

**STRUKTUR KURIKULUM
PROGRAM STUDI S-1 SASTRA INGGRIS 2019**

No.	Kode MK	Nama Matakuliah	Nama Matakuliah (in English)	Kegiatan *)		Status		Semester ke	Prasyarat
				K	Pr	W	P		
MATA KULIAH WAJIB									
1	1000002026	Pendidikan Agama Islam	<i>Religious Studies</i>	2		√		1	
	1000002027	Pendidikan Agama Katolik							
	1000002029	Pendidikan Agama Protestan							
	1000002025	Pendidikan Agama Hindu							
	1000002024	Pendidikan Agama Budha							
2	7920202072	Philosophy of Language and Literature	<i>Philosophy of language & Literature</i>	2		√		1	
3	7920202080	Indonesian Society and Culture	<i>Indonesian Society and Culture</i>	2		√		1	
4		Intensive Listening Skills	<i>Intensive Listening Skills</i>	2	1	√		1	
5		Essential Speaking Skills	<i>Essential Speaking Skills</i>	2	1	√		1	
6		Intensive Reading Skills	<i>Intensive Reading Skills</i>	2		√		1	
7		Essential Writing Skills	<i>Essential Writing Skills</i>	2	1	√		1	
8		English Phonetics	<i>English Pronunciation</i>	2	1	√		1	
9		Essential English Grammar	<i>Essential English Grammar</i>	3	2	√		1	
10		English Vocabulary in Context	<i>English Vocabulary in Context</i>	2		√		1	
11	1000002018	Pendidikan Pancasila	<i>Pancasila</i>	2		√		2	
12	1000002003	Bahasa Indonesia	<i>Bahasa Indonesia</i>	2		√		2	
13		Active Listening	<i>Active Listening</i>	2	1	√		2	Intensive Listening Skills
14	7920202172	Public Speaking	<i>Public Speaking</i>	2	1	√		2	Essential Speaking Skills
15		Active Reading	<i>Active Reading</i>	2		√		2	Intensive Reading Skills
16		Expository and Analytical Writing	<i>Paragraph Writing</i>	2	1	√		2	Essential Writing Skills
17		English Grammar in Use	<i>English Grammar</i>	3	2	√		2	Essential English Grammar
18	7920203095	Introduction to Linguistics	<i>Introduction to Linguistics</i>	3		√		2	Intensive Reading Skills
19	7920203096	Introduction to Literature	<i>Introduction to Literature</i>	3		√		2	Intensive Reading Skills
20	1000002033	Pendidikan Kewarganegaraan	<i>Civics</i>	2		√		3	
21		Ilmu Alamiah Dasar	<i>Basic Natural Sciences</i>	2		√		3	
22	7920202235	Kewirausahaan	<i>Entrepreneurship</i>	2		√		3	
23	7920202117	Critical Listening	<i>Critical Listening</i>	2	1	√		3	Active Listening
24		Academic Speaking	<i>Academic Speaking</i>	2	1	√		3	Public Speaking
25	7920203035	Critical Reading	<i>Critical Reading</i>	3		√		3	Active Reading
26	7920202039	Argumentative Writing	<i>Argumentative Writing</i>	3	2	√		3	Expository and Analytical Writing

27	7920202056	English Phonology	<i>English Phonology</i>	2		√		3	Introduction to Linguistics
28	7920202053	English Morphology and Syntax	<i>English Morphology and Syntax</i>	4		√		3	Introduction to Linguistics
29		Listening for Academic Purposes	<i>Listening for Academic Purposes</i>	2	1	√		4	Critical Listening
30	7920202197	Speaking for Debating	<i>Speaking for Debating</i>	2	1	√		4	Academic Speaking
31		Reading for Research	<i>Reading for Research</i>	3		√		4	Critical Reading
32		Academic Writing	<i>Academic Writing</i>	3	2	√		4	Argumentative Writing
33		English Semantics and Pragmatics	<i>English Semantics and Pragmatics</i>	4		√		4	Introduction to Linguistics
34	7920203168	Prose Appreciation	<i>Prose Appreciation</i>	2		√		4	Introduction to Literature
35	7920203153	Poetry Appreciation	<i>Poetry Appreciation</i>	2		√		4	Introduction to Literature
36		Research Methodology in Language	<i>Research Methods in Language</i>	2		√		4	Introduction to Linguistics
37	7920203183	Research Methodology in Literature	<i>Research Methodology in Literature</i>	2		√		4	Introduction to Literature
38		Intrinsic Approaches to Literature	<i>Intrinsic Approaches to Literature</i>	2		√		5	Prose Appreciation, Poetry Appreciation,
39	7920203044	Drama Appreciation	<i>Drama Appreciation</i>	2		√		5	Introduction to Literature
40	7920204227	World Literature	<i>World Literature</i>	3		√		5	Prose Appreciation, Poetry Appreciation,
41	7920203224	Translation Theory and Practice	<i>Translation Theory and Practice</i>	3	1	√		5	English Semantics and Pragmatics
42	7920204113	Language in Society	<i>Language in Society</i>	3		√		5	Introduction to Linguistics
43		Western Society and Culture	<i>Western Society and Culture</i>	2		√		5	Indonesian Society & Culture
44		Intercultural Communication	<i>Intercultural Communication</i>	2		√		5	Indonesian Society & Culture
45		English for Tourism	<i>English for Tourism</i>	3		√		5	Indonesian Society and Culture, Academic Speaking
46	7920202221	Thesis Proposal Writing	<i>Thesis Proposal Writing</i>	2	1	√		5	Academic Writing
47		Discourse Analysis*	<i>Discourse Analysis*</i>	3		√		6	Language in Society
48		Stylistics*	<i>Stylistics*</i>	3		√		6	Introduction to Linguistics, Introduction to Literature
49		Literary Discourse Analysis**	<i>Literary Discourse Analysis**</i>	3		√		6	Intrinsic Approaches to Literature
50		Extrinsic Approaches to Literature **	<i>Extrinsic Approaches to Literature**</i>	3		√		6	Intrinsic Approaches to Literature

51		Thesis Proposal Seminar	<i>Thesis Proposal Seminar</i>	2		√		6	Thesis Proposal Writing
52	7920203109	KKN	<i>Community Service</i>	3	3	√		7	
53	7920202148	PKL***	<i>Internship</i>	3	3	√		7	
54	7920206193	Skripsi	<i>Undergraduate Thesis</i>	6		√		7	Thesis Proposal Seminar
MATA KULIAH PILIHAN PENDUKUNG									
55	7920202075	Gender Studies	<i>Gender Studies</i>	2			√	6	Western Society and Culture, Intrinsic Approaches to Literature
56	7920202009	Australian Society and Culture	<i>Australian Society and Culture</i>	2			√	6	Western Society and Culture
57	7920202155	Popular Cultural Studies	<i>Popular Cultural Studies</i>	2			√	6	Western Society and Culture
58		Film Studies	<i>Film Studies</i>	2			√	6	Prose Appreciation, Poetry Appreciation, Drama Appreciation, Language in Society
59	7920202088	Intepreting Practice	<i>Intepreting Practice</i>	2	1		√	6	Academic Speaking, Translation Theory & Practice
60	7920202025	Children's Literature	<i>Children's Literature</i>	2			√	7	Prose Appreciation, Poetry Appreciation, Drama Appreciation
61	7920202136	Literary Translation	<i>Literary Translation</i>	2	1		√	7	Translation: Theory & Practice
62	7920202047	English Correspondence	<i>English Correspondence</i>	2	1		√	7	Argumentative Writing
63	7920202212	Subtitling	<i>Subtitling</i>	2	1		√	7	Translation Theory & Practice
64	7920202216	Theatre and Scriptwriting	<i>Theatre and Scriptwriting</i>	2	1		√	7	Drama Appreciation
65	7920202143	News Anchor	<i>News Anchor</i>	2	1		√	8	Academic Speaking
66	7920202004	American Literature	<i>American Literature</i>	2			√	8	Prose Appreciation, Poetry Appreciation, Drama Appreciation

MATA KULIAH PILIHAN BERKARYA									
67	7920206048	English for Business Communication	<i>English for Business Communication</i>	6	3		√	6	Academic Speaking, Academic Writing, Intercultural Communication
68	7920206030	Creative Writing	<i>Creative Writing</i>	6	3		√	6	Prose Appreciation, Poetry Appreciation, Drama Appreciation
69	7920206050	English for Media Industry	<i>English for Media Industry</i>	6	3		√	6	Indonesian Society and Culture, Western Society and Culture
70	7920206115	Language Training Industry	<i>Language Training Industry</i>	6	3		√	6	Academic Speaking, Academic Writing, Intercultural Communication

Keterangan:

- K : Jumlah SKS Perkuliahan (SKS Total)
Pr : Jumlah SKS Praktik
W : Mata Kuliah Wajib
P : Mata Kuliah Pilihan
* : Mata Kuliah Wajib bagi Mahasiswa yang menulis skripsi bidang linguistik
** : Mata Kuliah Wajib bagi Mahasiswa yang menulis skripsi bidang sastra
*** : Mahasiswa telah menempuh minimal 100 SKS

Nilai Mata Kuliah Prasyarat Wajib Lulus Dengan Nilai Minimal: C

Jumlah SKS Mata Kuliah Wajib : 134 SKS

Jumlah SKS Mata Kuliah pilihan : 48 SKS

Mahasiswa dinyatakan **lulus** apabila telah menempuh minimal **144 SKS** dengan komposisi:

Jumlah SKS Mata Kuliah Wajib : 128 SKS

Jumlah SKS Mata Kuliah Pilihan Pendukung : 10 SKS

Jumlah SKS Mata Kuliah Pilihan Berkarya : 6 SKS

**DESKRIPSI MATA KULIAH
PROGRAM STUDI S-1 SASTRA INGGRIS**

PHILOSOPHY OF LANGUAGE AND LITERATURE / 2 SKS

Pre-requisite:-

Lecturer : Much Khoiri, Drs., M.Si.

