

**STRUKTUR KURIKULUM
PROGRAM STUDI S-1 PENDIDIKAN BAHASA INGGRIS**

No.	Kode MK	Nama Matakuliah	Nama Matakuliah (in English)	Kegiatan		Status		Semester ke	Prasyarat
				K	Pr	W	P		
1	0001212001	Pendidikan Agama Islam	Religion	2		√		1	
	0001212002	Pendidikan Agama Kristen							
	0001212003	Pendidikan Agama Katolik							
	0001212004	Pendidikan Agama Hindu							
	0001212005	Pendidikan Agama Budha							
	0001212006	Pendidikan Agama Khonghucu							
2	0002212003	<i>Educational Psychology</i>	<i>Educational Psychology</i>	2		√		1	
3		<i>Essential English Grammar</i>	<i>Essential English Grammar</i>	3		√		1	
4		<i>Pronunciation Practice</i>	<i>Pronunciation Practice</i>	2		√		1	
5		<i>Vocabulary</i>	<i>Vocabulary</i>	2		√		1	
6		<i>Appreciative Listening</i>	<i>Appreciative Listening</i>	2		√		1	
7		<i>Essential Speaking Skills</i>	<i>Essential Speaking Skills</i>	2	1	√		1	
8		<i>Intensive Reading</i>	<i>Intensive Reading</i>	2		√		1	
9		<i>Essential Writing Skills</i>	<i>Essential Writing Skills</i>	2	1	√		1	
10	2024212027	Filsafat Ilmu	<i>Philosophy of Science</i>	2		√		1	
11	0002213001	Dasar-dasar Kependidikan	<i>Principles of Education</i>	3		√		2	
12	0001212008	Pendidikan Pancasila	Pancasila	2		√		2	
13	0001212009	Bahasa Indonesia	Bahasa Indonesia	2		√		2	
14	0002212008	Kewirausahaan	<i>Entrepreneurship</i>	2		√		2	
15	2024212025	<i>Introduction to Linguistics</i>	<i>Introduction to Linguistics</i>	3		√		2	
16		<i>Listening for General Communication</i>	<i>Listening for General Communication</i>	2		√		2	<i>Appreciative Listening</i>
17	2024212021	<i>Public Speaking</i>	<i>Public Speaking</i>	2	1	√		2	<i>Essential Speaking Skills</i>
18		<i>Active Reading</i>	<i>Active Reading</i>	2		√		2	<i>Intensive Reading</i>
19		<i>Expository and Analytical Writing</i>	<i>Expository and Analytical Writing</i>	3	1	√		2	<i>Essential Writing Skills</i>
20		<i>Grammar in Use</i>	<i>Grammar in Use</i>	3		√		2	<i>Essential English Grammar</i>
21	0001212007	Pendidikan Kewarganegaraan	<i>Civics</i>	2		√		3	
22		<i>Critical Listening</i>	<i>Critical Listening</i>	2		√		3	<i>Listening for General Communication</i>
23		<i>Academic Speaking</i>	<i>Academic Speaking</i>	2	1	√		3	<i>Public Speaking</i>
24		<i>Critical Reading</i>	<i>Critical Reading</i>	3		√		3	<i>Active Reading</i>
25		<i>Argumentative Writing</i>	<i>Argumentative Writing</i>	3	1	√		3	<i>Expository and Analytical Writing</i>
26	2024213054	<i>Learning Theories</i>	<i>Learning Theories</i>	3		√		3	
27	2024212035	<i>English Phonology</i>	<i>English Phonology</i>	2		√		3	<i>Intro to Linguistics</i>
28		Pendekatan dan Metode dalam Pembelajaran Bahasa Inggris	<i>Approaches and Methods in ELT</i>	4	1	√		3	

29	0002212002	Ilmu Alam Dasar	<i>Basic Natural Science</i>	2		√		3	
30		<i>School Curriculum and Policy</i>	<i>School Curriculum and Policy</i>	3	1	√		4	
31	2024213029	<i>Introduction to Literature</i>	<i>Introduction to Literature</i>	3		√		4	
32		<i>Listening for Academic Purposes</i>	<i>Listening for Academic Purposes</i>	2		√		4	<i>Critical listening</i>
33		<i>Speaking for Academic Debate</i>	<i>Speaking for Academic Debate</i>	2	1	√		4	<i>Academic Speaking</i>
34		<i>Introduction to Systemic Functional Linguistics</i>	<i>Introduction to Systemic Functional Linguistics</i>	3		√		4	<i>Intro to Linguistics</i>
35		<i>Reading for Research</i>	<i>Reading for Research</i>	3	1	√		4	<i>Critical Reading</i>
36		<i>Academic Writing</i>	<i>Academic Writing</i>	2	2	√		4	<i>Argumentative Writing</i>
37		<i>Intercultural Communication</i>	<i>Intercultural Communication</i>	2	2	√		4	
38		<i>Second Language Acquisition</i>	<i>Second Language Acquisition</i>	2		√		4	<i>Theories in Learning</i>
39		Pengembangan Silabus	<i>Syllabus Design</i>	3	1	√		5	<i>Approaches and Methods in ELT</i>
40	2024213040	Asesmen Proses dan Hasil Belajar	<i>ELT Assessment</i>	3	1	√		5	
41		<i>Educational Technology in ELT</i>	<i>Educational Technology in ELT</i>	3	1	√		5	
42	2024213044	Pembelajaran Inovatif	<i>Innovative Teaching</i>	3		√		5	<i>Approaches and Methods in ELT</i>
43	2024213045	<i>Developing EFL Materials</i>	<i>Developing EFL Materials</i>	3		√		5	
44		Metodologi Penelitian Pembelajaran Bahasa Inggris	<i>Research Methodology in ELT</i>	3		√		5	
45	2024212043	<i>Qualitative & Quantitative Analyses</i>	<i>Qualitative & Quantitative Analyses</i>	2		√		5	
46		<i>Translation</i>	<i>Translation</i>	3		√		5	<i>Intercultural Communication</i>
47	2024212055	TEYL	TEYL	2		√		6	<i>Approaches and Methods in ELT</i>
48	8820302148	<i>Microteaching</i>	<i>Microteaching</i>	2	1	√		6	<i>School Curriculum and Policy, Approaches and Methods in ELT, Syllabus Design, Testing and Assessment in ELT</i>
49		<i>Classroom Management</i>	<i>Classroom Management</i>	2		√		6	
50	2024212056	<i>Thesis Proposal Writing</i>	<i>Thesis Proposal Writing</i>	2		√		6	<i>Reading for Research, Academic Writing, Research Methodology in ELT, Qualitative & Quantitative Analyses</i>

