

**STRUKTUR KURIKULUM TAHUN AKADEMIK 2018
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	<i>Religion</i>	2		√		1	
	0001212002	Pendidikan Agama Kristen							
	0001212003	Pendidikan Agama Katolik							
	0001212004	Pendidikan Agama Hindu							
	0001212005	Pendidikan Agama Budha							
	0001212006	Pendidikan Agama Khonghucu							
2	0001212007	Pendidikan Kewarganegaraan	<i>Civics</i>	2		√		1	
3	0002212003	Psikologi Kependidikan	<i>Educational Psychology</i>	2		√		1	
4	2024216009	Spoken Integrated English	<i>Spoken Integrated English</i>	6	3	√		1	
5	2024216010	Written Integrated English	<i>Written Integrated English</i>	6	3	√		1	
6	2024212027	Filsafat Ilmu	<i>Philosophy of science</i>	2		√		1	
7	0001212008	Pendidikan Pancasila	<i>Pancasila</i>	2		√		2	
8	0001212009	Bahasa Indonesia	<i>Bahasa Indonesia</i>	2		√		2	
9	0002213001	Dasar-dasar Kependidikan	<i>Principles of Education</i>	3		√		2	
10	2024212014	Pronunciation Practice	<i>Pronunciation Practice</i>	2	1	√		2	Spoken Integrated English, Written Integrated English
11	2024212015	Listening for daily context	<i>Listening for daily context</i>	2		√		2	Spoken Integrated English, Written Integrated English
12	2024212016	Speaking for daily context	<i>Speaking for daily context</i>	2	1	√		2	Spoken Integrated English, Written Integrated English
13	2024212017	Literal Reading	<i>Literal Reading</i>	2		√		2	Spoken Integrated English, Written Integrated English
14	2024212018	Paragraph Writing	<i>Paragraph Writing</i>	2	1	√		2	Spoken Integrated English, Written Integrated English
15	2024212019	Intermediate English Grammar	<i>Intermediate English Grammar</i>	2		√		2	Spoken Integrated English, Written Integrated English
16	2024212020	Listening for social issues	<i>Listening for social issues</i>	2		√		3	Listening for daily context
17	2024212021	Public Speaking	<i>Public Speaking</i>	2	1	√		3	Speaking for daily context
18	2024212022	Interpretive Reading	<i>Interpretive Reading</i>	2		√		3	Literal Reading
19	2024212023	Descriptive & Narrative Writing	<i>Descriptive & Narrative Writing</i>	2	1	√		3	Paragraph Writing
20	2024212024	Advanced English Grammar	<i>Advanced English Grammar</i>	2		√		3	Intermediate English Grammar
21	2024212025	Introduction to Linguistics	<i>Introduction to Linguistics</i>	2		√		3	
22	2024214026	ELT Method	<i>ELT Method</i>	4		√		3	
23	0002212008	Kewirausahaan	<i>Entrepreneurship</i>	2		√		3	
24	0002212002	Ilmu Alam Dasar	<i>Basic Natural Science</i>	2		√		3	
25	2024213029	Introduction to Literature	<i>Introduction to Literature</i>	3		√		4	
26	2024212030	Academic Listening	<i>Academic Listening</i>	2		√		4	Listening for social issues
27	2024212031	Academic Speaking	<i>Academic Speaking</i>	2	1	√		4	Public Speaking
28	2024212039	English Semantics	<i>English Semantics</i>	2		√		4	Introduction to Linguistics
29	2024213033	Critical Reading	<i>Critical Reading</i>	3		√		4	Interpretive