Learning Outcomes:

1. Being able to make a short review essay on the nature of language and literature;
2. Understanding concepts and theories of Philosophy of Language and Literature;
3. Being able to make a decision in selecting right research method when making a short review essay on the nature of language and literature;
4. Being responsible for presenting topics of a short review essay on the nature of language and literature.

Description:

This subject introduces and explores the concepts and theories of philosophy of language and literature. It covers: (1) philosophy of language: concept of language study, good language, standard language, meaning, function, and universality; (2) philosophy of literature: concept of philosophy of literature, relation of philosophy and literature, relation of philosophy and other sciences (sociology, psychology, linguistics), literary genres, literary terms, and literary trends. The classroom activities are conducted through assignment (summarizing, reviewing), presentation, discussion, investigation/quiz, and question-answer.

References:

- Crimmins, Mark. 1998. Language and philosophy. In E. Craig (Ed.), *Routledge Encyclopedia of Philosophy*. London: Routledge. Retrieved February 06, 2013, from <http://www.rep.routledge.com/article/U017>.
- Poedjosoedarmo, S. 2003. *Filsafat Bahasa*. Surakarta: Muhammadiyah University Press.
- Van Perusen, C.A. 1985. *Susunan Ilmu Pengetahuan: Sebuah Pengantar Filsafat Ilmu* (terjemahan J. Drost). Jakarta: PT

INDONESIAN SOCIETY AND CULTURE / 2 SKS

Lecturer : Much Khoiri, Drs., M.Si.

Learning Outcomes:

1. Being able to make a research paper on the issues of Indonesian society and culture;
2. Understanding concept and theories of Indonesian society and culture;
3. Being able to make a decision in selecting right research issues and method when making a research paper in the issues of Indonesian society and culture;
4. Being responsible for presenting topics on concepts and theories of Indonesian society and culture and making/writing a research paper on the issues of Indonesian society and culture.

Description:

This subject introduces and explores the concepts and theories of Indonesian society and culture, as well as enhances students to make a research paper. This subject covers (1) concept of human-community-and-society, concept of culture, individual-family-society, identity-nationality-gender, search for Indonesian cultural identity, people-society-culture, and rural-and-urban society; (2) planning a research, concept of ethnography, planning ethnography, conducting field research, making a field-research-based paper. The classroom activities are conducted through assignment (summarizing, reviewing), presentation, discussion, investigation/quiz, experiment, consultation.

References:

- Ihromi, T.O. 2000. *Pokok-Pokok Antropologi Budaya*, ed. 11. Jakarta: Yayasan Obor Indonesia.
- Khoiri, Much. 2014. *Jejak Budaya Meretas Peradaban*. Sidoarjo: Jalindo-SatuKata Book@rt Publisher.
- Kuntjara, Esther. 2006. *Penelitian Kebudayaan: Sebuah Panduan Praktis*. Yogyakarta: Graha Ilmu Refika Aditama.
- Soelaiman, M. Munandar. 2001. *Ilmu Sosial Dasar: Teori dan Konsep Ilmu Sosial* ed. 4. Bandung.
- Sutrisno, Mudji dan Hendrar Putranto, ed. 2004. *Hermeneutika Pascakolonial Soal Identitas*. Yogyakarta: Penerbit Kanisius.

INTENSIVE LISTENING SKILLS / 2 SKS

Pre-requisite:-

Lecturers: Fithriyah Inda Nur Abida, S.S., M.Pd.
Adam Damanhuri, S.S., M.Hum.

Learning Outcomes:

1. Understanding general idea(s) or gist of the listening text after the first or second listen.
2. Being able to pick up some details after the first listen, make assumptions, and verify them after the second listen.
3. Being able to comprehend a variety of audio broadcast (that doesn't include visual aids) on a familiar topic or one for which students have had some preparation.

Description:

This subject aims to develop students' listening abilities through a variety of audio broadcast and short texts containing features of authentic native-speaker speech. The emphasis will be on developing understanding of verbal cues in speaker attitude and tone, the main idea and most supporting details of a brief passage and high-frequency language items. The course also aims to build engagement and confidence in listening through the use of recordings of graded readers.

References:

- Brown, S. (2006). *Teaching Listening*. Cambridge: Cambridge University Press.
Williams, C. (2002). *Learning on-line: A review of recent literature in a rapidly expanding*.
Soars, John and Liz. (2014). *New Headway Upper Intermediate*. London: Oxford University Press.

ESSENTIAL SPEAKING SKILLS / 2 SKS**Pre-requisite:-**

Lecturers : Lina Purwaning Hartanti, S.Pd., M.EIL.
Adam Damanhuri, S.S., M.Hum.

Learning Outcomes:

1. Making use of learning sources and IT in delivering daily communication in a variety of situations where English is the medium of communication;
2. Possessing knowledge of the theories and principles of speaking for everyday communication in a variety of situations where English is the medium of communication;
3. Being able to make a right decision in delivering daily conversations in a variety of situations where English is the medium of communication

Description:

This subject is specifically designed to give students opportunity to develop and strengthen skills in expressing simple ideas in the form of dialogue and monologue simple and describe the images based on instructions given by using the functions of language that emphasizes the importance of accuracy (pronunciation, stress, and intonation) and smoothness in a variety of situations where English is the medium of communication. The emphasis is put on variety, language skills and the balance between input and practice. The course will help students become more confident, autonomous and competent speakers of English. All teaching learning activities are conducted through lecturing, discussion and presentation.

References:

- Tillitt, Bruce & Mary Newton Bruder. 1999. *Speaking Naturally: Communication Skills in American English*. Cambridge: Cambridge University Press.
Gammidge, Mick. 2004. *Speaking Extra: Resource book for multilevel-skills activities*. Cambridge: Cambridge.
Jones, Leo. *Functions of English*. Cambridge: Cambridge University Press.

INTENSIVE READING SKILLS / 2 SKS**Pre-requisite:-**

Lecturers : Mamik Tri Wedawati, S.S., M.Pd.
Hujuala Rika Ayu, S.S., M.A.
Ayunita Leliana, S.S., 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:

Jeffries, Linda and Mikulecky, Beatrice. 2011. *More Reading Power*. 3rd ed. London: Pearson Longman Graded readers level A1

ESSENTIAL WRITING SKILLS / 2 SKS

Pre-requisite:-

Lecturers : Lisetyo Ariyanti, S.S., M.Pd.
Hujuala Rika Ayu, S.S., M.A.

Learning Outcomes:

1. Being able to compose descriptive and narrative writings, which include main ideas, supporting details and simple grammar patterns, are developed as foundation on writing skills;
2. Comprehending basic writings, which focus on main ideas, supporting details and simple grammar, are introduced through descriptive and narrative writings;
3. Being precise on descriptive and narrative writings and managing them in the process until completed;
4. Emphasizing a controlled writing process of expository and analytical writings and their elements.

Description:

This study contains basic writing elements, which are main ideas, supporting details and simple grammar patterns that are elaborated through practices, discussions and written test so interrelates with other aspects for academic purposes.

References:

Hutchinson, Emily. 2005. *Descriptive Writing*. New York. Saddleback Educational Publishing.
Hutchinson, Emily. 2005. *Narrative Writing*. New York. Saddleback Educational Publishing.
Porter, David. 2007. *Check Your Vocabulary For Academic English*. London: A&C Black Publisher.

ENGLISH PHONETICS / 2 SKS

Pre-requisite:-

Lecturers : Ali Mustofa, S.S., M.Pd., Dr.
Lina Purwaning Hartanti, S.Pd, M.EIL.

Learning Outcomes:

1. Making use of learning materials and IT to support teaching and learning process of English Pronunciation subject;
2. Understanding English pronunciation used in any levels of grammar;
3. Being able to choose appropriate English sounds, stresses, and intonations used in daily conversations;
4. Being responsible for using the appropriate English sounds, stresses, and intonations in daily conversations

Description:

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

References:

Baker, Ann., and Marshall, Leslie. (2006). *Ship or Sheep?: An Intermediate Pronunciation Course* (3rd ed.). Cambridge: Cambridge University Press.
Dauer, Rebecca M. (1992). *Accurate English: A Complete Course in Pronunciation*. USA: Prentice Hall Regents.
O'Connor, J.D. (1980). *Better English Pronunciation* (2nded.). Cambridge: Cambridge University Press.