51	0002213011	Pengenalan Lapangan Persekolahan (PLP)	<i>Teaching and Learning Program</i>	4	4	√		7	<i>School Curriculum and Policy, Approaches and Methods in ELT, Syllabus Design, Testing and Assessment in ELT, Microteaching</i>
52	0002213009	Kuliah Kerja Nyata	<i>Community Service</i>	3	3	√		7	
53	2024216058	Skripsi	<i>Thesis</i>	6		√		7	<i>Reading for Research, Academic Writing, Research Methodology in ELT, Qualitative & Quantitative Analyses, Thesis Proposal Writing</i>
MATA KULIAH KEAHLIAN KHUSUS BIDANG PENDIDIKAN									
54	2024112060	ESP	<i>ESP</i>	3	1		√	6	<i>School Curriculum and Policy, Approaches and Methods in ELT, Syllabus Design, Testing and Assessment in ELT</i>
55		<i>Digital Translation</i>	<i>Digital Translation</i>	3	1		√	6	<i>Translation</i>
56		<i>Academic Translation</i>	<i>Academic Translation</i>	3	1		√	7	<i>Translation</i>
57		<i>Interpreting for Academic Purposes</i>	<i>Interpreting for Academic Purposes</i>	3	1	√		7	<i>Translation</i>
MATA KULIAH KEAHLIAN KHUSUS BIDANG LINGUISTIK									
58	2024112062	<i>Sociolinguistics</i>	<i>Sociolinguistics</i>	2			√	6	<i>Introduction to Linguistics</i>
59	2024112063	<i>Pragmatics</i>	<i>Pragmatics</i>	2			√	7	<i>Introduction to Linguistics</i>
61	2024112065	<i>Discourse Analysis</i>	<i>Discourse Analysis</i>	2			√	7	<i>Introduction to Linguistics</i>
MATA KULIAH KEAHLIAN KHUSUS BIDANG SASTRA									
62		<i>Prose in ELT</i>	<i>Prose in EFL</i>	2			√	6	<i>Introduction to Literature</i>
63		<i>Poetry in ELT</i>	<i>Poetry in EFL</i>	2			√	6	<i>Introduction to Literature</i>
64		<i>Drama In EELT</i>	<i>Drama In EFL</i>	2			√	6	<i>Introduction to Literature</i>
65	2024112069	<i>Introduction to Literary Appreciation</i>	<i>Introduction to Literary Appreciation</i>	2			√	8	<i>Introduction to Literature</i>
Jumlah				160	29	134	26		

Keterangan:

K : Jumlah SKS Perkuliahan (SKS Total)
Pr : Jumlah SKS Praktik
W : Mata Kuliah Wajib
P : Mata Kuliah Pilihan

Nilai Mata Kuliah Prasyarat Minimal : D (maksimal 2 mata kuliah)

Jumlah SKS Mata Kuliah Wajib :134 SKS
Jumlah SKS Mata Kuliah Pilihan yang tersedia :26 SKS
Mahasiswa dinyatakan lulus apabila telah menempuh minimal 148 SKS dengan komposisi:
Jumlah SKS Mata Kuliah Wajib :134 SKS
Jumlah SKS Mata Kuliah Pilihan Minimal :10 SKS

**DESKRIPSI MATA KULIAH
PROGRAM STUDI S-1 PENDIDIKAN BAHASA INGGRIS**

APPRECIATIVE LISTENING/2 SKS

Lecturer : Sumarningsih, S.Pd.,M.Pd.
Wiwiet Eva Savitri, S.Pd.,M.Pd.

Learning Outcomes:

1. Identify emotional appeals
2. Identify key ideas of speakers in lectures or discussion, identifying the evidence which supports, confutes, or contradicts the thesis and understand various kinds of daily communications at its natural speed.
3. To paying attention not only to what is being said, but how it is told; the use of language and voice.
4. To Listen and respond appropriately in conversations both formal and informal and It covers (1) the use of language and voice, (2) the choices of dictions, (3) and the use tone and rhythm., Being aware of both verbal and non-verbal messages to accurately receive and interpret messages in the communication process.

Description:

This course is a thematically based content course that introduces students to a range of daily communications, classroom conversations, and interpersonal communications. The oral texts are based on authentic discourse and offer students a chance to understand various kinds of oral interactions in English language.

References:

Craven, Miles. (2008). *Real Listening and Speaking 3*. Cambridge: Cambridge University Press.
Harmer, Jeremy.(2004). *Just Listening and Speaking Intermediate*. London:Marshall Cavendish Ltd.
Soars, John and Liz. (2004). *New HeadwayStudent Book*. Oxford: Oxford University Press.
Authentic materials and other related materials

ESSENTIAL SPEAKING SKILLS/2 SKS

Lecturer : Him'mawan Adi Nugroho, S.Pd.,M.Pd.
Retno Wulan Dari, S.Pd.,M.Pd.

Learning Outcomes:

1. Being responsible for performing interpersonal and transactional communications and discussion based on various selected themes and conditions in relation with daily activities and survival ability in diverse community and building strong social interactions and awareness
2. Understanding the concepts of interpersonal and transactional communications and discussion systematically and contextually based on given themes and conditions for daily activities
3. Engaging in intellectual communications and discussions actively of diverse views and contexts in daily bases
4. Employing proper and correct transactional and interpersonal languages to show ideas in various themes and contexts to communicate fluently

Description:

This course introduces the students with the concepts and techniques of interpersonal and transactional communications and discussion of various themes and daily contexts. This course is mainly performance-based class with the focus is mainly about survival communication in daily basis. This course equips the students with the proper transactional and interpersonal communications, understanding how to engage in small group communications and discussions, and other linguistic features, e.g. precise expressions, pronunciation, stress, intonation and fluency.

References:

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

INTENSIVE READING/2 SKS

Lecturer : Yuri Lolita, S.Pd.,M.Pd.
Nur Fauzia, M.Pd.

Learning Outcomes:

1. Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend non-fictional texts at pre-intermediate level
2. Apply logical, critical, systematic, and innovative thinking to respond current pre-intermediate level reading passages
3. Locate information, use context clues to supply meaning of vocabulary from the Academic Word List (AWL) level 1-3, technical and cultural terms related to the topic discussed, follow specific directions, follow a sequence, identify stated conclusion, and identify explicitly stated relationships and organizational patterns
4. Making use of learning sources and IT to use search engines effectively, use interactive lab-based software, use an e-learning platform and write a guided summary of 8-10 sentences that paraphrases the passages' main ideas and major details

Description:

This course is designed to prepare students for non-fictional texts at pre-intermediate level by exploring a wide variety of strategies, including reading strategies for before, during and after reading (i.e. previewing, scanning, using context clues to clarify meaning, finding the main idea, summarizing, making inferences). Rich vocabulary instruction and practice that targets vocabulary from the Academic Word List (AWL) level 1-3, technical and cultural terms related to the topic discussed provide opportunities for students to improve their language proficiency and their ability to decode and process vocabulary. The topics in this course include engineering, business, technology, literature, meteorology, nutrition, geology, sociology, journalism, and medicine. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answer.

References:

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
Mikulecky, Beatrice S. (1996). *More Reading Power*. USA: Adison-Wesley Publishing Company.

ESSENTIAL WRITING SKILLS/2 SKS

Lecturer : Suvi Akhriyah, M.Pd.
Eva Rahmawati, M.Pd.

Learning Outcomes:

1. Internalize values, norms, and ethics which encompass academic integrity into their descriptive and narrative paragraphs
2. Practice logical, systematic and critical thinking skills in addition to being innovative to write descriptive and narrative paragraphs that meet the criteria of said paragraphs
3. Properly structure and organize the sentences (topic sentence, supporting sentences, and concluding sentence) and paragraph following the language concepts required to write narrative and descriptive paragraphs that communicate the intended purposes
4. Write narrative and descriptive paragraphs that communicate the intended purposes by incorporating the process of writing, the use of ICT, and principles of unity and coherence

Description:

This course is a preliminary course in English Writing and is designed to help its participants master the fundamentals 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, narrative and descriptive paragraph structure and principles of unity and coherence. To accommodate the achievement of learning outcome, the course is conducted through lecturer's brief presentation, class discussion, and paragraph writing workshops with the aid of ICT and various kinds of useful teaching media. To support the aforementioned activities, peer review activities are incorporated during the in- class activities as well as additional writing assignments outside the class-hours.

References6

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

ESSENTIAL ENGLISH GRAMMAR/3 SKS

Lecturer : Henny Dwi Iswati, S.S.,M.Pd.
Suvi Akhriyah, S.Pd.,M.Pd.
Nur Chakim, S.Pd.,M.Pd.

