, pelaksanaan, dan asesmen pembelajaran dalam konteks ajar nyata di sekolah
c. Melakukan refleksi terhadap pembelajaran yang telah dilakukan untuk membuat keputusan dalam rangka meningkatkan kualitas pembelajaran
d. Memiliki sikap bertanggung jawab dengan menerapkan pembelajaran yang relevan dengan kompetensi dan karakteristik siswa

Deskripsi Matakuliah:
Matakuliah membekali mahasiswa untuk memiliki keterampilan merancang dan melakukan pembelajaran dan pengelolaan satuan pendidikan, dalam bentuk praktik observasi, ajar nyata di sekolah,dan refleksi.

Referensi:
Tim. 2019. *Pedoman Pelaksanaan MK Pengalaman Lapangan Persekolahan.* Surabaya: University Press.
Permendikbud nomor 20-24 tahun 2016.\
Baroncelli, S., Farneti, R., Horga, I., & Vanhoonacker, S. (eds). 2014. *Teaching and Learning the European Union*: Traditional and Innovative Method.Dordrecht: Springer.
Makawimbang, J.E. 2013. *Supervisi Klinis Teori Dan Pengukuranya (Analisis di bidang Pendidikan)*. Bandung: Alfabeta.

42. FILSAFAT ILMU

Study Program : S1-English Education
Faculty : Faculty of Languages and Arts
Course : Filsafat Ilmu
Course Code :
Pre-requisite : -
Lecturers : -

Capaian Pembelajaran Matakuliah/Kompetensi

Mampu menjabarkan kajian ontologis, epistemologis, dan aksiologis keilmuan, dalam hal implementasinya bagi pengembangan keilmuan dan kependidikan dengan titik tekan pada persoalan logika dan metodologi ilmiah, serta tanggung jawab material, formal, dan moral keilmuan.

Deskripsi Matakuliah

Mampu menjabarkan kajian ontologis, epistemologis, dan aksiologis keilmuan, dalam hal implementasinya bagi pengembangan keilmuan dan kependidikan dengan titik tekan pada persoalan logika dan metodologi ilmiah, serta tanggung jawab material, formal, dan moral keilmuan.

Referensi

1. Pramono, Made, dkk, 2005, Filsafat Ilmu *(Kajian Ontologi, Epistemologi, dan Aksiologi)* , Surabaya: Unesa Unipress, Surabaya.
2. Kuipers, Theo A.F., (ed.), 2007, *Handbook of The Philosophy of Science: General Philosophy of Science - Focal Issues* , Netherlands: Elsevier BV, .
3. Endraswara, Suwardi, 2012, *Filsafat Ilmu: Konsep, Sejarah, dan Pengembangan Metode Ilmiah* , Yogyakarta: CAPS.
4. Prawironegoro, Darsono, 2010, *Filsafat Ilmu: Kajian tentang Pengetahuan yang Disusun Secara Sistematis dan Sistemik dalam Membangun Ilmu Pengetahuan*, Jakarta: Nusantara Consulting.

43. SKRIPSI

Study Program : S1-English Education
Faculty : Faculty of Languages and Arts
Course : Skripsi
Course Code :
Pre-requisite : -
Lecturers : TIM

Learning Outcomes (CLO): After completing this course, the students are able to:

1. Demonstrate thorough understanding about concepts on educational research methodology (PLO 2)
2. Conduct research on the teaching and learning of English as a foreign language (PLO 5)
3. Perform critical thinking and use analytical skills to solve problems in the teaching and learning of English as a foreign language (PLO 7)
4. Demonstrate the awareness of the values, ethical issues and norms in conducting research (PLO 11)

Description:
This course aims to write article or report of research that is guided by supervisor and it will be presented in front of examiners.

Referensi

1. Adelman, C. (1993). Kurt Lewin and the Origins of Action Research. *Educational Action Research, 1* (1), 7-24.
2. Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). *Introduction to Research in Education* . Belmont: Wadsworth.
3. Burns, A. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners* . New York: Routledge.
4. Classroom Action Research: The Teacher as Researcher. (1989). *Journal of Reading, 33* (3), 216-218.
5. Cohen, L., Manion, L., & Morrison, K. (2005). *Research Methods in Education* . London: Routledge/Falmer.
6. Costello, P. J. M. (2003). *Action Research* . London: Continuum.
7. Cresswell, J. W. (2007). *Qualitative Inquiry and Reserch Design: Choosing Among Five Traditions* . Thousand Oaks: Sage.
8. Crotty, M. (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process* . Crows Nest: Allen & Unwin.
9. Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The Discipline of and Practice of Qualitative Research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* . Thousand Oaks: Sage Publications.
10. Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational Research: An Introduction*. Boston: Pearson Education, Inc.