ESSENTIAL ENGLISH GRAMMAR/ 3 SKS

Pre-requisite:-

Lecturers : Dian Rivia Himmawati, S.S., M.Hum.
Ayunita Leliana, S.S., M.Pd.
Adam Damanhuri, S.S., M.Hum.

Learning Outcomes:

1. Being able to make use grammatical structures meaningfully and appropriately in oral and written production in varied discourse settings;
2. Possessing knowledge various kinds of grammatical concepts in varied discourse settings;
3. Being able to self-correct when using targeted grammatical structures and analyzing distinctive grammatical structures in various contexts;
4. Being responsible for using appropriate grammar in oral and written production in various contexts.

Description:

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

References:

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

ENGLISH VOCABULARY IN CONTEXT / 2 SKS**Pre-requisite:-**

Lecturers : Mamik Tri Wedawati, S.S., M.Pd.
Fithriyah Inda Nur Abida, S.S., M.Pd.

Learning Outcomes:

1. Applying explicit and implicit words understanding their meanings and producing proper interpretations and responses;
2. Comprehending an understanding words based on the text and its context that concise implicit and explicit vocabularies, sentences and expressions;
3. Being precise on establish a pattern of memorizing any new words you'll come across deciding to which vocab that is suitable on any situation of communication in general conversation and in written sentences;
4. Emphasizing on saying exactly what is meant, using and pronouncing essential words correctly to build a good and clear communication in general conversation and in written sentences.

Description:

English Vocabulary in Context course assists the students to being able to communicate clearly and fluency with the vocab being said, used,and pronounced correctly. The materials of this course include learning more than 200 new words or phrases, unearth the secret of reading in context, know how to use the words in general conversation and in written sentences, and establish a pattern of memorizing any new words will come across. The activities in this course are conducted through group discussions, presentations, classroom assignment, and self paced.

References:

- Mccarthy Michael and O'Dell Feliity. *English Vocabulary in Use*, Upper-intermediate. 2017. London: Cambridge.
- Cullen pauline. *Vocabulary for IELTS*. 2008. United Kingdon: Cambridge.
- Comodromos Eliza and Langan Paul. *Improving Vocabulary Skills*. 2019. Townsend Press.
- Comodromos Eliza and Langan Paul. *Advancing Vocabulary Skills*. 2019. Townsend Press.

ACTIVE LISTENING / 2 SKS**Pre-requisite:** Intensive Listening Skills

Lecturers : Fithriyah Inda Nur Abida, S.S., M.Pd.
Lisetoyo Ariyanti, S.S., M.Pd.

Learning Outcomes:

1. Being more comfortable listening to rapidly spoken English and able to listen for various kinds of oral interactions;
2. Understanding the concepts of learning to discern the deeper meaning behind the other person's communication;
3. Making necessary decision of how to identifying author's purpose, tone, and point of view that will encounter in daily situations;
4. Being responsible for a variety of daily spoken communication

Description:

This course is a thematically based content course that introduces students to a range of casual conversations, oral presentations and complex transactions. The texts are based on authentic discourse and offer students a chance to understand various kinds of oral interactions in English language. Students will listen at natural speed in order to get accustomed to phonological changes, rhythms, and the pitch and intonation of natural spoken English.

References:

Nicholas, Robert L. 1999. *Listening Comprehension Audio CD*. McGraw Hill.
Soars, John and Liz. 2014. *New headway upper Intermediate*. Oxford University Press.

PUBLIC SPEAKING / 2 SKS

Pre-requisite: Essential Speaking Skills

Lecturers : Lina Purwaning Hartanti, S.Pd., M.EIL.
Diana Budi Darma, S.S., M.Pd.

Learning Outcomes:

1. Being able to deliver public oral presentations in a variety of situations where English is the medium of communication;
2. Understanding knowledge of the theories and principles of public speaking in delivering public oral presentations in a variety of situations where English is the medium of communication;
3. Being able to make a right decision in delivering public oral presentations in a variety of situations where English is the medium of communication;
4. Being responsible for applying the theories and principles of public speaking in delivering public oral presentations in a variety of situations where English is the medium of communication.

Description:

This subject is specifically designed to give students opportunity to develop and strengthen skills in presenting public oral presentations in a variety of situations where English is the medium of communication. The presentations are in the form of impromptu and prepared speeches (informative, persuasive, demonstrative, special occasion, etc.). The subject provides students with a basic background in the theories and principles of public speaking, as well as practical experience. 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. All teaching learning activities are conducted through lecturing, discussion and presentation.

References:

Cummings, Martha Graves. 1992. *Listen, Speak, Present*. USA: Thomson Heinle.
Dignen, Bob. 1999. *English for presentations*. York: York Associates.
Osborn, M., Osborn, S., and Osborn, R. 2009. *Public Speaking* (8thed.). USA: Pearson Education, Inc.
Sellnow, Deanna D. 2005. *Confident Public Speaking* (2nded.). USA: Thomson Wadsworth.

ACTIVE READING / 2 SKS

Pre-requisite: Intensive Reading Skills

Lecturers : Diana Budi Darma, S.S., M.Pd.
Mamik Tri Wedawati, S.S., M.Pd.

Learning Outcomes:

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

Description:

Interpretive Reading course assists the students to comprehend and interprets the author's meaning and other information which are not directly stated in the text. The materials of this course include (1) how to interpret the theme of the text based on the main idea, supporting details, sequence, and cause and effect relationships, (2) how to comprehend the use of figurative language, (3) how to judge the author's point of view and language mood, and (4) how to draw the conclusions and predict the outcomes of the text, including relating the information in the text into broader context. The activities in this course are conducted through group discussions, presentations, and classroom assignment, e.g. written summary, report, and analysis of the text.

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

EXPOSITORY AND ANALYTICAL WRITING / 3 SKS

Pre-requisite: Essential Writing Skills

Lecturers : Lisetyo Ariyanti, S.S., M.Pd.
Hujuala Rika Ayu, S.S., M.A.

Learning Outcomes:

1. Demonstrating fluency in process of writing expository and argumentative which concerns the detail in the unity, coherence, content rich, arguments, data, and facts. This includes paraphrasing, synthesizing, writing argument, citing method;
2. Comprehending and understanding varied elements of expository and argumentative writing and the context of information taken as data to support the argument;
3. Being precise on deciding data using in the paragraph as concrete support 1 or 2 and operate various vocabularies to encourage the topic discussion;
4. Emphasizing on delivering information on a text writing

Description:

The study offers practical knowledge of productive skill; writing expository and argumentative which concern the detail in the unity, coherence, content rich, arguments, data, and facts. It covers the paraphrasing, synthesizing, writing argument, citing method. In this course, students also learn how to (1) develop thesis, (2) organize sentences, diction, technical matters and (3) construct the content on the basis of useful reliability of sources and critical thinking; based on the structure of exemplifying, presenting the detail ideas of cause and effect, comparison and contrast, defining, and provide the strong evidence in argumentative essay.

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.
- Teaching: A Description and Analysis. 2nd Edition. Cambridge: Cambridge University Press.

ENGLISH GRAMMAR IN USE / 3 SKS

Pre-requisite: Essential English Grammar

Lecturers : Dian Rivia Himmawati, S.S., M.Hum.
Ayunita Leliana, S.S., M.Pd.
Adam Damanhuri, S.S., M.Hum.

Learning Outcomes:

1. Being able to make use grammatical structures meaningfully and appropriately in oral and written production in varied discourse settings;
2. Possessing knowledge various kinds of grammatical concepts in varied discourse settings;
3. Being able to self-correct when using targeted grammatical structures and analyzing distinctive grammatical structures in various contexts;
4. Being responsible for using appropriate grammar in oral and written production in various contexts

Description:

This subject is designed to review noun clause, adjective clause, adverb clause, gerund, coordinating conjunction, connectives, and conditional sentence and wish. Those elements of grammar are discussed in connection with (1) Grammar patterns in sentences: simple, compound and compound-complex sentences, (2) functional aspects of grammar in context, (3) grammar connection with other language aspect (in particular reading and writing). 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 (3rd edition)* Cambridge: Cambridge University Press.
- Steer, Jecelyn. 1998. *Advanced English Grammar*. Boston: Heinle & Heinle.

INTRODUCTION TO LINGUISTICS / 3 SKS

Pre-requisite: Intensive Reading Skills

Lecturers : Slamet Setiawan, Drs., M.A., Ph.D.
Lisetyo Ariyani, S.Pd., M.Pd.
Adam Damanhuri, S.S., 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 concepts and theories of Introduction to 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 the language 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: linguistics as a scientific study of language, characteristics of language, phonology, morphology, syntax, semantics, language change, pragmatics, sociolinguistics, psycholinguistics, transformational grammar and functional grammar. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References:

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

INTRODUCTION TO LITERATURE / 3 SKS

Pre-requisite: Intensive Reading Skills

Lecturers : Ali Mustofa, S.S., M.Pd., Dr.
Mamik Tri Wedawati, S.S., M.Pd.