Learning Outcomes:

1. Show responsibility by participating in class discussion and submitting assignment on time
2. Apply appropriate grammar writing in various context

3. Master the concepts of sentences' syntax and create well-formed sentences by making use of learning sources and IT (the updated grammar applications) to enrich their knowledge of grammar
4. Analyze, edit, or proof read to eliminate errors in grammar mechanics and sentence structures using standard English conventions to rewrite better compositions

Description:

Through this subject, students explore and practice various grammar structures covering tenses, phrases and clauses (noun, adjective, and adverb clauses), gerunds and infinitives. In addition, students will demonstrate the ability to enhance their written performances in academic settings in various ways to support them in producing academic written. All teaching learning activities are conducted through lecturing, discussion, and exercising many grammar practices.

References:

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

PRONUNCIATION PRACTICE/2 SKS

Lecturer : Asrori, S.S.,M.Pd.
Zainul Aminin, M.Pd

Learning Outcomes:

1. Being responsible for using the appropriate English sounds, stresses, and intonations in daily conversations; and following the rules of conduct of the course
2. Being able to choose appropriate English sounds, stresses, and intonations used in daily conversations; and conduct self and peer assessment
3. Demonstrating English pronunciation used in daily conversation
4. Making use of learning materials and IT to support teaching and learning process of English pronunciation subject

Description:

This subject aims to provide students with knowledge and skills of English Pronunciation. It covers the knowledge and practice of pronouncing the appropriate English sounds, stresses, and intonations used in words, phrases, and sentences in daily conversations. This subject will combine both theoretical and practical classroom activities. All teaching learning activities are conducted through lecturing, drilling, and practice.

References:

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

VOCABULARY/2 SKS

Lecturer : Rahayu Kuswardani, M. Appl
Zainul Aminin, M.Pd

Learning Outcomes:

1. Knowledge on parts of speech, connotations, elements of linguistics such suffix and prefix, word combination and ways to find information using context clues
2. Ability to use those knowledge for their further courses such in reading, writing, listening and speaking skills
3. Ability to work independently in indentifying party's of speech, connotations, elements of linguistics such suffix and prefix, word combination and ways to find information using context clues as a skill in language
4. Ability to work independently in getting necessary skills from vocabulary course as part of applied linguistics
5. Ability for the students to use the required skills from vocabulary as part of applied linguistics in EFL learning context

Description:

This course is to provide students with knowledge and understanding on specific skill of vocabulary through sets of explanation and practices on parts of speech, connotations, prefix and suffix, word combination, and context clues.

References:

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

LISTENING FOR GENERAL COMMUNICATION/2 SKS

Pre-requisite: Appreciative Listening

Lecturer : Wiwiet Eva Savitri, S.Pd.,M.Pd.
Sumarningsih, S.Pd., M.Pd.

Learning Outcomes:

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

Description:

This course exposes students to different kinds of listening in English used in daily context. They will go through the process of listening as, starting from listening for names, details, topics, gist, details, times, numbers, making predictions. The texts presented here are in short monologs and dialogs .

This course also provides the students with listening practices in which they learn identifying general and specific information of various monologue and dialogue. It is designed to practice basic skills of listening comprehension toward strategic and effective listeners. By the end of this course, the students will be able to understand listening materials which are probably be found in daily context.

References:

Real Listening and Speaking 3 and 4
Just Listening and Speaking (intermediate)
Reader's Digest audio book
TOEFL part A & B
Other related sources

PUBLIC SPEAKING/2 SKS

Pre-requisite: Essential Speaking Skills

Lecturer : Retno Wulan Dari, S.Pd.,M.Pd.
Him'mawan Adi Nugroho, S.Pd.,M.Pd.

Learning Outcomes:

1. Being responsible for performing purposive public speaking about various selected topics in relation with the spirits of nationalism and constitutions, respecting diversity and equality, norms and values, and social awareness
2. Comprehending theories and procedures of the speech-making process to communicate the given topics and deliver the ideas orally, logically, and systematically, both in prepared and impromptu speeches.
3. Demonstrating fluent and comprehensive oral performance with proper context and proper visual aids of given topics and also sustaining intellectual curiosity on relevant topics based on the principles of lifelong learning
4. Embracing the principles of empirical research to explore ideas and information of given topics through reading and writing current and relevant sources for comprehensive speech performances

Description:

This course is designed to help the students to prepare and deliver purposive speaking skills in the public both prepared and impromptu speeches. This course is mainly performance-based class activities, i.e. performing speeches, classroom discussion, speech analysis, and constructing speech matrices. This course covers some major competencies, e.g. the nature of prepared and impromptu speeches, stages of the speech-making process, verbal and non-verbal communication techniques, speech analysis through matrices, and effective presentation aids.

References:

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

ACTIVE READING/2 SKS

Pre-requisite: Intensive Reading

Lecturer : Fauriz Zuhri, M.Hum.
Nur Fauzia, M.Pd.

Learning Outcomes:

1. Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend non-fictional texts at intermediate level.
2. Apply logical, critical, systematic, and innovative thinking to respond current intermediate level reading passages.
3. Comprehend non-fictional texts at intermediate level, decode rhetorical structures such as causation, comparison and contrast, definition, classification, and favored vs. unfavored opinions from authentic academic sources as well popular publications, and use context clues to supply meaning of vocabulary from the Academic Word List (AWL) level 4-7, technical and cultural terms related to the topic discussed.
4. Making use of learning sources and IT to use search engines effectively, use interactive lab-based software, use an e-learning platform and write a main point summary independently.

Description:

This course is designed to give students the opportunity to explore intermediate level authentic academic sources as well popular publications and decode rhetorical structures such as causation, comparison and contrast, definition, classification, and favored vs. unfavored opinions. Vocabulary practices that target vocabulary from the Academic Word List (AWL) level 4-7, technical and cultural terms related to the topic discussed provide opportunities for students to interact with academic texts and helping them acquire vital academic vocabulary. Topics covered in this course include physiology, psychology, film studies, neuroscience, anthropology, robotics and many more. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answer.

References:

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

GRAMMAR IN USE /3 SKS

Pre-requisite: Essential English Grammar

Lecturer : 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
2. Understanding the aspects of grammar in higher levels
3. Being able to analyze authentic conversation and writing pieces based on accurate use and comprehension of intermediate and advanced grammar
4. Being responsible in applying critical thinking skills to language learning proper grammar in their writing speaking reading and listening in various context

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:

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

INTRODUCTION TO LINGUISTICS/3 SKS

Lecturer : Asrori, SS., M.Pd.
Fauris Zuhri, M.Hum

Learning Outcomes:

1. Being able to (1) communicate with proper English and (2) recognize linguistic phenomena by applying general linguistic parameters
2. Understanding the concepts and theories of linguistics to (1) develop the language skills and (2) take more specific field of linguistics
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
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

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, sociolinguistics, psycholinguistics, transformational grammar and functional grammar. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:

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

APPROACHES AND METHODS IN ELT/4 SKS

Lecturer : Ririn Pusparini, M.Pd.
Esti Kurniasih, M.Pd.
Arik Susanti, M.Pd

Learning Outcomes:

1. Being able to make use of IT to communicate the concept of ELT methods and the generating possible techniques as well as to develop it based on the latest theory
2. Mastering the concept of various kinds of ELT methods and techniques so as to be able to recognize, compare and analyze them
3. Being able to determine which method should be appropriately referred to for teaching a certain language skill or component
4. Being responsible for making a written summary on the concept just discussed as a reflection of the understanding a concept

Description:

This subject covers a study of various kinds of English Language Teaching and Learning methods and their applications. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:

Larsen-Freeman, Diane. 2000. *Techniques and Principles in Language Teaching* (2nd ed). Oxford: Oxford University Press.
Richards, Jack C and Theodore S. Rogers. 1986. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge : Cambridge University Press.
Harmer, Jeremy. 2007. *The Practice of Language Teaching* (4th ed). England: Pearson Education Ltd.