									Reading
30	2024213034	Expository & Argumentative Writing	<i>Expository & Argumentative Writing</i>	3	2	√		4	Descriptive & Narrative Writing
31	2024212035	English Phonology	<i>English Phonology</i>	2		√		4	Introduction to Linguistics
32	2024213050	Telaah Kurikulum Sekolah	<i>Analysis of School Curriculum</i>	3		√		4	
33	2024212036	English Morpho-Syntax	<i>English Morpho-Syntax</i>	2		√		4	Introduction to Linguistics
34	2024212032	Speaking for debate	<i>Speaking for debate</i>	2	1	√		5	Public Speaking
35	2024212038	Paper Writing	<i>Paper Writing</i>	2	1	√		5	Expository & Argumentative Writing
36	2024213044	Pembelajaran Inovatif	<i>Innovative Learning</i>	3		√		5	ELT Method
37	2024213040	Asesmen Proses dan Hasil Belajar	<i>ELT Assessment</i>	3		√		5	
38	2024213041	Metodologi Penelitian Pendidikan	<i>Educational Research Methodology</i>	3		√		5	
39	2024213042	Extensive Reading	<i>Extensive Reading</i>	3		√		5	Critical Reading
40	2024213046	Pengembangan Perangkat Pembelajaran	<i>Instructional Design</i>	3		√		5	Analysis of School Curriculum
41	2024212055	TEYL	<i>TEYL</i>	2		√		5	ELT Method
42	2024213045	Developing EFL materials	<i>Developing EFL materials</i>	3		√		6	
43	2024212043	Qualitative & Quantitative Analyses	<i>Qualitative & Quantitative Analyses</i>	2		√		6	
44	2024212047	Media Pembelajaran	<i>Learning Media</i>	2		√		6	
45	2024112059	English-Indonesian Translation	<i>English-Indonesian Translation</i>	2			√	6	
46	2024212052	Classroom Language	<i>Classroom Language</i>	2		√		6	
47	2024213054	Teori Belajar	<i>Learning Theories</i>	3		√		6	
48	2024212056	Thesis Proposal Writing	<i>Thesis Proposal Writing</i>	2		√		6	Paper Writing
49	8820302148	Microteaching	<i>Microteaching</i>	2		√		6	
50	0002213011	Pengenalan Lapangan Persekolahan (PLP)	<i>Teaching and Learning Program</i>	4		√		7	ELT Method, ELT Assessment(Tahap 1) Instructional Design, ELT Curriculum Analysis (Tahap 2)
51	0002213009	Kuliah Kerja Nyata	<i>Community Service</i>	3	3	√		7	
52	2024212053	Seminar on issues in ELT	<i>Seminar on issues in ELT</i>	2		√		7	Paper Writing
53	2024213051	Literary Appreciation	<i>Literary Appreciation</i>	3		√		7	Introduction to Literature
54	2024212057	Cross Cultural Understanding	<i>Cross Cultural Understanding</i>	2		√		7	
55	2024112061	Indonesian-English Translation	<i>Indonesian-English Translation</i>	2			√	7	
MATA KULIAH KEAHLIAN KHUSUS BIDANG PENDIDIKAN									
56	2024216058	Skripsi	<i>Thesis</i>	6		√		8	Thesis Proposal Writing
57	2024112060	ESP	<i>ESP</i>	2			√	8	
MATA KULIAH KEAHLIAN KHUSUS BIDANG LINGUISTIK									
58	2024112062	Sociolinguistics	<i>Sociolinguistics</i>	2			√	7	Introduction to Linguistics
59	2024112063	Pragmatics	<i>Pragmatics</i>	2			√	7	Introduction to Linguistics
60	2024112064	Psycholinguistics	<i>Psycholinguistics</i>	2			√	8	Introduction to Linguistics
61	2024112065	Discourse Analysis	<i>Discourse Analysis</i>	2			√	8	Introduction to Linguistics
MATA KULIAH KEAHLIAN KHUSUS BIDANG SASTRA									
62	2024112066	Prose in EFL	<i>Prose in EFL</i>	2			√	6	Literary Appreciation
63	2024112067	Poetry in EFL	<i>Poetry in EFL</i>	2			√	6	Literary

64	2024112068	Drama In EFL	<i>Drama In EFL</i>	2		√	8	Appreciation Literary Appreciation
65	2024112069	Introduction to Literary Criticism	<i>Introduction to Literary Criticism</i>	2		√	8	Literary Appreciation
Jumlah				1 8 7	22			

Keterangan:

K : Jumlah SKS Perkuliahan (SKS Total)

P

r : 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 :137 SKS

Jumlah SKS Mata Kuliah Pilihan yang tersedia :22 SKS

Mahasiswa dinyatakan lulus apabila telah menempuh minimal 147 SKS dengan komposisi:

Jumlah SKS Mata Kuliah Wajib 137 SKS

Jumlah SKS Mata Kuliah Pilihan Minimal :10 SKS

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

2024216009 SPOKEN INTEGRATED ENGLISH/6 SKS

Lecturers: Team

Learning Outcomes:

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

Description:

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

References:

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

2024216010 WRITTEN INTEGRATED ENGLISH/6 SKS

Lecturers: Team

Learning Outcomes:

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

Description:

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

References:

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

2024212014 PRONUNCIATION PRACTICE/2 SKS

Pre-requisite: Spoken Integrated English
Written Integrated English

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

Learning Outcomes:

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

Description:

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

References:

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.

2024212015**LISTENING FOR DAILY CONTEXT/2 SKS**

Pre-requisite: Spoken Integrated English
Written Integrated English

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

Learning Outcomes:

1. Being able to operate ICT-based language laboratory equipment to facilitate listening practice;;
2. Mastering listening comprehension skills such as identifying general and specific information of various monologue and dialogue, identifying general and specific information of longer dialogue and monologue non-authentic and authentic materials with various genres, discriminating the differences of intonation and stress which give clues to meaning, guessing meaning by context, identifying relevant points, rejecting irrelevant information, identifying inferred information, and summarizing ;;
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. It covers listening skills such as identifying general and specific information of various monologue and dialogue, identifying general and specific information of longer dialogue and monologue of non-authentic and authentic materials with various genres, discriminating the differences of intonation and stress which give clues to meaning, guessing meaning by context, identifying relevant points, rejecting irrelevant information, identifying inferred information, and summarizing in intermediate level. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:

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

2024212016**SPEAKING FOR DAILY CONTEXT/2 SKS**

Pre-requisite: Spoken Integrated English
Written Integrated English

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

Learning Outcomes:

1. Using various learning sources and IT to support the teaching learning process;
2. Possessing knowledge of the concepts and techniques to participate actively in a group discussion ;
3. Having the ability to make a right decision in a group discussion related with the topics or the issues given;
4. Being responsible for using the knowledge on the small group communication theory and skills in information-sharing and decision making discussion.

Description:

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

2024212017

LITERAL READING/2 SKS

Pre-requisite: Spoken Integrated English
 Written Integrated English

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

Learning Outcomes:

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

Description:

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

References:

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.

2024212018

PARAGRAPH WRITING /2 SKS

Pre-requisite: Spoken Integrated English
 Written Integrated English

Lecturers: Zainul Aminin, M.Pd.
 Eva Rahmawati, M.Pd.

Learning Outcomes:

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

Description:

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

References:

Amanduet, Martin L. 1981. *Paragraph Development*. Engelwood Cliff: Prentice Hall.
 Coe, Norman., et.al. 1986. *Writing Skills*. London: Cambridge University Press.
 Kizner, Laurie G. and Stephen R. Mandell. 1983. *Patterns for College Writing: A Rhetorical Reader and Guide*. New York: St. Martin's.
 Oshima, Alice and Ann Hogue. 1999. *Writing Academic English*. New York: Longman.

2024212019 INTERMEDIATE ENGLISH GRAMMAR/2 SKS

Pre-requisite: Spoken Integrated English
Written Integrated English

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

Learning Outcomes:

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

.Description:

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

References:

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.

2024212020 LISTENING FOR SOCIAL ISSUES/2 SKS

Pre-requisite: Listening for daily context

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

References:

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.
TOEFL Preparation for listening part A and B.
Reader's Digest Audio book.
Authentic Material.

2024212021 PUBLIC SPEAKING/2 SKS

Pre-requisite: Speaking for Daily Context

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

Learning Outcomes:

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

Description:

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

References:

- 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.

2024212022**INTERPRETIVE READING/2 SKS****Pre-requisite:** Literal Reading**Lecturers:** Fauriz Zuhri, M.Hum.
Nur Fauzia, M.Pd.**Learning Outcomes:**

1. Applying explicit and implicit reading texts in understanding their meanings and producing proper interpretations and responses;
2. Comprehending and understanding of intermediate reading that concise implicit and explicit vocabulary, sentences and expressions;
3. Being precise on deciding meaning on a reading text whether explicit or implicit vocabularies, sentences and expressions;
4. Being responsible for delivering meaning on a text whether explicit or implicit and giving a correct understanding on a text

Description:

This course contains explicit and implicit practices that are constructed through vocabularies, sentences and expressions and developed the interpretations through individual tasks, discussions and written test.