Learning Outcomes:

1. Being able to make use of some insights into the nature of literary works into their ideas and being able to define the nature of escape and interpretive literary works;
2. Possesing knowledge of the divisions of literary works (genre), and being able to determine them to make more sense of their understanding in analyzing literary works;
3. Being able to make decision in implementing some basic concepts of literature in analyzing and intetpreting literary works in terms of their genre, authors, histories, and societies in which the works were written and published;
4. Being responsible for choosing good or bad literary works for their individual and collective purposes in order to share their ideas of the nature of qualified and meaningful works of literature.

Description:

The course is to introduce to reading and analyzing the primary genres of literature: fiction, poetry, and drama. The course may also include creative nonfiction such as film, song, tv mini series, and other types of litearture. Students will respond critically to readings of different historical and cultural contexts through class discussion and written work.

References:

Barnet, Sylvan., et.al. 2008. *Introduction to Literature: Prose, Poetry and Drama*. New York: Pearson Longman.
Knickerbocker, Renninger. 1964. *Interpreting Literature*. New York: Harcourt Brace Jovanovich.
Gioia, Dana et al. 2001. *Introduction to Literature: Poetry, Prose and Drama*. London: Routledge.
Wellek, Renne, Waren, Austen. 1964. *Literary Theory*. New York: CUP.
Perrine, Laurence. 1990. *Literature: Structure, Sound, and Sense*. New York: New York University Press.

ENTREPRENEURSHIP / 2 SKS

Pre-requisite:-

Lecturers : Adam Damanhuri, S.S, M.Hum.
Mamik Tri Wedawati, S.S., M.Pd.

Learning Outcomes:

1. Being able to make a desired business plan related with English;

2. Understanding concept and theories of Entrepreneurship to establish their desired business plan related with English;
3. Being able to make a right decision in (1) choosing a business plan related with English by considering SWOT analyses ;
4. Being responsible for (1) choosing a right business plan related with English and (2) reporting it in both written and spoken media.

Description:

This subject aims to assist learners to be sensitive in exploring their potency to establish and run their owned business related with English. This introduces steps in establishing owned business; making business plan, conducting feasibility study through SWOT analyses. To strengthen views and to give model, practitioners in related designed business plan are involved. The classroom activities are conducted through presentation, discussion, question-answer, and assignment.

References:

Assauri, Sofyan. 1994. *Manajemen Produksi*. Jakarta: University Indonesia Press.
 Depnaker. 1991. *Studi Kelayakan Usaha*. Jakarta: Gempita.
 Gladwell, Malcom. 2008. *Outliers-The Story of Success*, Little Brown And Company.
 Unesa. 2000. *Kewirausahaan*. Surabaya: Unesa University Press.

CRITICAL LISTENING / 2 SKS

Pre-requisite: Active Listening

Lecturers : Fithriyah Inda Nur Abida, S.S., M.Pd.
 Lisetyo Ariyanti, S.S., M.Pd.

Learning Outcomes:

1. Being able to listen to authentic and academic materials that involves a clear intention and ability to concentrate on the speaker's words in order to discern what is being communicated on multiple levels;
2. Understanding the concepts of academic lectures in English, the concepts of collaborative materials of interviews/reports, news, talk and entertainments programs and review the materials critically in order to present the knowledge framework;
3. To make necessary decision related to how to discern the deeper meaning behind the other person's communication. This includes listening beyond the words for both spoken and unspoken messages;
4. To be responsible for the implementation of critical thinking that cover analyze, synthesize and express opinions on the information presented in the programs

Description:

Over the course of the term, students will be able to listen effectively on common social situations. Students will be considering such factors as effective message structure, common idiomatic expressions associated with particular contexts, and interpretation of rapid speech. The course also provides the influence of national- and micro-cultures on communication norms which make the students able to engage in social rituals.

References:

Lebauer, Roni S. 2010. *Learn to Listen, Listen to Learn*. Pearson: Longman.
 Butterwoth, Anthony and Patti Nicholson. 2001. *Listening to Australia Advance*. NSW Government.
 Numrich, Carol. 2003. *Consider the Issues*. 3rd ed. New Jersey: Pearson.

ACADEMIC SPEAKING / 2 SKS

Pre-requisite: Public Speaking

Lecturers : Lina Purwaning Hartanti, S.Pd.,M.EIL.
 Diana Budi Darma, S.S.,M.Pd.

Learning Outcomes:

1. Making use of learning source and IT in delivering professional and articulate presentations for academic and professional forums where English is the medium of communication;
2. Possesing knowledge of the rules and techniques in delivering professional and articulate presentations for academic and professional forum where English is the medium of communication;
3. Being able to make a right decision in delivering professional and articulate presentation for academic and professional forums where English is the medium of communication;
4. Being responsible for applying the rules and the techniques in delivering professional and articulate presentation for academic and professional forums where English is the medium of communication.

Description:

This subject is specifically designed to give students the necessary skills and confidence to deliver professional and articulate presentation 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. All teaching learning activities are conducted through lecturing, discussion, and presentation.

References:

- Dignen, Bob, 1999. *English for Presentation*, York: York Associates.
Osborn, M., Osborn, S., and Osborn R. 2009. *Public Speaking* (8th ed). USA: Pearson Education.
Taylor, H.M, and Mears, A.G. 1978. *The Right Way to Conduct the meetings, Conferences, and Discussion*. London: Cox & Wayman, Ltd.
Wallwork, Adrian, 2010. *English Presentations at International Conferences*. New York: Springer.

CRITICAL READING / 3 SKS

Pre-requisite: Active Reading

Lecturers : Dian Rivia Himmawati, S.S.,M.Hum.
Mamik Tri Wedawati, S.S.,M.Pd.

Learning Outcomes:

1. Making use of critical thinking skills to identify, analyze, compare and evaluate information and ideas within texts;
2. Possessing knowledge of methods and strategies in reading texts critically;
3. Being able to manage critical thinking in response to the information and ideas of the texts in a form of summary, critical review and annotated bibliography;
4. Being responsible for their critical thinking in a form of summary, critical review and annotated bibliography.

Description:

This subject assists students to develop the critical thinking skills and to cultivate a critical response and reasoned point of view as basis for argument through the various genres of text the students read at university level. The materials covers (1) how to examine the evidence or arguments presented, (2) how to check out any influences on the evidence or arguments, (3) how to check out the limitation of focus, how to examine assumption or implications made and (4) what extent the students are prepared to accept the author's arguments, opinion, or conclusions. The students will also be required to respond to texts in written responses (summary, critical review and annotated bibliography). The classroom activities are conducted through group activities and classroom assignments.

References:

- Mickulecky, Beatrice S. *Advanced Reading Power*. New York: Pearson Education.
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.
Annunziata. Marco A. 2004. *Five hundred one critical Reading questions*. Broadway: Learning Express.

ARGUMENTATIVE WRITING / 3 SKS

Pre-requisite: Descriptive and Narrative Writing

Lecturers : Lisetyo Ariyanti, S.S., M.Pd. .
Widyastuti, S.S.,M.Pd.
Ayunita Leliana, S.S.,M.Pd.

Learning Outcomes:

1. Demonstrating fluency in process of writing expository and argumentative which concerns the detail in the unity, coherence, content rich, arguments, data, and facts. This includes paraphrasing, synthesizing, writing argument, citing method;
2. Comprehending and understanding varied elements of expository and argumentative writing and the context of information taken as data to support the argument ;
3. Being precise on deciding data using in the paragraph as concrete support 1 or 2 and operate various vocabularies to encourage the topic discussion;
4. Emphasizing on delivering information on a text writing.

Description:

The study offers practical knowledge of productive skill; writing expository and argumentative which concern the detail in the unity, coherence, content rich, arguments, data, and facts. It covers the paraphrasing, synthesizing, writing argument, citing method. In this course, students also learn how to (1) develop thesis, (2) organize sentences, diction, technical matters and (3) construct the content on the basis of useful reliability of sources and critical thinking.

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.
Teaching: A Description and Analysis. 2nd Edition. Cambridge: Cambridge University Press.

ENGLISH PHONOLOGY / 2 SKS

Pre-requisite: Introduction to Linguistics

Lecturers : Slamet Setiawan, Drs.,M.A.,Ph.D.
Ayunita Leliana, S.S.,M.Pd.

Learning Outcomes:

1. Being able to (1) apply knowledge of English Phonology in communication and (2) analyze linguistic phenomena using English Phonology parameters;
2. Understanding basic concepts and theories related to the English Phonology subject;
3. Being able to make a decision in using proper English for communication 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. The phonological system of English is compared to other language systems to sharpen the view on the speech production processes and its phonological rules. The classroom activities are conducted through presentation, discussion, question-answer, and assignment.