INTRODUCTION TO LITERATURE/3 SKS

Lecturer : Fahri, Drs., M.A.
Asrori, S.S., M.Pd.

Learning Outcomes:

1. Being able to analyse literary works (poetry, prose, drama) in terms of intrinsic elements
2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama)
3. Being able to make right decision to analyse literary works (poetry, prose, drama) in terms of intrinsic elements
4. Being responsible to make a simple analysis of literary works

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.

CRITICAL LISTENING/2 SKS

Pre-requisite: Listening for General Communication

Lecturer : Wiwiet Eva Savitri, S.Pd., M.Pd.
Sumarningsih, S.Pd., M.Pd.

Learning Outcomes:

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

Description:

This course provides the students with listening practices in which they learn identifying general and specific information of non-authentic and authentic materials which contain particular issues in various forms (for example, talk show, debate, and speech), 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. As argument is one main elements of critical thinking, students will also be guided to show their critical thinking towards the topics and the listening materials used. Students will be led to understand the listening text and express their analysis and comments on it.

By the end of this course, the students are expected to be able to show upper intermediate listening skill and adequate analysis on the listening topics.

References:

Barral, Irene and Rogers, John. 2011. *Lifestyle: English for work, socializing, and travel*. Upper-Intermediate. Pearson Longman
Soars, John and Liz. 2014. *New Headway upper intermediate*. Oxford University Press
Open Forum
Authentic Material
Reader's Digest Audio book

ACADEMIC SPEAKING/2 SKS

Pre-requisite: Public Speaking

Lecturer: Retno Wulan Dari, S.Pd.,M.Pd.
Him'mawan Adi Nugroho, S.Pd.,M.Pd.

Learning Outcomes:

1. Being responsible for performing academic and professional presentations in academic forums about various topics in the area of language learning and education with the spirits of academic and professional development and knowledge dissemination.
2. Mastering the rules and techniques in delivering academic and professional presentations for academic and professional forums with proper and effective presentation aids as well as facilitating academic forums and discussions as presenters, moderators, and announcers.
3. Demonstrating fluent and comprehensive oral performances systemically and effectively with the help of presentation aids about relevant topics in the area of language learning and education and sustaining intellectual curiosity and current education paradigm (national and international trends)
4. Presenting relevant materials related to language learning and education in by using effective presentation aids to support a good and fluent oral performance based on the expectation by the forums

Description:

This subject is specifically designed to give students the necessary skills, techniques, and stages and as well as build self-confidence to deliver eloquent academic and professional presentations and oral communications in academic and professional forums, e.g. conferences, seminars, poster presentation, moderators and announcers, classroom and panel discussion, etc. The emphasis of this course conveys various oral communication skills and strategies to utilize information and technology to support presentations. The teaching and learning activities are mainly conducted through group discussion, presentation and question and answer sessions, creating effective presentation aids, and mini conference exhibition.

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.

SPEAKING FOR ACADEMIC DEBATE/2 SKS

Pre-requisite: Public Speaking

Lecturer : Sueb.,M.Pd.
Him'mawan Adi Nugroho, S.Pd.,M.Pd.

Learning Outcomes:

1. Being responsible for performing debating practices based on the speakers' roles about various selected topics/motions in relation with the spirits of nationalism and constitutions, respecting diversity and equality, norms and values, and social awareness
2. Comprehending theories of constructive argumentation and the development of argumentative competence, debating, and adjudication based on precise procedures of debating practices in various debating formats, e.g. Austral-Asian Parliamentary (AP) and British Parliamentary (BP) formats
3. Demonstrating fluent and comprehensive oral performance with logical, critical, systemic, and innovative thinking of given topics/motions as well as its implication in daily bases and sustaining intellectual curiosity and current social issues based on the principles of lifelong learning
4. Embracing the principles of empirical and critical research to explore new ideas and information through reading and writing current and relevant sources and working collaboratively with peers to deliver the ideas in a good and fluent oral performance

Description:

This course is designed to introduce the students with the principles, practices, and concepts of speaking skills and critical thinking in the form of academic debate. This course is mainly performance-based class activities with the major amount of class time is spent on group discussion, public performances (individual and team-based), and formal argumentation, persuasion, and debate practices. This course covers 1) lectures of introducing students with the theories of argumentation, public speaking and eloquence and debate formats e.g. Austral-Asian (AP) and British Parliamentary (BP); 2) discussion towards current issues through matter research, constructive argumentation, and the development of argumentative competence; and 3) debate performance and debate judging/adjudication.

References:

- Freely, A.J. & Steinberg, D.L. 2009. *Argumentation and Debate: Critical Thinking for Reasoned Decision Making*, 12th edition. Wadsworth Cengage Learning.
- Meany, J. & Shuster, K. 2002. *Art, Argument and Advocacy: Mastering Parliamentary Debate*. New York: International Debate Education Association.
- International Debate Education Association. 2007. *The Debatabase Book : a Must-have Guide for Successful Debate*, 3rd edition. New York: IDEA Press Book.
- Direktorat Pembelajaran dan Kemahasiswaan. 2018. *Panduan National University Debating Championships*
- Relevant debate videos

CRITICAL READING/3 SKS

Pre-requisite: Active Reading

Lecturer : Retno Wulandari, M.Pd.
Fahri, Drs.,M.A.

Learning Outcomes:

1. Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend non-fictional texts at upper-intermediate level.
2. Utilize library sources and apply logical, critical, systematic, and innovative thinking to respond current intermediate reading passages.
3. Apply wide variety of critical reading strategies, adjusting reading speed, marking and charting the text, note taking, finding underlying assumption (both stated and unstated), identifying argument and author' position, justifying argument, summarizing and writing response of written academic texts at upper intermediate level using CER (claim, evidence and reasoning) and use context clues to supply meaning of vocabulary from the Academic Word List (AWL) level 8-10 as well as technical and cultural terms related to the topic discussed.
4. Making use of learning sources and IT to use search engines effectively, use interactive lab-based software, use an e-learning platform and write a key points summary independently.

Description:

This course is designed to provide students with opportunities to apply their mastery of a wide variety of critical reading strategies, including speed reading, marking and charting the text, note taking, finding

underlying assumption (both stated and unstated), identifying argument and author' position, justifying argument, summarizing and writing response of written academic texts at upper intermediate level using CER (claim, evidence and reasoning). It also gives the students chances to practice using targets vocabulary from the Academic Word List (AWL) level 5-8. The topics in this course include literacy, sociology, pedagogy, and many more. Along the course, students are involved in various activities designed to help them practice and improve their critical reading skills, including: responding to upper-intermediate academic texts by having individual presentation, group and class discussion, and composing summaries of written academic texts. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.

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*.

EXPOSITORY AND ANALYTICAL WRITING/3 SKS

Pre-requisite: Essential Writing Skills

Lecturer : Ririn Pusparini, S.Pd.,M.Pd.
Esti Kurniasih, S.Pd.,M.Pd.