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.

2024212023**DESCRIPTIVE AND NARRATIVE WRITING/2 SKS****Pre-requisite:** Paragraph Writing**Lecturers:** Suvi Akhiryah, M.Pd.
Eva Rahmawati, M.Pd.**Learning Outcomes:**

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

Description:

This course is a continuation of paragraph writing course and is designed to help its participants master the concept of descriptive and narrative essay writing which integrates the process of writing, essay structure and

principles of unity and coherence. Accordingly, the general discussion in this course includes inventing ideas and limiting subject of discussion as well as essay structure. To accommodate the achievement of learning outcome, the course is conducted through lecturer's presentation, class discussion, and writing practices with the aid of IT and various kinds of useful teaching media. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:

- Coe, Norman et al. 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.

2024212024 ADVANCED ENGLISH GRAMMAR /2 SKS

Pre-requisite: Intermediate English Grammar

Lecturers: Henny Dwi Iswati, S.S., M.Pd.
Suvi Akhriyah, 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 et al. 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.

2024212025 INTRODUCTION TO LINGUISTICS/2 SKS

Lecturers: 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, Cenage Learning.
Yule, G. 2010. *The Study of Language*. (4th ed.). Cambridge: Cambridge University Press.

2024214026 ELT METHOD/4 SKS

Lecturers: 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.

2024213029 INTRODUCTION TO LITERATURE/3 SKS

Lecturers: 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.

2024212030 ACADEMIC LISTENING/2 SKS

Pre-requisite: Listening for Social Issues

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

References:

Open Forum
Authentic Material
TOEFL Preparation for listening part C
Reader's Digest Audio book

2024212031 ACADEMIC SPEAKING/2 SKS

Pre-requisite: Public Speaking

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

Learning Outcomes:

1. Making use of learning sources and IT in delivering professional and articulate presentations for academic and professional forums;
2. Possessing knowledge of the rules and techniques in delivering professional and articulate presentations for academic and professional forums;
3. Being able to make a right decision in delivering professional and articulate presentations for academic and professional forums;
4. Being responsible for applying the rules and techniques in delivering professional and articulate presentations for academic and professional forums.

Description:

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

References:

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

2024212032 SPEAKING FOR DEBATE/2 SKS

Pre-requisite: Public Speaking

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

Learning Outcomes:

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

Description:

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

References:

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

2024213033 CRITICAL READING/3 SKS

Pre-requisite: Interpretative Reading

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

Learning Outcomes:

1. Making use of critical thinking skills in responding to semi-scientific and scientific texts read;
2. Possessing knowledge of doing critical reading in responding to semi-scientific and scientific texts read;
3. Being able to manage critical thinking in responding to semi-scientific and scientific texts read in a form of paraphrase, summary, and annotated bibliography;

4. Being responsible for their critical thinking written in a form of paraphrase, summary, and annotated bibliography.

Description:

This unit provides fundamentals of being critical to texts students read at university. It covers: (1) characteristics of critical thinking in response to reading, (2) differences between semi-scientific and scientific information in texts, (3) ways for restating selected parts of semi-scientific and scientific texts using own words, develop students' critical reading skills such as presenting summary of semi-scientific and scientific texts, elaborating the details information of semi-scientific and scientific information in texts, restating selected parts of semi-scientific and scientific texts using own words, constructing an annotated bibliography.

References:

Cottrell, Stella. 2005. *Critical thinking skills: Developing effective analysis and arguments*. Hampshire: Palgrave MacMillan.
Fairbairn, G. J., & Fairbairn, S. A. 2001. *Reading at university: A guide for students*. Buckingham: Open University Press.
Learning Express. 2010. 501 Reading Comprehension Questions. New York: Learning Express, LLC.
Online Newspaper articles: in *The Guardian*, *The New York Times*.
Journal articles from *ELT Journal*, *TESOL Quarterly*.