References:

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

ENGLISH MORPHOLOGY AND SYNTAX / 4 SKS

Pre-requisite: Introduction to Linguistics

Lecturers : Dian Rivia Himmawati, S.S.,M.Hum.
Ayunita Leliana, S.S., M.Pd.
Adam Damanhuri, S.S., M.Hum.

Learning Outcomes:

1. Being able to complete simple projects on English morphology and syntax ;
2. Possessing knowledge of the English morphology and syntactic concepts ;
3. Being able to decide the appropriate approaches in analyzing hypothetical English data morphosyntactically;
4. Being responsible for applying the approaches for analyzing the morphosyntactic data.

Description:

This course is designed to provide students a general framework in order to appreciate how morpho-syntax play a significant role in language design and usage. The lesson deals with morphology covering structures of word , the meaning of words, how their spelling relates to pronunciation, how new words are manufactured or imported from other languages, and how the meaning of words changes with the passage of time and syntax concerned with sentence structure (how words are combined together to form complex sentences). The teaching-learning processes are conducted through lecturing, presentation, discussion, group assignments/group projects.

References:

- Katamba, Francis. 1994. *English Words*. London: Routledge.
McCathy, Andrew Carstairs. 2002. *An Introduction to English Morphology (words and their structure)*. Edinburgh: Edinburgh University Press.
Miller, Jim. 2002. *An Introduction to English Syntax*. Edinburgh: Edinburgh University Press.
Sobin, Nicholas, 2011. *Syntactic Analysis The Basics*. West Sussex: Willey Blackwell.
Fromkin, V., Rodman, R. and Hyams, N. 2011. *An Introduction to Language*. 9th ed. USA: Heinle.
Wekker, Herman & Liliane Haegeman. 1996. *A Modern Course in English Syntax*. New York: Routledge.
Yule, G. 2010. *The Study of Language*. 4th. Ed. UK: Cambridge University Press.
O'Grady, W., Dobrovolsky, M., Katamba, F. (Eds.). 1997. *Contemporary Linguistics: An Introduction*. China: Addison Wesley Longman Limited.

LISTENING FOR ACADEMIC PURPOSES / 2 SKS

Pre-requisite: Critical Listening

Lecturer : Fithriyah Inda Nur Abida, S.S.,M.Pd.

Learning Outcomes:

1. Being able to demonstrate comprehension of academic listening materials through summarization and paraphrasing;
2. Understanding various academic and authentic materials;
3. Being able to make accurate decision on selecting the structure of the listening texts, the particular kind of the language and the main points and subsidiary points based on academic situations;
4. Being responsible for making a simple project based on the listening materials.

Description:

This course concentrates on preparing students for the listening of authentic and academic materials. In this course students become active listeners of academic lectures in English and work collaboratively to reproduce the lectures' contents. This course further develops students' listening comprehension and trains the use of critical thinking skills. Students will listen to interviews/reports from news, talk and entertainment programs – and engage in discussions by using critical thinking to analyze, synthesize and express opinions on the information presented in the programs.

References:

- Lougheed, Lin. 2013. *Barron's IELTS Practice Exams*. Columbia University: USA.
Janina Tucker and Eric Van Bemmel. 2002. *IELTS to Success*. John Wiley and Sons: Australia.
Jolene Gear and Robert Gear. 2011. *Cambridge Preparation for the TOEFL Test*. Cambridge University Press: USA.
Pamela J Sharpe. 2007. *Barron's TOEFL iBT 12th Edition*. Binarupa aksara: Indonesia.
Stephen, Slater. Donna, Millen. Pat Tyrie. 2003. *IELTS on Track*. Hyde Park Press: Australia.
Vanessa Jakeman and Clare McDowell. 1997. *Cambridge Practice Tests for IELTS 1*. Cambridge University Press.
BBC Knowledge : Planet Earth.
BBC NEWS.
BBC: The Human Body. As Times Goes By.
BBC: Wild Indonesia. Island castaways.
Youtube, CNBC's John Harwood.

SPEAKING FOR DEBATING / 2 SKS

Pre-requisite: Academic Speaking

Lecturers : Lina Purwaning Hartanti, S.Pd.,M.Pd.
Mamik Tri Wedawati, S.S.,M.Pd.

Learning Outcomes:

1. Applying speaking proficiency in debating practices and judging/adjudicating debating practices;
2. Comprehending theories of constructive argumentation and the development of argumentative competence, and debating performance;
3. Conducting precise procedures of debating practices in various debating formats, e.g. Asian and British Parliamentary Debating formats;
4. Being responsible for performing debating practices based on the speakers' roles about various selected topics/motions in debating sphere.

Description:

This course is designed to introduce the students the principles, practices, and concepts of speaking for debate. This course is mainly performance-based class activities with the major amount of class time is spent on public presentations, group interactions, and formal argument, persuasion, and debate practices. This course covers 1) lectures of introducing students of proficiency in public speaking and eloquence; 2) discussion about debating, debating theories and formats e.g. Asian and British Parliamentary formats, constructive argumentation and the development of argumentative competence; and 3) debating performance and how to judge/adjudicate debate. All teaching learning activities are conducted through lecturing, discussion and presentation/performance.

References:

- Freely, A.J. & Steinberg, D.L. 2009. *Argumentation and Debate: Critical Thinking for Reasoned Decision Making* (12thed.). Wadsworth: Cengage Learning.
Meany, J. & Shuster, K. 2002. *Art, Argument and Advocacy: Mastering Parliamentary Debate*. New York: International Debate Education Association.
International Debate Education Association. 2007. *The Debatabase Book: a Must-have Guide for Successful Debate*(3rded.). New York: IDEA Press Book.

READING FOR RESEARCH / 3 SKS

Pre-requisite: Critical Reading

Lecturers : Hujuala Rika Ayu, S.S., MA.
Ayunita Leliana, S.S., M.Pd.

Learning Outcomes:

1. Making use of various tools for reading and analyzing scholarly journal articles.
2. Comprehending advance reading that includes identifying structures of a scholarly journal articles such as abstracts, introduction, methods, results, discussion and conclusion.
3. Being precise on reading, analysing, contrasting and comparing the significant aspects of a scholarly journal articles with other relevant journal articles.
4. Being able to be responsible for constructing an analytical annotated bibliography

Description:

This courses focuses on reading and discussing current research from the scholarly journal articles. The topics discussed will be relevant for English students focusing either on linguistics or literature as well as other interdisciplinary issues.

References:

Scholarly journal articles from various sources.

ACADEMIC WRITING / 3 SKS

Pre-requisite: Argumentative Writing

Lecturers : Pratiwi Retnaningdyah, Dra., M.Hum.,M.A., Ph.D.
Slamet Setiawan, Drs., M.A., Ph.D.

Learning Outcomes:

1. Applying advanced process writing (Paper Writing), which includes main ideas, supporting details, complex patterns, and factual information, is constructed on academic basis;
2. Comprehending advanced writing (Paper Writing), which focus on main ideas, supporting details, complex patterns, and factual information, in academic characteristics;
3. Being precise on advanced writing (Paper Writing), rearranging main ideas, support details, complex patterns, and factual information, on academic characteristics;
4. Emphasizing a controlled writing process (Paper Writing) in advanced level
5. Demonstrating strong responsibility in producing a writing text.

Description:

This study is a productive process that combines ideas and practical writings with advanced level and developed gradually through written texts, individual tasks and discussions.

References:

Bailey, S. 2018. Academic Writing. A Handbook for International Students. London: Routledge.
Murray, N. and Beglar, D. 2009. Writing Dissertations and Theses. London: Pearson Longman.

ENGLISH SEMANTICS AND PRAGMATICS / 4 SKS

Pre-requisite: Introduction to Linguistics

Lecturers : Widyastuti, S.S.,M.Pd.
Lisetyo Ariyanti, S.S.,M.Pd.
Adam Damanhuri, S.S., M.Hum.

Learning Outcomes:

1. Making use of appropriate dictions and utterances both in spoken and written texts;
2. Understanding the concepts and theories of conceptual meaning, associative meaning and speaker's meaning;
3. Being able to decide the appropriate approaches in meaning to analyse advertisements and politician's speeches;
4. Being responsible for applying politeness principles to complete the final project by surveying the students' speech act toward their lecturers in academic setting.

Description:

The subject deals with linguistic meaning, kinds of basic elements to make reference in characterizing the meanings of words or other linguistic units, kinds of relevant data, and how to evaluate the various possible types of data and how word meanings change. Theoretical topics covered include categorization; construal; acquisition of concepts; metaphor; blending; metonymy; compositionality; mental spaces; lexical semantic change. Various semantic domains will be examined in connection with these topics, e.g. color terms,

kinship, dimensional terms, verb meaning; but two domains will be treated in depth from various perspectives: the semantics of everyday concepts, and the semantics of space and motion. For pragmatics theoretical frameworks are speech acts, implicature, presupposition, relevant theory, cooperative principles, politeness principles, references, deixis, contexts and co-texts. The final project is documenting the short functional texts are found in the public areas to interpret the communication functions. The teaching and learning processes are conducted by lecturing, presentation, group discussion, and mini-drama.