Learning Outcomes:

1. Internalize values, norms, and ethics which encompass academic integrity, respect towards diversity and originality in ideas into their expository and analytical essays with the emphasize on the selection of topics and language use.
2. Independently practice the basics of logical, systematic and critical thinking skills in developing content or discussion in addition to being innovative in topic selection to compose essays that meet the criteria of expository and analytical essay.
3. Write properly structured and organized sentences (thesis statements, topic sentences, supporting sentences, and concluding sentences), paragraphs, and essays which demonstrates CEFR's B2 level of English writing proficiency following the language concepts and patterns of essay development required to write expository and analytical essays with the emphasis on their ability to communicate the intended purposes.
4. Compose expository and analytical essays that communicate the intended purposes by incorporating the process of writing, the use of ICT, and principles of unity and coherence in effective, creative and learner – centered learning activities

Description:

The course provides students with fundamental knowledge of essay writing that incorporates basics of critical thinking, analysis, and synthesis to compose various types of expository and analytical essays aiming to describe, explain, clarify, or present ideas. Emphasis is placed on the functionality of the essay, the implementation of process of writing to develop content and organization, as well as the patterns of paragraph and essay development. The teaching – learning activities are conducted through brief presentations by the teacher, discussions that involve both students and teacher, and practices by the students in the form of essay writing workshops. Integrated into these activities are the in-class assignments and peer review activities in addition to extended essays developed outside of class.

References:

- Coe, Norman et al. 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.
- Bailey, S. (2011). *Academic writing: A handbook for international students* (Third ed.). Oxon: Routledge.

LISTENING FOR ACADEMIC PURPOSES/2 SKS

Pre-requisite: Critical Listening

Lecturer : Wiwiet Eva Savitri, S.Pd., M.Pd.
Sumarniningsih, S.Pd., M.Pd.

Learning Outcomes:

1. Making use of ICT-based language laboratory equipment to facilitate listening practice
2. Comprehending various oral texts
3. Being able to make a right decision in selecting suitable listening strategies to facilitate listening comprehension

4. Being responsible for applying suitable listening strategies to facilitate listening comprehension

Description:

This course provides the students with listening practices in which they learn identifying general and specific information of long lectures, talk, and conversation with various fields. Students will learn identifying inferred information & organization of ideas, assuming, summarizing, and note taking in advanced level. They will go through the process of listening as, starting from identifying topic, listening for specific information, drawing conclusions, understanding statements and negative expressions, understanding special expressions, idioms, and phrasal verbs, making inferences and understanding implied meaning and assumption in long lectures, conversation, and talk. This course also prepares students to face standardized English test like IELTS and TOEFL by introducing the forms of the tests and the strategy in doing the test effectively as well as practicing the test. By the end of this course, the students will be able to understand long conversation, long talks, and long lectures as well as being able to achieve good score in TOEFL and IELTS.

References:

New Headway upper-intermediate
Reader's Digest audio book
TOEFL part B and C
IELTS – lectures
Other related sources
Authentic materials
Other related sources

ENGLISH PHONOLOGY/2 SKS

Pre-requisite: Introduction to Linguistics

Lecturer : 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
2. Understanding basic concepts and theories related to the English Phonology subject
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
4. Being responsible for completing assignment(s)/project(s) related to English Phonology topics

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.

References:

Fromkin, V., Rodman, R., Hyams, N. (2011). *An Introduction to Language*. (9th ed.). Australia: Wadsworth, Cengage Learning.
McMahon, A. (2002). *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press.
Oden, David. (2005). *Introducing Phonology*. Cambridge: Cambridge University Press.

INTRODUCTON TO SYSTEMIC FUNCTIONAL LINGUISTICS/3 SKS

Pre-requisite: Introduction to Linguistics

Lecturer : Fauris Zuhri, M.Hum
Asrori, M.Pd

Learning Outcomes:

1. Being able to write a paper on analyzing morphosyntactically 'English' authentic data
2. Possessing knowledge of the basic concepts (terms) in the English Morphosyntax
3. Being able to make decision on selecting proper and correct form of "words" and "sentence" in communication
4. Being responsible for writing a paper on morphosyntactically 'English' authentic data

Description:

The course provides an introduction to the functional study of language. From this point of view, linguistics is the study of what language does, not of how it is structured. We will start by comparing formal and functional approaches to language. Then we will concentrate on one particular approach, systemic functional linguistics. Systemic functional linguistics (SFL) is concerned with how language is put to use. It

examines language in its cultural and social context, and studies how the structure of language has been shaped by the goals and needs of language users, i.e., it studies language as a meaning-making device. We will cover fundamental concepts in a functional approach to language, such as genre and register; metafunctions (experiential, interpersonal and textual); and the grammatical devices that are used to encode those metafunctions (systems of Transitivity, Mood and Theme). The course will consist of lectures and in-class exercises that will focus on analysis of texts collected by the students (both spoken and written). Assignments will also analyze texts using the SFL perspective. There will be an emphasis on writing-to-learn approaches.

References:

- Francis, N.W. 1968. *The Structure of American English*. New York: The Ronald Press Company.
Fromkin, V., Rodman, R. and Hyams, N. 2011. *An Introduction to Language*. 9th ed. USA: Heinle.
O'Grady, W., Dobrovolsky, M., Katamba, F. (Eds.). 1997. *Contemporary Linguistics: An Introduction*. China: Addison Wesley Longman Limited.
Quirk, R., Greenbaum, S., Leech, G., and Svartvik, J. 1985. *A Comprehensive Grammar of the English Language*. USA: Longman Group Limited.
Sapir, E. 1921. *Language: An Introduction to the Study of Speech*. USA: Harcourt, Brace & World, Inc.
Saussure, F..De. 1974. *Course in General Linguistics*. Great Britain: William Collins.
Yule, G. 2010. *The Study of Language*. 4th. Ed. UK: Cambridge University Press.

ENTREPRENEURSHIP / 2 SKS

Lecturer : Fahri, Drs.,M.A.
Asrori, S.S.,M.Pd.

Learning Outcomes:

1. Being able to create business plan and practice making/running business ideas
2. Understanding basic principles of entrepreneurship
3. Being able to choose appropriate principles of entrepreneurship to be applied in creating business plan, and running business ideas
4. Being responsible in using the appropriate principles of entrepreneurship to be applied in creating business plan, and running business ideas

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.

ARGUMENTATIVE WRITING/3 SKS

Pre-requisite: Expository and Analytical Writing

Lecturer : Eva Rahmawati, M.Pd.
Sueb, M.Pd.

Learning Outcomes:

1. Being able to write a coherent, unified scientific paper, and to communicate in written form effectively, emphatically, and politely
2. Understanding concepts, principles and regulations of writing scientific papers
3. Being able to make a right decision in applying acceptable language rules and rules of writing scientific paper
4. Being responsible for applying acceptable language rules and rules of writing scientific paper

Description:

The course is a continuation to expository and analytical writing. In this course, the aim is to further improve students' ability in argumentative writing, a skill that can help students' personal, academic, and professional life. The purpose of argumentative writing in this course is to convince the audience in a reasonable manner by employing critical thinking skills to form logical, effective and believable written arguments. Emphasis is placed on the process of writing with development of content, organization, and paragraph to essay structure. The teaching – learning activities are conducted through brief presentations by the teacher, discussions that involve both students and teacher, and practices by the students in the form of essay writing workshops. Integrated into these activities are the in-class assignments, analytical reading sessions and peer review activities in addition to extended essays developed outside of class.

References:

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

ELT ASSESSMENT / 3 SKS

Lecturer : Susanto, Dr.,M.Pd.,Prof.
Ahmad Munir M.Ed.,Ph.D.

Learning Outcomes:

1. Being able to demonstrate integrity, fairness, commitment, and persistence in the instructional process
2. Being able to demonstrate systematic, critical and innovative thinking, make informed decisions to solve problems in course-related tasks and regulate their own learning
3. Being able to:
 - a. elaborate the interlink between teaching, assessment, and testing
 - b. describe the types and principles of language assessment
 - c. compare and contrast various process-oriented assessments
 - d. develop various process-oriented assessment instruments
 - e. describe and develop various kinds of listening, speaking, reading and writing assessments in line with the national curriculum
 - f. evaluating the test item quality
4. Being able to make use of various digital sources and IT in understanding concepts of assessment and developing assessment instruments

Description:

This course encompasses the knowledge how to assess 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 tests. The tests are 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.