2024213034 EXPOSITORY AND ARGUMENTATIVE WRITING/3 SKS

Pre-requisite: Descriptive & Narrative Writing

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

Learning Outcomes:

1. Making use of learning sources and IT to get information as the sources for the expository and argumentative writing;
2. Possessing knowledge of the position, function, and English style in effective, emphatic, and polite written communication in order to be able to write the expository and argumentative essay in unity and coherence;
3. Being able to make a right decision in selecting acceptable language features, rules, and has content rich when constructing expository and argumentative writing;
4. Being responsible for choosing acceptable language features, rules, and content rich when constructing expository and argumentative writing.

Description:

A skill on how to write expository and argumentative essay in unity and coherence by applying acceptable language features and has content rich in order to be able to communicate in written form. It is started by understanding the concept of the essay and identifying the model of the text, then constructing the essay. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.

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.

2024212035 ENGLISH PHONOLOGY/2 SKS

Pre-requisite: Introduction to Linguistics

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

Learning Outcomes:

1. Being able to (1) apply knowledge of English Phonology in communication and (2) analyze linguistic phenomena related to ELT in Indonesia using English Phonology parameters ;
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, Cenage Learning.
- McMahon, A. (2002). *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press.
- Oden, David. (2005). *Introducing Phonology*. Cambridge: Cambridge University Press.

2024212036

ENGLISH MORPHO-SYNTAX/2 SKS**Pre-requisite:** Introduction to Linguistics**Lecturers:** Fauris Zuhri, M.Hum
Asrori, M.Pd**Learning Outcomes:**

1. Being able to write a paper on analyzing morphosyntactically 'English' authentic data ;
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 study of English grammatical (morphosyntactic) categories or properties which apply both to English syntax and English morphology within a sentence, an utterance , a clause, a phrase or a word. Examples of such categories include singular/plural, tenses, mood, perfect, passive, etc. The teaching-learning processes are conducted through lecturing, presentation, discussion and practice.

References:

- 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.

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ENTREPRENEURSHIP / 2 SKS**Lecturers:** 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.

2024212038

PAPER WRITING/2 SKS**Pre-requisite:** Expository and Argumentative Writing**Lecturers:** 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.

2024212039 ENGLISH SEMANTICS/6 SKS

Pre-requisite: Introduction to Linguistics

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

Learning Outcomes:

1. Being able to analyze and apply the semantic principles in communication ;
2. Understanding concept and knowledge of reference, sense, logic in language systems;
3. Being able to make decision on analyzing and applying the concept of logic in language systems;
4. Being responsible to write a paper on semantics.

Description:

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

References:

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

2024213040 ELT ASSESSMENT / 3 SKS

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

Learning Outcomes:

1. Making use of the knowledge of language components to assess language skills;
2. Possesing knowledge of principle of assessments, testing, measurements and evaluation;
3. Being able to decide the appropriate scoring rubrics in assessing language skills;
4. Being responsible for making a authentic assessments in training English as a communicative devices.

Description:

This course encompasses the knowledge how to assess language components and language skills. This subject 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 in 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.

2024213041 EDUCATIONAL RESEARCH METHODOLOGY / 3 SKS

Lecturers: 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 field. 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.

2024213042 EXTENSIVE READING/3 SKS

Pre-requisite: Critical Reading

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

Learning Outcomes:

1. Making use of knowledge of extensive reading to show global understanding of a longer stretches of discourse, such as long articles, books, and novels that they select, read, review inside and outside a classroom hour;
2. Possessing knowledge of how to read for global understanding of a longer stretches of discourse, such as long articles, books, and novels that they select, read, review inside and outside a classroom hour;
3. Being able to manage reading articles, books, and novels that they select, read, review inside and outside a classroom hour;
4. Being responsible for the reviews of articles, books, and novels that they select, read, review inside and outside a classroom hour.

Description:

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

References:

- Jeffries, Linda and Beatrice S. Mikulecky. 2007. *Advanced Reading Power: Extensive reading, vocabulary building, comprehension skills and reading faster*. London: Longman.
- Penguin Readers Levels 1-6.
- Oxford Bookworm Series Levels 1-6.