44. Introduction to Literature

Study Program : English Education
Faculty : Language and Art
Subject/Credit : **INTRODUCTION TO LITERATURE/3 SKS**
Code :
Pre-requisite : -
Lecturers : Fahri, Drs.,M.A.
Asrori, S.S.,M.Pd.

Learning Outcomes:
- Being able to analyse literary works (poetry, prose, drama) in terms of intrinsic elements (PLO 1, 3, 9)
- Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) (PLO 1, 3,)
- Being able to make right decision to analyse literary works (poetry, prose, drama) in terms of intrinsic elements (PLO 1, 3, 9)
- Being responsible to make a simple analysis of literary works (PLO 3, 8, 9, 10,12)

Description:
Introducing the students with the concepts of intrinsic elements of literature (poetry, prose, drama). It also equips the students with the techniques and skill of literary analysis.

References:

Perrine, Laurence. 1984. *Literature; structure, sound and sense.* Harcourt brace jovanovich.
Barnet, Sylvan & E.Cain, William. 2002. *A Short Guide to Writing about Literature.* Longman.

45. Entrepreneurship

Study Program : English Education
Faculty : Language and Art
Subject/Credit : **ENTREPRENEURSHIP / 2 SKS**
Code :
Pre-requisite : -
Lecturers : Fahri, Drs.,M.A.
Asrori, S.S.,M.Pd.

Learning Outcomes:
- Being able to create business plan and practice making/running business ideas (PLO 6, 8)
- Understanding basic principles of entrepreneurship (PLO 6, 8)

- Being able to choose appropriate principles of entrepreneurship to be applied in creating business plan, and running business ideas (PLO 6)
- Being responsible in using the appropriate principles of entrepreneurship to be applied in creating business plan, and running business ideas (PLO 6, 8, 10, 12)

Description:
This subject discusses the basic concept of entrepreneurship and its application in daily life. It gives the students the basic principles of entrepreneurship including (1) scope, characteristics, values, and skills of entrepreneurship (2) analysis of business ideas and creating business plan (3) practice making/running business ideas. The teaching learning activity is conducted through lecturing, discussion, and practice.

References:
Assauri, Sofyan. 1994. *Manajemen Produksi*. Jakarta: Universitas Indonesia Press.
Depnaker. 1991. *Studi Kelayakan Usaha*. Jakarta: Gempita.
Malcolm Gladwell, 2008, Outliers – The Story of Success, Little, Brown And Company.
Derek Gillard, Education in England: a brief history, educationinengland.org.uk.
Unesa. 2000. *Kewirausahaan*. Surabaya: Unesa University Press.

46. Educational Research Methodology

Study Program : English Education
Faculty : Language and Art
Subject/Credit : **EDUCATIONAL RESEARCH METHODOLOGY / 3 SKS**
Code :
Pre-requisite : -
Lecturers : Susanto, Dr.,M.Pd.,Prof.
Ahmad Munir, S.Pd., M.Ed.,Ph.D.

Learning Outcomes:
- Being able to make a research proposal in education (PLO 2, 5, 7, 8)
- Understanding concepts and theories of Research Methods in education (PLO 2, 5, 7)
- Being able to make a decision in selecting right research method when making proposal for education field (plo 2, 5, 7)
- Being responsible for (1) presenting topics related to Research Methods in education and (2) writing and presenting formal research proposal (PLO 5, 8, 9, 11)

Description:
This subject explores types and characteristics of various research methods for education filed. This covers: (1) the nature of quantitative and qualitative approaches: process of conducting research and the difference between quantitative and qualitative approaches; (2) the steps in the process of research: from collecting data up until reporting and evaluating data; (3) research design: types and their characteristics. The classroom activities are conducted through presentation, discussion, question-answer, and assignment.