References:

- Brown, H. Douglas. 2004. *Language Assessment Principles and Classroom Practices*. New York:Pearson education Inc.
- Chapelle, Carol A and Dan Douglas. 2007. *Assessing Language Through Computer Technology*. UK: Cambridge University Press.
- Douglas, Dan.2000. *Assessing Language for Specific Purposes*. UK: Cambridge University Press.
- Heaton,J.B. 1979. *Writing English Language Tests*. London: Longman Group limited.

RESERCH METHODOLOGY IN ELT / 3 SKS

Lecturer : Syafi'ul Anam, Ph.D
Kusumarasyati, Ph.D

Learning Outcomes:

1. Being able to make a research proposal in education
2. Understanding concepts and theories of Research Methods in education
3. Being able to make a decision in selecting right research method when making proposal for education field
4. Being responsible for (1) presenting topics related to Research Methods in education and (2) writing and presenting formal research proposal

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.

READING FOR RESEARCH/3 SKS

Pre-requisite: Critical Reading

Lecturers : Retno Wulandari, M.Pd
Fahri, Drs.,M.A.

Learning Outcomes:

1. Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend non-fictional texts at upper-intermediate level and use appropriate sources in academic writing
2. Utilize library sources and apply logical, critical, systematic, and innovative thinking to respond upper intermediate reading passages and understand the constitution of plagiarism
3. Apply knowledge and skills needed to use reading sources appropriately in academic research, evaluate information found in scholarly articles based on accuracy, validity, appropriateness for needs, importance, and social and cultural context
4. Making use of learning sources and IT to use search engines effectively, evaluate information found in primary and secondary sources based on accuracy, validity, appropriateness for needs, importance, and social and cultural context and produce an annotated bibliography independently

Description:

This course is designed to help students demonstrate the ways critical reading and critical writing function together in the process of the research. It aims to develop and hone the skills of the critical reader: identifying and interpreting different genres; contextualizing primary texts within their contexts (cultural, historical, social, political); and analyzing primary texts through a wide range of secondary sources - contextual, critical and theoretical. The topics in this course main focus on EFL current issues. Along the course, students are involved in various activities designed to help them practice and improve their research skills and produce an annotated bibliography independently based on their proposed topic. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.

References:

- Cargill, O'Connor. 2009. *Writing Scientific Research Articles_ Strategy and Steps*. Wiley-Blackwell.
- 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

ACADEMIC WRITING/3 SKS

Pre-requisite: Argumentative Writing

Lecturer : Eva Rahmawati, M.Pd.
Sueb, M.Pd.

Learning Outcomes:

1. Being able to write a coherent, unified scientific paper, and to communicate in written form effectively, emphatically, and politely
2. Understanding concepts, principles and regulations of writing scientific papers
3. Being able to make a right decision in applying acceptable language rules and rules of writing scientific paper
4. Being responsible for applying acceptable language rules and rules of writing scientific paper

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 et al. 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.

INNOVATIVE TEACHING / 3 SKS

Pre-requisite: Approaches and Method in ELT

Lecturers : Sumarningsih, S.Pd.,M.Pd.
Silfia Asningtias, M.TESOL

Learning Outcomes:

5. Being able to develop English Teaching Materials that relate to innovative language teaching in all skills
6. Understanding the basic concepts and knowledge of innovation for language teaching
7. Being able to make decision on selecting proper method, strategys, and teaching technique that suits the learner characteristic as well as the language learned
8. Being responsible to make a project on Designing and developing innovative language teaching that conform the learner's characteristics

Description:

This subject mainly focus on the study of innovative language teaching of English and how it is implemented in the classroom. This equips learners how to communicate effectively, emphatically, and politely in a classroom interaction and to apply games that run in cycle, starting from (a) Setting up the learning atmosphere for the students to take part in the innovative classroom activities (b) Encourage all students to be part of the classroom activities (c) learner's response to the teacher, and (d) teacher's response to the learner, etc. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:

- Granger, Colin. 1993. Play Games with English.
Hadfield, Jill. 1998 Elementary Vocabulary Games. Essex : Addison Wesley Longman, Ltd.
Hadfield, Jill. 1990. Intermediate Communication Games. Essex : Addison Wesley Longman, Ltd.
Celce-Murcia, Marianne. 2001. Teaching English as a Second or Foreign Language. Boston : Heinle & Heinle, Thomson Learning. Inc.
Harmer, Jeremy. 2007. The Practice of English Language Teaching. Essex : Pearson Education Limited.

DEVELOPING ELT MATERIALS/3 SKS

Lecturer : Oikurema Purwati, M.Appl.,Dr.
Kusumarasyati, M.Pd.,Ph.D.

Learning Outcomes:

1. Being able to translate the curriculum into syllabus and to develop material for English language teaching
2. Possesing knowledge about the principles of curriculum design and material development in the teaching of English as a Foreign Language
3. Being able to apply the principles in designing a curriculum and developing materials
4. Being responsible for making a learning material in teaching English as Foreign Language

Description:

This subject introduces the principles of EFL curriculum development, syllabus design and instructional material development. The lectures begin with the historical background of curriculum development. Then the process of the curriculum are studied, the rest are discovering needs, contents and sequencing, monitoring and assessing, evaluating a course design and practical techniques in vocabulary and grammar. Teaching methods are dominated with workshop to develop a good learning material. The teaching and learning activity is conducted through lecturing, discussion and presentation.

References:

- Dubin, F. &Olstain, E. 1986. *Course Design:Developing programs and materials for language learning*. Cambridge: Cambridge University Press.
Feez, S. & Joyce, H. 1998. *Text-based Syllabus Design*. Sydney: AMES.
Nation, I.S.P & Macalister, John.2010.*Language Curriculum Design*.NY: Routledge.
Richards, J.C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

SCHOOL CURRICULUM AND POLICY/ 3 SKS

Lecturer : Ririn Pusparini, M.Pd
Esti Kurniasih,M.Pd.

Learning Outcomes:

1. Being able to make use of IT to find out related methods and techniques to build up a networking to stay updated
2. Mastering the skill on how to select appropriate methods and techniques to teach English language skills and components

3. Being able to determine which method and technique are appropriately used to teach a language skill and components to certain audience
4. Being responsible for making a written report concerning the theoretical analysis of the result of an observation made on a real teaching-learning process

Description:

This subject comprises a skill on how to select and use appropriate English Language teaching and Learning methods and techniques to teach English Language skills and components. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:

- Abbot, Gary. 1981. *The Teaching of English as an International Language*. A Practical Guide. Glasgow: Williams Collins and Sons.
- Brown, Douglas. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed)*. New York: Addison Wesley Longman.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching (4th ed)*. England: Pearson Education Limited.

SYLLABUS DESIGN/3 SKS

Pre-requisite: School Curriculum and Policy

Lecturer : Ririn Pusparini, S.Pd.,M.Pd.
Esti Kurniasih,S.Pd.,M.Pd.

Learning Outcomes:

1. Being responsible and having strong commitment in developing students' characters and competencies in constructing English teaching and learning tools.
2. Having critical, innovative, and systematic thought in making use of learning sources and IT to support the instructional design or the construction of English lesson plan.
3. Being able to conduct self evaluation in implementing the lesson plan in teaching and learning process (PLO 20).
4. Possessing knowledge of the principles of constructing English lesson plan, consisting of curriculum analysis, indicator construction, learning objectives, technique/method/learning model, media, teaching and learning process, assessment, and materials in order to be able to construct teaching set.
5. Being able to design teaching set in national and global perspective.
6. 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.
7. Being able to produce appropriate English lesson plan

Description:

This subject aims to be able to design a lesson plan, starting from designing the indicators, selecting the materials, method/technique, media, designing 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, and question-answer.