2024212043 QUALITATIVE AND QUANTITATIVE ANALYSIS/2 SKS

Lecturers: Ahmad Munir M.Ed., Ph.D.
Kusumarasyati, M.Pd., Ph.D.

Learning Outcomes:

1. Making use of knowledge about types of qualitative and quantitative data analysis to draw conclusion for research;

2. Possessing knowledge about types of and procedures of qualitative and quantitative data analysis;
3. Being able to manage the process of conducting both qualitative and quantitative data analysis in a research;
4. Being responsible for the conclusion drawn from both qualitative and quantitative data analysis ;

Description:

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

References:

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

2024213044

INNOVATIVE LEARNING / 3 SKS

Pre-requisite: ELT Method

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

Learning Outcomes:

1. Being able to develop English Teaching Materials that relate to innovative language teaching in all skills;
2. Understanding the basic concepts and knowledge of innovation for language teaching;
3. Being able to make decision on selecting proper method, strategys, and teaching technique that suits the learner characteristic as well as the language learned;
4. 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.

2024213045

DEVELOPING EFL MATERIALS/3 SKS

Lecturers: 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 processess 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.

2024213046

INSTRUCTIONAL DESIGN/3 SKS

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

Learning Outcomes:

1. Being able to make instructional design or the construction of English lesson plan;
2. Possessing knowledge of the principles of constructing the 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 English teaching and learning tools;
3. Being able to make a right decision in constructing the indicators and learning objectives, and in selecting an appropriate technique/method/learning model, media, kinds of assessment, and materials in order to be able to produce effective English teaching and learning tools;
4. Being responsible for choosing the components of indicators, learning objectives, appropriate technique/method/learning model, appropriate media, kinds of assessment, and materials in order to be able to construct English teaching and learning tools.

Description:

This subject is a skill on how to construct the English teaching learning tools, consisting of constructing the syllabus, lesson plan, and materials effectively, creatively, innovatively, and joyfully at the level of primary education and secondary education based on the recent curriculum. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.

References:

- Depdiknas. 2004. Kurikulum 2004. Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas.
- Depdiknas. 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.
- Susanto. (2008). *Penyusunan silabus dan RPP berbasis visi KTSP*. Surabaya: Mata Pena.

2024212047

LEARNING MEDIA / 2 SKS

Lecturers: Lies Amin Lestari, M.A.,M.Pd.,Dr.,Prof
Sumarningsih, 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.

2024213050 ANALYSIS OF SCHOOL CURRICULUM / 3 SKS

Lecturers: 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.

2024213051 LITERARY APRECIATION/3 SKS

Pre-requisite: Introduction to Literature

Lecturers: 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.

2024212052 CLASSROOM LANGUAGE/2 SKS

Lecturers: 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.

2024212053

SEMINAR ON ISSUES IN ELT/2 SKS**Pre-requisite:** Paper Writing**Lecturers:** Oikurema Purwati, M.Appl.,Dr.
Hj. Lies Amin Lestari, M.A.,M.Pd.,Dr.,Prof.
Ahmad Munir M.Ed.,Ph.D.**Learning Outcomes:**

1. Being able to write research paper confidently and analyze and evaluate others' in order to give feedback for the improvement of the paper by utilizing available appropriate resources;
2. Being able to communicate the ideas presented in the research paper confidently and analyze and evaluate others' in order to give feedback for the improvement of the paper;
3. Having the ability to make necessary decision when writing a research paper and giving relevant and critical assessment on others ;
4. Being responsible for the ideas written in the research paper and given to others for improvement.

Description:

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

References:

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

2024213054

LEARNING THEORIES /3 SKS**Lecturers:** 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.

2024212055 TEYL (TEACHING ENGLISH TO YOUNG LEARNERS)/2 SKS

Pre-requisite: ELT Method

Lecturers: 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.

2024212056 THESIS PROPOSAL WRITING/2 SKS

Pre-requisite: Paper Writing

Lecturers: 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.

2024212057 CROSS-CULTURAL UNDERSTANDING/2 SKS

Lecturers: 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.