References:

- Crystal, D. 1995. *The Cambridge Encyclopedia of English Language*. New York: Cambridge University Press.
- Cruse, D. A. 1990. *Language Meaning and Sense: Semantics*. In N. E. Collinge (Ed.). *An Encyclopaedia of Language*. London: Routledge.
- 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.
- Dowty, D. 1979. *Word Meaning and Montague Grammar*. Dordrecht: Reidel.
- Dowty, D. 1991. *Thematic Proto-Roles and Argument Selection*. *Language*, 67:3, pp. 547-619.

PROSE APPRECIATION / 2 SKS

Pre-requisite: Introduction to Literature

Lecturers : Diana Budi Darma, S.S.,M.Pd.
Ali Mustofa, S.S.,M.Pd.,Dr.
Mamik Tri Wedawati, S.S.,M.Pd.

Learning Outcomes:

1. Having the ability to apply and determine some theoretical concepts of the nature of prose (short stories and novels) and apply some basic ideas (intrinsic and extrinsic elements) of the pieces as well in order to appreciate and criticized them;
2. Being able to determine the historical, cultural period of the works in which they were produced or written by authors of their times that represent the critical issues through productive forms;
3. Being able to select, analyze and review the text prose and its characteristics compared to other works of literature which appreciate any discussions on critical forms and managing interrelationship with approaches;
4. Being responsible to share the basic ideas or knowledge of the works and disseminate them in the form of works, appreciation, or performance so that the students are able to grab the meaning and construct it to deep understanding in the form of academic writing (paper or essay).

Description:

The course focuses on the prose (short stories and novels) and studies the conventions of the genre as it develops within or across biographical, social, historical background and/or cultures. The course should also ask the students to trace back the historical and cultural events which shaped the writing of the pieces from ancient to modern ones, both English and American prose. The students are supposed to understand and comprehend the nature of prose (intrinsic and extrinsic elements) including some approaches which are going to be applied in deep analysis of a paper or essay. The course will be conducted through lecturing, presentation, group discussion, watching movie, question and answer, and peer assessment.

References:

- Barnet, Sylvan, et.al. 2008. *An Introduction to Literature: Fiction, Poetry, and Drama*. London: Pearson Longman.
- Bennet, Tony. 2005. *Formalism and Marxism*. London : Routledge.
- Klarer, Mark. 1999. *Introduction to Literary Studies*. London: Routledge.
- Tyson, Lois. 2009. *Critical Theory Today*. New York: CUP.

POETRY APPRECIATION / 2 SKS

Pre-requisite: Introduction to literature

Lecturers : Pratiwi Retnaningdyah, Dra., M.Hum.,M.A., Ph.D.
Ali Mustofa, S.S.,M.Pd.,Dr.
Mamik Tri Wedawati, S.S.,M.Pd.

Learning Outcomes:

1. Being able to make use of some literary concepts of poetry in analyzing and interpreting poetry works;
2. Understanding some knowledge of theoretical concepts of poetry and making more sense of the nature of poetry so that the students will be more critical in doing their literary appreciation on poetry works;
3. Being able to select appropriate concepts in appreciating and understanding poetry as well as know how to make use of those concepts in their daily construe with poetry works ;
4. Being responsible for sharing knowledge to other students and teachers when they have to deal with literary appreciation especially on poetry and other works of literature as well.

Description:

This course is designed to train students in the art of appreciating poetry. Focuses upon the formal properties of poetry and studies the conventions of the genre as it develops within or across historical periods and/or cultures. The first part of the class will introduce a variety of short poems and educate students in skills necessary for reading and evaluating poetry. They also will learn how to scan lines for meter and rhythm; learn how to analyze in detail to the use of figures of speech such as metaphor, metonymy, personification, allusion and so on; and they also will identify and appreciate techniques of sound and structure for better understanding and appreciating poetry works. The course will modify the method of lecturing, performance, group discussion, question and answer, and peer assessment.

References:

- Barnet, Sylvan, et.al. 2008. *An Introduction to Literature: Prose, Poetry and Drama*. London: Pearson Longman.
- Knickerbocker, Renninger. 1964. *Interpreting Literature*. New York: Harcourt Brace Jovanovich.
- Gioia, Dana et al. 2001. *Introduction to Literature: Poetry, Prose and Drama*. London: Routledge.
- Perrine, Laurence. 1990. *Literature: Structure, Sound, and Sense*. New York: New York University Press.

RESEARCH METHODOLOGY IN LANGUAGE / 2 SKS

Pre-requisite: Introduction to Linguistics

Lecturers : Slamet Setiawan, Drs.,M.A.,Ph.D.
Widyastuti, S.S.,M.Pd.

Learning Outcomes:

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

Description:

This subject explores types and characteristics of various research methods for Linguistic 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.

RESEARCH METHODOLOGY IN LITERATURE/ 2 SKS

Pre-requisite: Introduction to Literature

Lecturer : Pratiwi Retnaningdyah, Dra., M.Hum., MA., Ph.D.

Learning Outcomes:

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

Description:

This subject explores types and characteristics of various research methods for Literature. This covers: (1) various approaches to texts; (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:

- Barnet, Sylvan, et.al. 2008. *An Introduction to Literature: Fiction, Poetry, and Drama*. London: Pearson Longman.
- Bennet, Tony. 2005. *Formalism and Marxism*. London : Routledge.
- Klarer, Mark. 1999. *Introduction to Literary Studies*. London: Routledge.
- Tyson, Lois. 2009. *Critical Theory Today*. New York: CUP.

INTRINSIC APPROACHES TO LITERATURE / 2 SKS

Pre-requisite: Prose Appreciation, Poetry Appreciation

Lecturers : Ali Mustofa, S.S.,M.Pd.,Dr.
Pratiwi Retnaningdyah, Dra.,M.Hum.,M.A., Ph.D .

Learning Outcomes:

1. Being able to write a research in literary studies with relating it with issues exist in the discussion. recognize the nature of literary theories and the student able plan ;
2. Understanding ideas and knowledge of literary theories;
3. Being able to make a right decision in selecting theoretical framework when doing literary studies;
4. Being responsible for choosing the appropriate theoretical judgments when doing literary research and as well as being able to defend their arguments on certain choice of literary concept for their final papers.

Description:

The course offers students opportunity to enhance their knowledge and skills on how to understand literary theories as well as to apply them in literary research. The course will also assist the students to have better ideas on selecting appropriate theoretical framework for their future research in literary studies. The scope of the course covers new criticism/formalism, structuralism, semiotics, reader response, mythological theories, psychological theories, new historicism, sociological theories, marxism, feminism, postcolonialism, gender and sexuality, and gay and lesbian criticism. The classroom activities are conducted through lecturing, presentations, group discussion, and assignment.

References:

- Ashcroft, Bill, Griffiths, Gareth, Tiffin, Helen. 2013. *Postcolonial Studies. The Key Concept*. London: Routledge.
- Barry, Peter. 1995. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: MUP.
- Bertens, Hans. 2001. *Literary Theory: The Basic*. London: Routledge.
- Penney, James. 2014. *After Queer Theory: The Limits of Sexual Politics*. London: Pluto Press.
- Tyson, Lois. 2009. *Critical Theory Today*. New York: CUP.
- Wellek, Rene, Warren, Austen. 1964. *Literary Theory*. New York: CUP.

DRAMA APPRECIATION / 2 SKS

Pre-requisite: Introduction to Literature

Lecturers : Hujuala Rika Ayu, S.S.,M.A.
Diana Budi Dharma, S.S.,M.Pd.
Mamik Tri Wedawati, S.S.,M.Pd.

Learning Outcomes:

1. Being able to apply and determine some theoretical concepts of the nature of drama and apply some basic ideas of the pieces as well in order to appreciate and criticized them;
2. Understanding knowledge of the historical and cultural period of the works in which they were produced or written by authors of their times;
3. Being able to make decision on applying knowledge to analyze and review the nature of drama and its characteristics compared to other works of literature;
4. Being responsible to share the basic ideas or knowledge of the works and disseminate them in the form of performance.

Description:

The course focuses on the sharing and discussing of formal properties of drama and studies the conventions of the genre as it develops within or across historical periods and/or cultures. The course should also ask the students to trace back the historical and cultural events which shaped the writing of the pieces from ancient to modern ones, both English and American drama. The students are supposed to understand the nature of drama production and performance on the stage so that they should be able to cooperate with each other to perform the works into works of stage. The classroom activities are conducted through presentation, performance, group discussion, question and answer, and peer assessment.