References:

- Depdiknas. 2013. Kurikulum 2013. Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas
- Dubin, F. & Olstain, E. 1986. *Course Design: Developing Program and Materials for Language Learning*. Cambridge: CUP
- Feez, S. & Joyce, H. 1998. *Text-based Syllabus Design*. Sydney: AMES
- Nation, I.S.P and Macalister, John. 2010. *Language Curriculum Design*. N.Y: Routledge
- Wachidah, Siti, dkk. 2017. *When English Rings a Bell*. Jakarta: Kemendikbud
- Kementerian Pendidikan dan Kebudayaan .2017. *Model Pengembangan RPP*. Jakarta: Direktorat Pembinaan SMA.
- Kementerian Pendidikan dan Kebudayaan .2017. *Penyusunan Soal Higher Order Thinking Skill (HOTS)*. Jakarta: Dirjen Pendidikan Dasar dan Menengah

EDUCATIONAL TECHNOLOGY IN ELT / 3 SKS

Lecturer : Lies Amin Lestari, M.A.,M.Pd.,Dr.,Prof
Sumariningsih, S.Pd.,M.Pd.

Learning Outcomes:

1. Being able to select or develop the appropriate teaching aids for a particular material and make effective use of them in presenting the material
2. Possessing knowledge about different types of teaching aids and the reasons for using them in the teaching of English

3. Being able to make decision on using proper learning sources and information and communications technology (ICT) to support the teaching learning process of English Language and Media
4. Being responsible in applying the knowledge and the skills they possess related to teaching aids

Description:

This course offers the theoretical and practical aspects of teaching aids or media in the teaching of English as a foreign language. Different types of teaching aids are introduced, which include visual aids, audio aids, audiovisual aids and multimedia. The next learning activities are mainly learner-centered, in which the students select/develop a particular type of teaching aids, 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 presentations.

References:

- Chapelle, C.A. (2003). *English Language Learning and Technology*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Li, Z.N. & Drew, M.S. (2004). *Fundamentals of Multimedia*. Upper Saddle River: Pearson Education, Inc.
- Erben, T., Ban, R. & Castaneda, M. (2009). *Teaching English through Technology*. New York: Routledge.
- Sherman, J. (2003). *Using Authentic Video in the Language Classroom*. Cambridge: Cambridge University Press.

INTRODUCTION TO LITERARY APRECIATION/2 SKS

Pre-requisite: Introduction to Literature

Lecturer : Fahri, Drs.,M.A.
Anis Trisusana,M.Pd.

Learning Outcomes:

1. Being able to read and appreciate literary works
2. Possessing knowledge of techniques of literary analysis
3. Having the ability to manage the knowledge in appreciating literary works (poetry, prose, drama)
4. Being responsible to appreciate literary works

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.

CLASSROOM MANAGEMENT/2 SKS

Lecturer : Ahmad Munir, M.Ed.,Ph.D.
Asrori, S.S.,M.Pd.

Learning Outcomes:

1. 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
2. Possessing knowledge of special language for running lesson and communication strategies
3. Being able to select the appropriate expressions and communication strategies to communicate with pupils appropriately, effectively, emphatically, and politely
4. Being responsible for the use of expressions and communication strategies

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:

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

LEARNING THEORIES /3 SKS

Lecturer : Hj. Lies Amin Lestari, M.A.,M.Pd.,Dr.,Prof.
Ahmad Munir M.Ed.,Ph.D.
Kusumarasyati, Ph.D

Learning Outcomes:

1. Utilizing any available resources to broaden the students' knowledge of the concepts and principles of how learners learn a second language and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching
2. Communicating the concepts and principles of how learners learn a second language and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching
3. Being able to make necessary decision related the concepts and principles of how learners learn a second language and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching
4. Being responsible for the implementation of the concepts and principles of how learners learn a second 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

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:

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

SECOND LANGUAGE ACQUISITION (SLA) /2 SKS

Lecturer : Hj. Lies Amin Lestari, M.A.,M.Pd.,Dr.,Prof.
Kusumarasyati, Ph.D

Learning Outcomes:

1. Utilizing any available resources to broaden the students' knowledge of the concepts and principles of how learners learn a second language and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching.
2. Communicating the concepts and principles of how learners learn a second language and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching.
3. Being able to make necessary decision related the concepts and principles of how learners learn a second language and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching.
4. Being responsible for the implementation of the concepts and principles of how learners learn a second 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.

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:

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

TEYL (TEACHING ENGLISH TO YOUNG LEARNERS)/2 SKS

Pre-requisite: Approaches and Method in ELT

Lecturer : Ririn Pusparini, S.Pd., M.Pd.
Sumarningsih, S.Pd.,M.Pd.

Learning Outcomes:

1. Being able to design and develop lesson plans and materials including ICT-based materials which are attractive and appropriate for teaching English to young learners
2. Mastering basic principles, teaching techniques of TEYL
3. Being able to select various sources including ICT based sources to facilitate the TEYL
4. Being responsible for applying suitable lesson plans and materials in TEYL

Description:

This course focuses on the basic principles of teaching English to young learners and how to apply them in teaching and learning process. It also covers the lesson plan and materials development in TEYL. All teaching-learning activities are conducted through lecturing, discussion, student presentation and feedback.

References:

- Cameron, Lynn. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
Halliwell, S. 1992. *Teaching English in the Primary Classroom*. Longman Handbooks for Language Teachers.
Scott A. Wendy LH Ytreberg. 1990. *Teaching English to Children*. New York: Longman Group UK Limited.

THESIS PROPOSAL WRITING/2 SKS

Pre-requisite: Academic Writing

Lecturer : Susanto, M.Pd., Dr., Prof.
Hj. Lies Amin Lestari, M.A.,M.Pd.,Dr.,Prof.
Ahmad Munir, M.Ed.,Ph.D.

Learning Outcomes:

1. Being able to write a thesis proposal appropriately by utilizing available appropriate resources
2. Understanding the basic concepts and terms used for making thesis proposal
3. Having the ability to make necessary decision when writing a thesis proposal
4. Being responsible for making thesis proposal on English language teaching for the Indonesian setting

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 second 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.
Various research papers of the students choice.

INTERCULTURAL COMMUNICATION/2 SKS

Lecturer : Silfia Asningtias, M.TESOL.
Rahayu Kuswardani, M.Appl.

Learning Outcomes:

1. 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
2. Understanding function and varieties of English internationally as well as cultures in English Speaking Countries
3. 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
4. Being responsible for making paper on CCU

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.

TRANSLATION /3 SKS

Pre-requisite: Introduction to Linguistics

Lecturer : Nur Chakim, S.Pd.,M.Pd.
Arik Susanti, S.Pd.,M.Pd.

Learning Outcomes:

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

Description:

This subject is designed to give students the necessary basic concepts, skills, techniques, and stages for Bahasa Indonesia↔English translation. The emphasis of this course conveys strategies to translate texts, ranging from popular articles, short story, part of academic manuscripts, i.e. abstract and research summary. The teaching and learning activities are conducted through lectures, group discussion, and classroom projects.

References:

- Colina, Sonia. 2015. *Fundamentals of Translation*. Cambridge: Cambridge University Press.
- Hariyanto, Sugeng. 2016. *Website Translation (with special reference to English – Indonesian language pair)*. Malang: CV Transkomunika Kencana.