References:
Litosseliti, Lia (ed.). (2010). *Research Methods in Linguistics*. London and New York:Continuum International Publishing Group.
Wray, A., Trott, K., Bloomer, A., Reay, S., and Butler, C. (1998). *Projects in Linguistics: A Practical Guide to Researching Language*. People's Republic of China: Edward Arnold.

47.Qualitative and Quantitative Analysis

Study Program : English Education
Faculty : Language and Art
Subject/Credit : **QUALITATIVE AND QUANTITATIVE ANALYSIS/2 SKS**
Code :
Pre-requisite : -
Lecturers : Ahmad Munir M.Ed.,Ph.D.
Kusumarasdyati, M.Pd.,Ph.D.

Learning Outcomes:
- Making use of knowledge about types of qualitative and quantitative data analysis to draw conclusion for research(PLO 5, 7, 8, 9)

- Possessing knowledge about types of and procedures of qualitative and quantitative data analysis (PLO 2, 5)
- Being able to manage the process of conducting both qualitative and quantitative data analysis in a research (PLO 5, 7, 8)
- Being responsible for the conclusion drawn from both qualitative and quantitative data analysis (PLO 7, 8, 11)

Description:
This subject will provide steps taken for analysing research data both qualitatively and quantitatively. It covers: (1) differences between qualitative and quantitative research paradigms, (2) types of and procedures of qualitative and quantitative data analysis, (3) exercises for doing qualitative and quantitative data analysis using statistical analysis software. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:
Hatch, E., & Lazaraton, A. 1991. *The research manual: Design and statistics for applied linguistics*. Boston, MA: Heinle & Heinle Publishers.
Larson-Hall, J. 2010. *A guide to doing statistics in a second language research using SPSS*. New York: Routledge.
Palant, Julie. 2010. *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS.* London: Open University Press.
Richards, K. 2003. *Qualitative inquiry in TESOL*. Hampshire: Palgrave.

47. Literary Appreciation

Study Program : English Education
Faculty : Language and Art
Subject/Credit : **LITERARY APRECIATION/3 SKS**
Code :
Pre-requisite : Introduction to Literature
Lecturers : Fahri, Drs.,M.A.
Asrori, S.S.,M.Pd.

Learning Outcomes:
- Being able to read and appreciate literary works (PLO 1, 3, 8, 9)
- Possessing knowledge of techniques of literary analysis (PLO 3, 8, 9)
- Having the ability to manage the knowledge in appreciating literary works (poetry, prose, drama) (PLO 3, 8, 9, 11)
- Being responsible to appreciate literary works (PLO 9, 11)

Description:
Introducing the students with the techniques of literary analysis. It also equips the students with understanding and how to analyse literary works, especially for enjoyment and understanding. It also trains the students to respond to literary works.

References:
Perrine, Laurence. 1984. *Literature; structure, sound and sense.* Harcourt brace jovanovich.
Barnet, Sylvan & E.Cain, William. 2002. *A Short Guide to Writing about Literature.* Longman.

48. Seminar on Issues in ELT

Study Program : English Education
Faculty : Language and Art
Subject/Credit : **SEMINAR ON ISSUES IN ELT/2 SKS**
Code :
Pre-requisite : Paper Writing
Lecturers : Oikurema Purwati, M.Appl.,Dr.
Hj. Lies Amin Lestari, M.A.,M.Pd.,Dr.,Prof.
Ahmad Munir M.Ed.,Ph.D.

Learning Outcomes:
- Being able to write research paper confidently and analyze and evaluate others' in order to give feedback for the improvement of the paper by utilizing available appropriate resources (PLO 5, 7, 8, 11)

- Being able to communicate the ideas presented in the research paper confidently and analyze and evaluate others' in order to give feedback for the improvement of the paper (PLO 5, 7, 8, 11)
- Having the ability to make necessary decision when writing a research paper and giving relevant and critical assessment on others PLO 3, 5, 7, 8, 9, 11)
- Being responsible for the ideas written in the research paper and given to others for improvement (PLO 5, 7, 8, 9, 12)

Description:
This course provides students with the skills to dissect research paper critically. In addition, student will also learn to present their research paper in an academic forum. The class will follow a seminar format primarily, with all students working on editing teams for their peers. The research paper must cover background of the study and state of the arts of the topic chosen.