References:

- Barnet, Sylvan, et.al. 2008. *An Introduction to Literature: Prose, Poetry and Drama*. London: Pearson Longman.
- Knickerbocker, Renninger. 1964. *Interpreting Literature*. New York: Harcourt Brace Jovanovich.
- Gioia, Diana et al. 2001. *Introduction to Literature: Poetry, Prose and Drama*. London: Routledge.
- Wellek, Rene, Warren, Austen. 1964. *Literary Theory*. New York: CUP.
- Perrine, Laurence. 1990. *Literature: Structure, Sound, and Sense*. New York: New York University Press.

WORLD LITERATURE / 3 SKS

Pre-requisite: Intrinsic Approaches to Literature

Lecturers : Pratiwi Retnaningdyah, Dra.,M.Hum.,M.A.. Ph.D.
Much. Khoiri, Drs., M.Si.
Hujuala Rika Ayu, S.S., MA.

Learning Outcomes:

1. Identifying key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions;
2. Understanding the concept of world literature reflected in intellectual, social, political, religious, historical and multicultural contexts;
3. Being able to make a decision in selecting right approaches when analyzing literary works from different regions and periods;
4. Being responsible for communicating effectively and exchanging ideas about literature of different periods or regions.

Description:

This subject is a common understanding of regions such as North America, Europe, Central America, South America, Africa, Asia, Australia and Oceania on its history, trends and literary works with expectations of undergraduate competence outcomes. It is also to survey the voices of the underdeveloped world through fiction, poetry and film in an attempt to counterpoint knowledge of other culture, social, and politic issue in defining and analyzing literature in different periods and regions. The classroom activities are conducted through taking quizzes over readings, analytical and interpretive discussion over readings, and writing analytical essay.

References:

- H.D., Tutuola. Ellison and White. 2003. *Postcolonial Literature from Three Continents*. Peter Lang: New York
- Tay, Eddie. 2011. *Colony, Nation and Globalisation Not At Home Singaporean and Malaysian Literature*. Hong Kong: Hong Kong University Press

TRANSLATION THEORY AND PRACTICE / 3 SKS

Pre-requisite: English Semantics and Pragmatics

Lecturers : Dian Rivia Himmawati, S.S.,M.Hum.
Hujuala Rika Ayu, S.S.,M.A.
Widyastuti, S.S.,M.Pd.
Mamik Tri Wedawati. S.S., M.Pd.

Learning Outcomes:

1. Being able to demonstrate translation skills in translating texts from English-Indonesia and vice versa;
2. Having knowledge of linguistic and translation theories and cross-cultural awareness to analyze a variety of texts in the source language and target language and translate texts from English-Indonesia and vice versa;
3. Being able to manage the right strategies and overcome the problems in translating texts;
4. Being responsible for justifying and assessing the quality of translation produced.

Description:

This subject introduces the students the typology, type and categories of translation as well as fundamental principles, general methods, basic techniques, and procedures in translation. In this course, students will also develop language skills required in translation and learn to apply lexical equivalence and grammatical adjustments to transfer texts from English into Indonesia and from Indonesia into English. The classroom activities are conducted through sitetranslation, text analysis, glossary building, interpretation of written text from English into Indonesia and vice versa, discussions and assignments.

References:

- House, Juliane. 2009. *Translation*. Oxford: Oxford University Press.
- Munday, Jeremy, 2009. *The Routledge Companion to Translation Studies*. New York: Routledge.
- Munday, Jeremy. 2001. *Introducing Translation Studies*. New York: Routledge.
- Bassnett, Susan. 2005. *Translation Studies*. New York: Routledge.
- Ghazala, Hasan. 2011. *Cognitive Stylistics and The Translator*. London: SayyabBooks.

LANGUAGE IN SOCIETY / 3 SKS

Pre-requisite: Introduction to Linguistics

Lecturers : Slamet Setiawan, Drs.,M.A.,Ph.D.
Dian Rivia Himmawati, S.S.,M.Hum.
Adam Damanhuri, S.S.,M.Hum.

Learning Outcomes:

1. Being able to (1) communicate with various interlocutors in different contexts by applying sociolinguistic parameters and (2) describe and predict the influence of English language history in shaping new language communities and repertoires;
2. Understanding (1) concepts and theories of Sociolinguistics as well as (2) the influence of English language history in shaping new language communities and repertoires;
3. Being able to make a right decision in (1) choosing proper language using their knowledge of sociolinguistics to develop their language skills to communicate with various interlocutors in different contexts and (2) analyzing and predicting the influence of English language in shaping new language communities and repertoires;
4. Being responsible for making a paper on a particular topic using sociolinguistic parameters and history of a chosen language.

Description:

This subject describes the relationship between language, society, and history of language in shaping new language communities and repertoires. This addresses language change, linguistics developments, language and socio-political history, urbanization, industrialization, social stratification, social dialect, register, code switching, code mixing, regional dialect, bilingualism/multilingualism, language variation, 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, national, regional, and international 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:

- Auer, Peter and Li Wei (2007). *Handbook of Multilingualism and Multilingual Communication*. Berlin - New York: Mouton de Gruyter.
- Holmes, Janet. (1992). *An Introduction to Sociolinguistics*. New York: Longman Group.
- Li Wei (ed.). (2000). *The Bilingualism Reader*. London and New York: Routledge.
- Wardhough, Ronald. (2006). *An Introduction to Sociolinguistics* (5th ed.). Massachusetts: Blackwell Publishing.
- Baugh, Albert C & Thomas Cable. *A History of the English Language*. Fifth ed. 2002. London: Routledge.
- Momma, Haruko & Michael Matto. *A Companion to the History of the English Language*. 2006. Oxford: Blackwell Publishers.
- Fennell, Barbara A. *A History of English: A Sociolinguistic Approach*. 2001. Oxford: Blackwell Publishers.

WESTERN SOCIETY AND CULTURE / 2 SKS

Pre-requisite: Indonesian Society and Culture

Lecturers : Pratiwi Retnaningdyah, Dra., M.Hum., M.A., Ph.D
Much. Khoiri, Drs., M.Si.
Hujuala Rika Ayu, S.S., M.A.

Learning Outcomes:

1. Being able to explain the aspects of Western society and culture covering The United States and Britain's cultural, political and sociological background as the representatives of Western countries;
2. Comprehending the many aspects of Western society and culture covering their cultural, political, and sociological background of Britain and the U.S. as the leading countries;
3. Being able to make necessary decision on any cultural, political, and sociological background related to the U.S. and Britain as nations;
4. Being able to be responsible for appropriately discussing any aspects of The U.S. and Britain covering their cultural, political, and sociological background.

Description:

This course guides students to write short story in English by appropriately applying the principle of how to write literary works such as poetry, short story, travel writing, and script by considering its length, diction, characters, setting, plot, and any extrinsic devices. Students also analyze selected literary works in the way they reveal the construct the story and its elements such as figurative languages, denotation and connotation, the appropriate diction/style and its types. In the end, students produce a literary book in English. This course will be conducted through discussion, presentation and lecture.

References:

- Christopher, David. (1999). *British Culture: An Introduction*. New York: Routledge.
- Higgins, Michael, Clarissa Smith, and John Storey. (eds). (2010). *The Cambridge Companion to Modern British Culture*. Cambridge: Cambridge university Press.
- Mile, V.J.C. (2007). *Politics in USA*. New York: Routledge.
- Storry, Mike, and Peter, Childs., (eds). (2002). *British Cultural identities: Second Edition*. New York: Routledge.
- Datesman, Maryanne Kearny. JoAnn Crandall and Edward N. Kearny. (2005). *American Ways: An Introduction of American Culture, Third Edition*. New York: Pearson Education. Inc.

INTERCULTURAL COMMUNICATION / 2 SKS

Pre-requisite: Indonesian Society and Culture

Lecturers : Much Khoiri, Drs.,M.Si.
Pratiwi Retnaningdyah, Dra.,M.Hum.,M.A., Ph.D

Learning Outcomes:

1. Being able to make a research paper on the issues of Intercultural Communication;
2. Understanding concepts and theories of Intercultural Communication;
3. Being able to make a decision in selecting right issues when making a paper related to Intercultural Communication;
4. Being responsible for (1) presenting topics on concepts and theories of Cross-Cultural Understanding; (2) making/writing a research paper on the issues of Intercultural Communication

Description:

This subject introduces and explores the concepts and theories of Intercultural Communication, as well as enhances students to make a research paper. This subject covers concepts/theories of: ICC, introductions, verbal pattern nonverbal communication, personal relationships, racism and prejudice, family values, religious beliefs, educational attitudes, academic integrity: plagiarism, work values, time-and-space patterns and time management, cultural conflict, and cultural-and-social adjustment. The classroom activities are conducted through assignment (summarizing, reviewing), presentation, discussion, investigation/quiz, experiment, consultation.

References:

Samovar, Larry A., et.al. 2012. *Communication between Cultures*. Singapore: Wadsworth Cengage Learning.
Khoiri, Much. 2014. *Jejak Budaya Meretas Peradaban*. Sidoarjo: Jalindo-SatuKata Book@rt Publisher.

ENGLISH FOR TOURISM / 3 SKS

Pre-requisite: Indonesian Society and Culture, Academic Speaking

Lecturer : Lina Purwaning Hartanti, S.Pd., M.EIL.