ESP (ENGLISH FOR SPECIFIC PURPOSES)/2 SKS

Pre-requisite: School Curriculum and Policy

Lecturer : Zainul Aminin, M.Pd.
Wiwiet Eva Savitri, S.Pd.,M.Pd.

Learning Outcomes:

1. Demonstrate initiative, independence, and perseverance in their education and engage in self advocacy
2. Understand and apply concept of ESP, both theoretical and applied, that have shaped its subsequent development and find solution for the target learners' problem in learning English in ESP context
3. Design ESP courses, relevant ESP materials, media & assessment based on the needs of the target learners.
4. Make use relevant learning sources and IT as media to support the teaching learning process of ESP and create authentic ESP materials in a chosen professional or occupational field.

Description:

This course introduces students to theory and practice of developing courses for learners with specific academic and professional purposes for learning a language (for example English for pharmacist, English for Flight attendant, English for sport coach, etc.). It introduces students to the basic principles and techniques in ESP course design. Students look at practical aspects of the course design like syllabus, materials, methodology and assessment. They also discuss possible supplementary learning aids, including the digital ones, which can help students learning. By the end of this course, students will be able to conduct needs analysis, identify learners' needs, design ESP teaching in a specific professional area, develop lesson plans for ESP units, select media for the ESP teaching and learning (including the digital ones), and develop assessment plans for an ESP course.

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.

ACADEMIC TRANSLATION/3 SKS**Pre-requisite:** Translation**Lecturer :** Anis Trisusana, M.Pd.
Fahri, M.A
Sueb, M.Pd**Learning Outcomes:**

1. 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
2. Possessing knowledge of types and characteristics for bilingual translating at the level of discourse semantics
3. Being able to make a right decision in translating the texts that involves story and information familiar genre families
4. Being responsible for making projects related to translating text in two direction English-Indonesian

Description:

This course is specifically designed to give students the necessary basic concepts, skills, techniques, and stages for translation for academic purposes from Bahasa Indonesia to English, and vice versa. The emphasis of this course conveys the extended skills from basic translation mainly strategies to translate, edit, and proofread academic and scientific texts, namely academic paper for journal publication and research report. The teaching and learning activities are conducted through lectures, group discussion, and classroom projects.

References:

- Colina, Sonia. 2015. *Fundamentals of Translation*. Cambridge: Cambridge University Press.
- Other relevant materials for academic and scientific manuscripts.

Interpreting for Academic Purposes/3 SKS**Pre-requisite:** Translation**Lecturer :** Arik Susanti, S.Pd, M.Pd.
Fahri, M.A**Learning Outcomes:**

1. 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
2. Possessing knowledge of types and characteristics for bilingual translating at the level of discourse semantics
3. Being able to make a right decision in translating the texts that involves story and information familiar genre families
4. Being responsible for making projects related to translating text in two direction English-Indonesian

Description:

This course is specifically designed to give students the necessary basic concepts, skills, techniques, and stages for translation for academic purposes from Bahasa Indonesia to English, and vice versa. The emphasis of this course conveys the extended skills from basic translation mainly strategies to translate, edit, and proofread academic and scientific texts, namely academic paper for journal publication and research report. The teaching and learning activities are conducted through lectures, group discussion, and classroom projects.

References:

- Colina, Sonia. 2015. *Fundamentals of Translation*. Cambridge: Cambridge University Press.
- Other relevant materials for academic and scientific manuscripts.

DIGITAL TRANSLATION/3 SKS

Pre-requisite: Translation

Lecturer : Sueb, M.Pd
Arik Susanti, S.Pd, M.Pd.
Fahri, M.A

Learning Outcomes:

1. 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
2. Possessing knowledge of types and characteristics for bilingual translating at the level of discourse semantics
3. Being able to make a right decision in translating the texts that involves story and information familiar genre families
4. Being responsible for making projects related to translating text in two direction English-Indonesian

Description:

This course aims to enhance and test students' ability to understand intellectually challenging recorded and online sources which are derived from the interference of the textual, oral, visual and audio information of the film/TV programs and translate it into in the form English to Bahasa Indonesia, and vice versa. The emphasis of this course mainly covers digital material and audiovisual translation, e.g. website translation and subtitling.

References:

- Díaz Cintas, Jorge & Ramael, Aline. 2006. *Audiovisual Translation: Subtitling*. New York: Routledge.
- Díaz Cintas, Jorge & Anderman, Gunilla. 2009. *Audiovisual Translation: Language Transfer on Screen* (Eds.). Hampshire: Palgrave Macmillan.
- Hariyanto, Sugeng. 2016. *Website Translation (with special reference to English – Indonesian language pair)*. Malang: CV Transkomunika Kencana.

SOCIOLINGUISTICS /2 SKS

Pre-requisite: Introduction to Linguistics

Lecturer : 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
2. Understanding concepts and theories of Sociolinguistics
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
4. Being responsible for (1) writing a paper in a particular topic using sociolinguistic analyses and (2) reporting it in both written and spoken

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:

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

PRAGMATICS/2 SKS

Pre-requisite: Introduction to Linguistics

Lecturer : 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
2. Possessing knowledge of basic concept of Pragmatics
3. Being able to participate in further studies and research in pragmatics
4. Being responsible for applying the knowledge gained to communicate effectively in different social contexts

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:

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

DISCOURSE ANALYSIS/2 SKS

Pre-requisite: Introduction to Linguistics

Lecturer : Fauris Zuhri, M.Hum.

Learning Outcomes:

1. Being able to analyze a discourse based on the theories in discourse analysis
2. Understanding the basic concepts (terms) in discourse analysis
3. Being able to make decision on applying knowledge of concepts and theories in discourse analysis
4. Being responsible to write a paper on discourse analysis

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:

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

PROSE IN ELT/2 SKS

Pre-requisite: Introduction to Literary Appreciation

Lecturer : Anis Trisusana, M.Pd .
Fahri, Drs.,M.A.

Learning Outcomes:

1. 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
2. Mastering the concept of prose elements and the principles of using English/American prose in EFL classrooms
3. Being able to make a right decision in selecting materials and teaching approach when designing a lesson plan using English/American prose
4. Being responsible for selecting materials and teaching approach when designing a lesson plan using English/American prose

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.

POETRY IN ELT/2 SKS

Pre-requisite: Introduction to Literary Appreciation

Lecturer : Fahri, Drs.,M.A.
Nur Fauziah, M.Pd.

Learning Outcomes:

1. Being responsible for selecting materials and teaching approach when designing a lesson plan using English/American poetry
2. Being able to make a right decision in selecting materials and teaching approach when designing a lesson plan using English/American poetry
3. Mastering the concept of poetry elements and the principles of using English/American poetry in EFL classrooms
4. Being able to design and demonstrate a lesson plan using English/American poetry for English language learning in primary and secondary schools

Description:

This course is designed to make the students be able to apply the concept of English/American poetry for English language learning in primary and secondary schools. It provides the students with knowledge of poetry literary elements, the principles of using English/American poetry in EFL classrooms, and the skills to design a lesson plan using English/American poetry, and to apply English/American poetry in EFL classrooms. The teaching-learning activities are conducted through presentation, discussion, and practices.

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

DRAMA IN EFL/2 SKS

Pre-requisite: Introduction to Literary Appreciation

Lecturer : Fahri, Drs.,M.A.
Anis Trisusana, M.Pd.

Learning Outcomes:

1. Being able to design and demonstrate a lesson plan using English/American plays and English translations of plays for English language learning in primary and secondary schools
2. Mastering the concept of literary elements and the principles of using English/American plays in EFL classrooms
3. Being able to make a right decision in selecting materials and teaching approach when designing a lesson plan using English/American plays
4. Being responsible for selecting materials and teaching approach when designing a lesson plan using English/American plays

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 plays 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.
- 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.