References:
Academic Language and Literacy Development (2012). *Writing proposal in education.* Clayton: Faculty of Education.
Kimberley, N., & Crosling, G. (2012). *Student Q manual*. Caulfield East, Vic: the Faculty of Business and Economics Monash University.
Podorova, A. 2012. *Effective presentation: Strategies and ideas*. Winter School 2012. Faculty of education, Monash University.
Kiszner, Laurie G. dan Stephen R. Mandell. 1983. *Patterns for College Writing: A Rhetorical Reader and Guide*. New York: St. Martin's.
Thomson Reuters. 2011. Endnote X4 Help.
Various research papers of the students choice.
Video containing a session in an academic forum.

49. THESIS PROPOSAL WRITING

Study Program : English Education
Faculty : Language and Art
Subject/Credit : **THESIS PROPOSAL WRITING/2 SKS**
Code :
Pre-requisite : Paper Writing
Lecturers : Oikurema Purwati, M.Appl.,Dr.
Hj. Lies Amin Lestari, M.A.,M.Pd.,Dr.,Prof.
Ahmad Munir, M.Ed.,Ph.D**.**

Learning Outcomes:
- Being able to write a thesis proposal appropriately by utilizing available appropriate resources (PLO 5, 7, 8)
- Understanding the basic concepts and terms used for making thesis proposal (PLO 2, 5)
- Having the ability to make necessary decision when writing a thesis proposal (PLO 5, 7, 8, 9)
- Being responsible for making thesis proposal on English language teaching for the Indonesian setting (PLO 5, 7, 8, 9, 11)

Description:
This course introduces the students to the steps how to write research proposal. In the first of half of the Code students learn to select a topic for their research, limit the scope of the study, write the rationale, formulate the research questions and the objectives of the study, and define the specific terms used in the study. During the sond half of the Code, they will learn to write review of related literature for the proposed topic which covers theoretical framework and state of the arts of the topic chosen. Classroom activities will be on the format of discussion, presentation in the seminar format, lecture, and project.

References:
Academic Language and Literacy Development. 2012. *Writing Proposal in Education*. Clayton: Faculty of Education.
Hefferman, James A.W. dan John E. Lincoln. 1982. *Writing College Handbook*. New York: Norton & Co.
Kimberley, N., & Crosling, G. 2012. *Student Q manual*. Caulfield East, Vic: the Faculty of Business and Economics Monash University.
Kiszner, Laurie G. dan Stephen R. Mandell. 1983. *Patterns for CollegeWriting: A Rhetorical Reader and Guide*. New York: St. Martin's.
Thomson Reuters. 2011. Endnote X4 Help.

50. Cross-Cultural Understanding

Study Program : English Education
Faculty : Language and Art
Subject/Credit : **CROSS-CULTURAL UNDERSTANDING/2 SKS**
Code :
Pre-requisite : -
Lecturers : Silfia Asningtias, M.TESOL.
Slamet Setiawan, Drs.,M.A.,Ph.D.

Learning Outcomes:

- Being able to apply strategies to communicate effectively, emphatically and politely, both oral and written in regards to varieties of English and cultures in the world (PLO 3, 8, 9, 11)
- Understanding function and varieties of English internationally as well as cultures in English Speaking Countries (PLO 3, 5, 8, 9, 11)
- Being able to select proper language and manner for world-wide communication, and to implement aspects of English as an international language in teaching and learning (PLO 3, 8, 11)
- Being responsible for making paper on CCU (PLO 8, 12)

Description:

This study explores the comparative study of English Speaking countries society in comparison to Indonesian society in terms of perspective, customs, value and habits. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.

References:

Agger, B. 1999. *Cultural Studies as Critical Theory.* London: Palmer Press.

Barth, Fredrik 1969. *Ethnic Groups and Boundaries: The Social Organisation of Culture Difference*. Bergen, London: Universitets Forlaget / Allen & Unwin.

Levine, D.R. dan Aldeman, M.B. 1981. *Beyond Language.* New Jersey: Prentice Hall.

Scollon, Ron dan Scollon, S. W.. 2001. *Intercultural Communication A Discourse Approach, Second Edition*. Malden, Massachusetts: Blackwell Publishers Inc.

Shullman, M. 1998. *Cultures in contrast.* Michigan: The University of Michigan Press.

Wuthnow, et.al. 1994. *Cultural Analysis.* Boston: Routledge & Kegan Paul.

Peace Corps. 2012. Culture Matters : The Peace Corps Cross Cultural Workbook. Washington : Peace Corps Publication.

