Module Descriptions

Module designation	**English**
Semester(s) in which the module is taught	4th/Second Year
Person responsible for the module	Dr. Henny Dwi Iswati, S.S., M.Pd.
Language	English
Relation to curriculum	Compulsory course
Teaching methods	Case Study 2 workhours per week (2 x 170 minutes per week)
Workload (incl. contact hours, self-study hours)	1 CU for a bachelor's degree equals 170 minutes (50 minutes face-to-face, 60 minutes structured, 60 minutes independent learning) per week × 14 weeks, excluding mid and end-term exams. = 39.67 work hours per semester = 1.587 ECTS.
Credit points	2 Credit Units (CU) = 3,18 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	• Demonstrates religious, national, and cultural values, as well as academic ethics, in carrying out their duties • Demonstrates a resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character • Develops logical, critical, systematic, and creative thinking in carrying out specific work in the field of expertise and in accordance with the work competency standards in the relevant field. • Develops self-sustainably and collaborates.
Content	This course equips undergraduate students with fundamental English competencies to support their academic learning and professional development in higher education. The course is organised into two integrated learning phases. The first phase focuses on TOEFL-like test preparation through strategy-based instruction and guided practice in Listening Comprehension, Structure and Written Expression, and Reading Comprehension. The second phase develops students' foundational academic reading skills through texts related to the Sustainable Development Goals (SDGs). Students learn to apply previewing and predicting strategies, identify main ideas, supporting information, basic text organisation, and author's purpose, provide simple responses based on textual information, write concise academic summaries, and communicate their understanding through collaborative digital video presentations. The course is delivered fully online through guided practice, collaborative learning, quizzes, project-based activities, peer feedback, and reflection. It also promotes logical and critical thinking, academic integrity, digital literacy, collaboration, adaptability, responsibility, and lifelong learning.
Examination forms	Essay and Oral Presentation

Study and examination requirements	Study and Examination Requirements/Forms of Examination: 1. Individual assignments (literature review, analysis) 2. Group assignments / project work (identifying misconceptions, proposing solutions) 3. Discussions and Q&A participation 4. Presentations and project documentation Assessment Recap (Project-Based Learning): 1. Participatory Activities: 27% 2. Project/Product Assessment: 53% 3. Practice/Performance: 20% Total: 100%
Reading list	1. Iswati, H.D., Anam, S., & Asningtias, S. (2024). English for Higher Education. Surabaya: Penerbit Airlangga 2. Educational Testing Service. (n.d.). TOEFL ITP® test content. https://www.ets.org/toefl/itp/test-content.html 3. Educational Testing Service. (n.d.). Prepare for the TOEFL ITP® tests. https://www.ets.org/toefl/itp/prepare.html 4. Phillips, D. (2001). Longman complete course for the TOEFL test: Preparation for the computer and paper tests. Pearson Education. 5. Columbia College. (n.d.). Finding the main idea. https://www.ccis.edu/academic-resources/main-idea 6. Cuesta College. (n.d.). Reading comprehension: Main idea and supporting details. https://www.cuesta.edu/student-support/ssc/study-guides/reading-comp/307-read-main-idea.html 7. British Council. (n.d.). Reading. https://learnenglish.britishcouncil.org/free-resources/reading 8. Purdue Online Writing Lab. (n.d.). Quoting, paraphrasing, and summarizing. https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html 9. Purdue Online Writing Lab. (n.d.). Paragraphs and paragraphing. https://owl.purdue.edu/owl/general_writing/academic_writing/paragraphs_and_paragraphing/index.html 10. Baldwin, A. (2023). College success concise. OpenStax, Rice University. 11. United Nations. (n.d.). The 17 Sustainable Development Goals. https://sdgs.un.org/goals 12. Canva Design School. (n.d.). Presenting in Canva.