2024112059 ENGLISH-INDONESIAN TRANSLATION /2 SKS

Pre-requisite: Introduction to Linguistics

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

References:

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

2024112060 ESP (ENGLISH FOR SPECIFIC PURPOSES)/2 SKS

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

Learning Outcomes:

1. Being able to apply language ability in various professionals or occupational areas;
2. Possessing knowledge of basic concept of ESP, both theoretical and applied, that has shaped its subsequent development;
3. Being able to participate in further studies and research in ESP;
4. Being responsible for creating authentic ESP materials in a chosen professional or occupational area and to evaluate critically, currently available materials, including technology-based ones

Description:

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

References: :

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

2024112061 INDONESIA-ENGLISH TRANSLATION/2 SKS

Lecturers: 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 subject discusses bilingual translating practice that involves Bahasa Indonesia (BI) texts as Texts 1 and English as texts 2, all of which use graphic channels of language. It aims at providing students with pre-intermediate bilingual translating practice at the level of discourse semantics, which deals with texts that involve story and information familiar genre families and types in particular (e.g. story: narratives, recounts; information: reports, descriptions) and at the level of lexicon-grammar, which deals with sentences/clauses, groups/phrases, words and morphemes. All teaching-learning activities are conducted through lecturing, discussion, and question-answer

References:

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

2024112062 SOCIOLINGUISTICS /2 SKS

Pre-requisite: Introduction to Linguistics

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

Learning Outcomes:

1. Being able to (1) use proper language when communicating with various interlocutors in different contexts (2) analyze sociolinguistic phenomena related to ELT in Indonesia by applying sociolinguistic parameters;
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.

2024112063 PRAGMATICS/2 SKS

Pre-requisite: Introduction to Linguistics

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

Learning Outcomes:

1. Making use of learning sources and IT to support the teaching learning process of Pragmatics;
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.

2024112064**PSYCHOLINGUISTICS/2 SKS****Pre-requisite:** Introduction to Linguistics**Lecturers:** Asrori, M.Pd**Learning Outcomes:**

1. Being able to apply concepts and theories of Psycholinguistics to (1) recognize children's language development, and (2) solve learning problems in ELT;
2. Understanding basic concepts and theories related to the Psycholinguistics and Language Teaching subject;
3. Being able to make a decision in (1) using the application of Psycholinguistics theory and (2) solving problem related to ELT in Indonesia based on the knowledge of Psycholinguistics;
4. Being responsible for completing assignment(s)/project(s) related to Psycholinguistics topics.

Description:

This subject provides concepts and theories to recognize children's language development, and to solve learning problems in ELT. This covers major psycholinguistic areas speech perception, sentence processing, speech production, and bilingualism. The class activities are conducted through presentation, discussion, assignment, and project.

References:

- Jean Berko Gleason, & Nan Bernstein Ratner. *Psycholinguistics*. (2nd.). Harcourt brace College Publishers: New York.
- Robinson, Peter. (Ed). 2001 *Cognition, and Second Language Instruction*. Cambridge: Cambridge University Press.

2024112065**DISCOURSE ANALYSIS/2 SKS****Pre-requisite:** Introduction to Linguistics**Lecturers:** Fauris Zuhri, M.Hum.**Learning Outcomes:**

1. Being able to analyze a discourse based on the theories in discourse analysis;
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.

2024112066 PROSE IN EFL/2 SKS

Pre-requisite: Literary Appreciation

Lecturers: 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.

2024112067 POETRY IN EFL/2 SKS

Pre-requisite: Literary Appreciation

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

Learning Outcomes:

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

Description:

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

References:

- Barnett, Sylvan, William Burto, William E. Cain. 2008. *An Introduction to Literature: Fiction, Poetry, and Drama*. New York: Pearson, Longman.
- Hirschi, Heather. 2004. *Barron's Creative Writing the Easy Way*. New York: Barron's.
- Tredinick, Mark. 2006. *The Little Red Writing Book*. Sydney: UNSW Press.

2024112069 INTRODUCTION TO LITERARY CRITICISM/2 SKS

Pre-requisite: Literary Appreciation

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

Learning Outcomes:

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

Description:

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

References:

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

2024112068 DRAMA IN EFL/2 SKS

Pre-requisite: Literary Appreciation

Lecturers: 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 playsfor 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 playsin EFL classroomsand its reflection. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References: :

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