51. Subject/Credit : **ENGLISH-INDONESIAN TRANSLATION /2 SKS**
Code :
Pre-requisite : Introduction to Linguistics
Lecturers : Nur Chakim, S.Pd.,M.Pd.
Arik Susanti, S.Pd.,M.Pd.

Learning Outcomes:

- Being able to translate from the source language (English) into the target language (Indonesian) based on Translation theoretical background (PLO 1, 3, 6, 8)
- Having knowledge of translation linguistic theories and being able to implement the theories into practice (PLO 1, 3, 6)
- Being able to use the right strategies, principles, procedures in translating variety of educational texts (PLO 3, 6, 8)
- Being responsible with the quality of translation showing translator's professionalism (PLO PLO 6, 8, 11)

Description:

This subject explores (1) the linguistic theories of translation that involve the key terms of translation, types/ categories of translation, translation principles, translation procedures, the nature of good translation, lexical equivalence and grammatical adjustments, and (2) the implementation of the linguistic theories into practice. It covers the translation of educational, science and social text, business letters, documents, text book of education, text of lecturing, journals of education, advertisement and newspaper through translating from English into Indonesian, lecturing, and doing error analysis. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:

Munday, Jeremy. 2001. *Introducing Translation Studies.* New York: Routledge.
House, Juliane. 2009. *Translation*. Oxford: Oxford University Press.

52. Subject/Credit : **INDONESIAN-ENGLISH TRANSLATION/2 SKS**
Code :
Pre-requisite : -
Lecturers : Arik Susanti, S.Pd, M.Pd.
Nur Chakim, S.Pd.,M.Pd.

Learning Outcomes:

- Being able to translate text, namely: story, types of genres and the level of lexicon grammar which deals with clauses, phrase, words and morpheme. Making use of learning sources and IT to support the teaching learning process of Indonesia-English Translation (PLO 1,3, 6, 8)
- Possessing knowledge of types and characteristics for bilingual translating at the level of discourse semantics (PLO 1, 3, 6)
- Being able to make a right decision in translating the texts that involves story and information familiar genre families (PLO 6, 8)
- Being responsible for making projects related to translating text in two direction English-Indonesian (PLO 8, 11)

Description:
This subject discusses bilingual translating practice that involves Bahasa Indonesia (BI) texts as Texts 1 and English as texts 2, 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 and information familiar genre families and types in particular (e.g. story: narratives, recounts; information: reports, descriptions) and at the level of lexicon-grammar, which deals with sentences/clauses, groups/phrases, words and morphemes. All teaching-learning activities are conducted through lecturing, discussion, and question-answer

References:
Davies, 2004. Different types of Indonesian and English texts based on topics.
Gentzler, Edwin. 2001. *Topics in Translation Contemporary Translation Theories Revised 2nd Edition*. New York: Cromwell Press Ltd.
Gaus, F. Gerald and Chandran Kukathas. 2004. *Handbook of Political Theory.* Sage: California.

53. **Subject/Credit** : **PROSE IN EFL/2 SKS**
Code :
Pre-requisite : Literary Appreciation
Lecturers : Anis Trisusana, M.Pd .
Fahri, Drs.,M.A.

Learning Outcomes:

- Being able to design and demonstrate a lesson plan using English/American prose (short story or novel excerpt) and English translations of prose for English language learning in primary and secondary schools (PLO 2, 3, 4, 6)
- Mastering the concept of prose elements and the principles of using English/American prose in EFL classrooms (PLO 2, 3, 4)
- Being able to make a right decision in selecting materials and teaching approach when designing a lesson plan using English/American prose (PLO 2, 3, 4, 6)
- Being responsible for selecting materials and teaching approach when designing a lesson plan using English/American prose PLO 4, 6, 11)

Description:
This subject explores the application of English/American prose (short story or novel excerpt) and English translations of prose for English language learning in primary and secondary schools. This covers: (1) the concepts of prose literary elements and the principles of using English/American prose in EFL classrooms, (2) the steps to design a lesson plan using English/American prose, (3) the application of English/American prose in EFL classrooms and its reflection. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:

Barnet, Sylvan, M. Berman, W. Burto, dan M. Stubbs. 1996. *Literature for Composition: Essays, Fiction, Poetry, and Drama*. New York: Harper Collins.

Lazar, Gillian. 2009. *Literature and language Teaching (19th edition): A Guide for Teachers and Trainers*. Great Britain: Cambridge University Press.

McCarthy, Tara. 1997 *Teaching Literary Elements: Easy Strategies and Activities to Help Kids Explore and Enrich Their Experiences with Literature*. New York: Scholastic Professional Books.

Amigoni, David. 2000. The English Novel and Prose narrative. Edinburgh: Edinburgh University Press.

Vandergrift, Kay E. 1990. Children's Literature: Theory, Research, and Teaching. Colorado: Libraries Unlimited Inc.

54 . Petry in EFL

Subject/Credit	:	**POETRY IN EFL/2 SKS**
Code	:	
Pre-requisite	:	Literary Appreciation
Lecturers	:	Fahri, Drs.,M.A. Nur Fauziah, M.Pd.

Learning Outcomes:

- Being able to discuss selected poems and write poems in English by appropriately utilizing the elements of poem and its correct form (PLO 1, 3, 8)
- Understanding basic concepts and principles of how to write a poem in English, covering the discussion of poems with certain forms, the elements of poem such as figurative languages, denotation and connotation, the appropriate diction/style, and types of poem (PLO 2, 3)
- Being able to make necessary decision when writing a poem in English which covers: its form, the elements of poem such as figurative languages, denotation and connotation, the appropriate diction/style and its types (PLO 1, 2, 3, 6)
- Being responsible for its originality and the implementation of the concepts and principles of how to write a poem in English such as a poem with appropriate form, diction/style, figurative languages, denotation and connotation in order to produce a book of poems in one Code (PLO 2, 3, 7, 12)

Description:

This course introduces the students to the concepts and principles of how to write a poem in English which includes devices of poems, figurative languages, denotation and connotation. This course includes poems reading, analysis and discussion. The classroom activities will be conducted through discussion, lecture, and presentation.

References:

Barnett, Sylvan, William Burto, William E. Cain. 2008. *An Introduction to Literature: Fiction,Poetry, and Drama*. New York: Pearson, Longman.

Hirschi, Heather. 2004. *Barron's Creative Writing the Easy Way*. New York: Barron's.

Treddinick, Mark. 2006. *The Little Red Writing Book*. Sydney: UNSW Press.

56. INTRODUCTION TO LITERARY CRITICISM/2 SKS

Subject/Credit	:	**INTRODUCTION TO LITERARY CRITICISM/2 SKS**
Code	:	
Pre-requisite	:	Literary Appreciation
Lecturers	:	Fahri, Drs.,M.A. Asrori, S.S.,M.Pd.

Learning Outcomes:

- Using various learning sources and IT to support the teaching learning process especially to find references dealing with the materials of the lecture (PLO 2, 3, 6)
- Possessing knowledge of literary approaches (formalist criticism, reader-response criticism, historical criticism, psychological criticism, gender criticism) (PLO 3, 6, 7)
- Having skills to manage the analyse literary works (prose, poetry, drama) using literary approaches (PLO 2, 3, 4, 6)
- Being responsible for the results of literary work analyses (PLO 3, 7, 11)

Description:

This course introduces literary approaches for analysis literary works. It also equips the students with techniques and skill of literary analysis.

References:
Perrine, Laurence. 1984. *Literature; structure, sound and sense.* Harcourt brace jovanovich.
Barnet, Sylvan & E.Cain, William. 2002. *A Short Guide to Writing about Literature.* Longman.

57.
Subject/Credit : **DRAMA IN EFL/2 SKS**
Code :
Pre-requisite : Literary Appreciation
Lecturers : Fahri, Drs.,M.A.
Anis Trisusana, M.Pd.

Learning Outcomes:
- Being able to design and demonstrate a lesson plan using English/American plays and English translations of playsfor English language learning in primary and secondary schools (PLO 2, 3, 4, 9)
- Mastering the concept of literary elements and the principles of using English/American plays in EFL classrooms (PLO 2, 3, 4)
- Being able to make a right decision in selecting materials and teaching approach when designing a lesson plan using English/American plays (PLO 2, 3, 4)
- Being responsible for selecting materials and teaching approach when designing a lesson plan using English/American plays (PLO 3, 4, 12)

Description:
This subject explores the application of English/American plays and English translations of plays for English language learning in primary and secondary schools. This covers: (1) the concepts of literary elements and the principles of using English/American plays in EFL classrooms, (2) the steps to design a lesson plan using English/American plays, (3) the application of English/American playsin EFL classroomsand its reflection. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References: **:**
Barnet, Sylvan, M. Berman, W. Burto, dan M. Stubbs. 1996. *Literature for Composition: Essays, Fiction, Poetry, and Drama*. New York: Harper Collins.
Lazar, Gillian. 2009. *Literature and language Teaching (19th edition): A Guide for Teachers and Trainers*. Great Britain: Cambridge University Press.
McCarthy, Tara. 1997 *Teaching Literary Elements: Easy Strategies and Activities to Help Kids Explore and Enrich Their Experiences with Literature*. New York: Scholastic Professional Books.
Sanger, K. 2001. The language of drama. USA & Canada: Routledge.
Vandergrift, Kay E. 1990. Children's Literature: Theory, Research, and Teaching. Colorado: Libraries Unlimited Inc.

58. CROSS-CULTURAL UNDERSTANDING/2 SKS
Subject/Credit : **CROSS-CULTURAL UNDERSTANDING/2 SKS**
Code :
Pre-requisite : -
Lecturers : Silfia Asningtias, M.TESOL.
Slamet Setiawan, Drs.,M.A.,Ph.D.

Learning Outcomes:
- Being able to apply strategies to communicate effectively, emphatically and politely, both oral and written in regards to varieties of English and cultures in the world (PLO 1, 3)
- Understanding function and varieties of English internationally as well as cultures in English Speaking Countries (PLO 2)
- Being able to select proper language and manner for world-wide communication, and to implement aspects of English as an international language in teaching and learning (PLO 8, 10)
- Being responsible for making paper on CCU (PLO 11, 12)

Description:

This study explores the comparative study of English Speaking countries society in comparison to Indonesian society in terms of perspective, customs, value and habits. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.

References:

Agger, B. 1999. *Cultural Studies as Critical Theory.* London: Palmer Press.

Barth, Fredrik 1969. *Ethnic Groups and Boundaries: The Social Organisation of Culture Difference*. Bergen, London: Universitets Forlaget / Allen & Unwin.

Levine, D.R. dan Aldeman, M.B. 1981. *Beyond Language.* New Jersey: Prentice Hall.

Scollon, Ron dan Scollon, S. W.. 2001. *Intercultural Communication A Discourse Approach, Second Edition*. Malden, Massachusetts: Blackwell Publishers Inc.

Shullman, M. 1998. *Cultures in contrast.* Michigan: The University of Michigan Press.

Wuthnow, et.al. 1994. *Cultural Analysis.* Boston: Routledge & Kegan Paul.

Peace Corps. 2012. Culture Matters : The Peace Corps Cross Cultural Workbook. Washington : Peace Corps Publication

59. ENGLISH-INDONESIAN TRANSLATION

Study Program	: English Education
Faculty	: Language and Art
Course	: ENGLISH-INDONESIAN TRANSLATION
Course Code	: 2024112059
Semester/Credit Hours	: 4 / 2 Credits
Pre-requisite	: Introduction to Linguistics
Lecturer(s)	: Nur Chakim, S.Pd.,M.Pd. Arik Susanti, S.Pd.,M.Pd.

Learning Outcomes (CLO) :

1. Having knowledge of translation linguistic theories and being able to implement the theories into practice (PLO 2);
2. Being able to translate from the source language (English) into the target language (Indonesian) based on Translation theoretical background (PLO 8);
3. Being able to use the right strategies, principles, procedures in translating variety of educational texts (PLO 8);
4. Being responsible with the quality of translation showing translator‟s professionalism (PLO 11).

Description:

This subject explores (1) the linguistic theories of translation that involve the key terms of translation, types/ categories of translation, translation principles, translation procedures, the nature of good translation, lexical equivalence and grammatical adjustments, and (2) the implementation of the linguistic theories into practice. It covers the translation of educational, science and social text, business letters, documents, text book of education, text of lecturing, journals of education, advertisement and newspaper through translating from English into Indonesian, lecturing, and doing error analysis. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References :

1. Munday, Jeremy. 2001. *Introducing Translation Studies*. New York: Routledge.
2. House, Juliane. 2009. *Translation*. Oxford: Oxford University Press.