Learning Outcomes:

1. Making use of learning sources and information and communications technology (ICT) to support effective communication in English at a customer liaison level within the hospitality, travel, and tourism industry;
2. Possessing knowledge of communicating effectively in English at a customer liaison level within the hospitality, travel, and tourism industry;
3. Being able to make a right decision in communicating effectively using English at a customer liaison level within the hospitality, travel, and tourism industry;
4. Being responsible for applying effective communication using English at a customer liaison level within the hospitality, travel, and tourism industry.

Description:

This subject provides students with knowledge of hospitality, travel, and tourism related terms and develops students' ability to communicate effectively in English at a customer liaison level within the hospitality, travel, and tourism industry. It covers the knowledge and practical abilities related to hotel accommodations, transportation, travel agency, tourism resorts, and tour guide. It also provides students with knowledge and practice of writing tourism advertising in the form of brochure/leaflet. All teaching learning activities are conducted through lecturing, discussion, practice, and field work.

References:

Dubicka, Iwonna., and O'Keeffe, Margaret. (2003). *English for International Tourism: Pre-Intermediate Students' Book*. Essex: Longman.
Jones, Leo. (2001). *Welcome!: English for the travel and tourism industry*. Cambridge: Cambridge University Press.
Morgan, Nigel., and Pritchard, Annette. (2000). *Advertising in Tourism and Leisure*. Oxford: Butterworth-Heinemann.
Strutt, Peter. (2003). *English for International Tourism: Intermediate Students' Book*. Essex: Longman.
Wyatt, Rawdon. (2007). *Check Your English Vocabulary for Leisure, Travel and Tourism* (2nded.). London: A&C Black Publishers Ltd.

THESIS PROPOSAL WRITING / 2 SKS

Pre-requisite: Academic Writing

Lecturers : Team

Learning Outcomes:

1. Being able to write a thesis proposal on language and literature appropriately by utilizing available appropriate resources;
2. Understanding basic concept and terms of writing thesis proposal on language and literature;
3. Being able to make necessary decision on selecting approach when writing a thesis proposal;
4. Being responsible for completing the assignment of thesis proposal punctually.

Description:

This course introduces the students to the steps how to write a research proposal. In the first half of the semester students learn to select a topic for their research, limit the scope of the study, write the background, formulate the research questions and the objectives of the study. During the second half of the semester, 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. Students will then learn to present it to the students' forum. The classroom activity will be conducted through discussion, lecture and presentation.

References:

Bailey, Stephen. 2018. *Academic Writing. A Handbook for International Students*. London: Routledge.
Gibaldi, Joseph. 2003. *MLA Handbook for Writer of Research Papers 6th ed*. New York: MLA.
Woolf, Judith. 2005. *Writing about Literature*. London: Routledge.
Evans, David, Gruba, Paul, and Justin, Zobel. 2014. *How to Write a Better Thesis*. London: Springer.
Scholarly journal articles on language and literature.

DISCOURSE ANALYSIS* / 3 SKS

Pre-requisite: Introduction to Linguistics

Lecturers : Slamet Setiawan, Drs.,M.A.,Ph.D.
Lisetyo Ariyanti, S.S.,M.Pd.

Learning Outcomes:

1. Making use of Discourse Analysis theory to identify, analyze, compare and evaluate information and ideas within texts.
2. Possessing knowledge of methods and strategies in analyzing the text including Written and Spoken text.
3. Being able to manage critical thinking in response to the information and ideas of the texts in a form of spoken and written.
4. Being responsible for their critical thinking on a written and spoken text based on its context, speakers, listeners, social strata, social and art criticism

Description:

This subject describes the wide variety of spoken and written text, and also the mixed of spoken and written that can be found in the communication practices. It is expected that as soon as they are accepted in the desired job, they can directly tune in a new workplace situation. The language phenomena that is discussed in text is related to contexts of situation and context of culture, how texts are produced as a social practice, what texts tell us about happenings, what people think, believe and how texts represent ideology (power struggle etc.). In addition, this subject introduces norms of language use, social contexts and convention to explore English spoken and written text in various workplace discourses. Moreover, this subject is influenced by other disciplines that make this subject examine spoken and written texts from all sorts of different areas (medical, legal, advertising, export-import, tourism, journalism, and many more) and from all sorts of perspectives (race, gender, power). The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment, which dealt with a number of practical applications.

References:

Brown, Gillian and Yule, George. 1983. *Discourse Analysis*. USA: Cambridge University Press.
Fowler, Roger. 1981. *Literature as Social Discourse*. London: Batsford Academic and Educational Ltd.
Huckin, Thomas. 2005. *Critical Discourse Analysis in Functional Approaches to Written Text: Classroom Applications by Tom Miller*. Washington DC: English Language Programs of United States Information Agency.
Locke, Terry. 2004. *Critical Discourse Analysis*. London. New York. Continuum.
Mills, Sara. 1997. *Discourse*. New York: Routledge.
Schiffrin. 1994. *Approaches to Discourse*. UK: Blackwell.
Tannen, Deborah. 2007. *Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse*. UK: University Press Cambridge.
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.

STYLISTICS* / 3 SKS

Pre-requisite: Introduction to Linguistics
Introduction to Literature

Lecturers : Lisetyo Ariyanti, S.S., M.Pd.
Widyastuti, S.S.,M.Pd.
Fithriyah Inda Nur Abida, S.S.,M.Pd.

Learning Outcomes:

1. Being able to undertake detailed and systematic analyses of literary texts and have the ability to relate linguistic analysis to interpretation;
2. Having knowledge the concepts and methods relevant to stylistic analysis;
3. Making a decision on student's ability to adopt a qualitative and interpretive approach to appreciating the writer's / speaker's style and the way he/she has chosen to say what he says in the way the text presents;
4. Being responsible to use their knowledge of linguistics, semantics, rhetoric, and pragmatics in the process of negotiating a given text and unfolding its message and intention.

Description:

The course is concerned with the linguistic analysis of literary texts, and particularly with the relationship between linguistic choices on the one hand and readers' interpretations on the other. The course involves examining the language of literary texts in the three genres of poetry, prose and drama, with a view to helping students arrive at a fuller understanding and appreciation of these texts. The course aims to look at the language of texts and tries to explain how that language creates meaning, style and effect towards the reader or the listener. The classroom activities are conducted through presentation, discussion, question-answer, and assignment.

References:

- Carter, R. and Stockwell, P. (eds.).2008.*The Language and Literature Reader*. London: Routledge.
Jeffries, L. and McIntyre, D.2010. *Stylistics*. Cambridge: Cambridge University Press.
Leech, G. N. and Short, M. H. 2007. *Style In Fiction*, 2nd edition. London: Longman.
Short, Mick.1996. *Exploring the Language of Poems, Plays and Prose*. London and New York: Routledge,.
Simpson, Paul.2004.*Stylistics: A Resource Book for Students*. London & New York: Routledge.

EXTRINSIC APPROACHES TO LITERATURE** / 3 SKS

Pre-requisite: Intrinsic Approaches to Literature

Lecturers : Pratiwi Retnaningdyah, Dra.,M.Hum.,M.A, Ph.D
Ali Mustofa, S.S.,M.Pd.,Dr.

Learning Outcomes:

1. Being able to make a tentative research proposal on literary studies which focuses on research method;
2. Understanding ideas and knowledge of literary research and the theories underline their future research so that they can make more sense of their choice of research in literary studies;
3. Being able to make a right decision in selecting research method when making proposal for their future final research;
4. Being responsible for choosing the research method when making proposal for their final research paper.

Description:

This subject explores types and characteristics of various research methods for Literature and cultural studies. 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; 4) Theoretical concepts which are underlining the research grounds to make more sense of the nature of each type of literary research. Here, the course will also cover some insights into some theoretical concepts which ground literary and cultural studies and so the students will be well supplied and equipped with some ideas to write better and more grounded research. The classroom activities are conducted through presentation, discussion, question-answer, and assignment.

References:

- Ashcroft, Bill, Griffiths, Gareth, Tiffin, Helen. 2013. *Postcolonial Studies. The Key Concept*. London: Routledge.
Barry, Peter. 1995. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: MUP.
Bertens, Hans. 2001. *Literary Theory: The Basic*. London: Routledge.
Penney, James. 2014. *After Queer Theory: The Limits of Sexual Politics*. London: Pluto Press.
Tyson, Lois. 2009. *Critical Theory Today*. New York: CUP.
Wellek, Renne, Warren, Austen. 1964. *Literary Theory*. New York: CUP.

LITERARY DISCOURSE ANALYSIS** / 3 SKS

Pre-requisite: Intrinsic Approaches to Literature

Lecturers : Ali Mustofa, S.S., M.Pd., Dr.
Pratiwi Retnaningdyah, Dra., M.Hum., MA, Ph.D
Hujuala Rika Ayu, S.S., MA.

Learning Outcomes:

1. Being able to understand the term critical discourse analysis and how it is used in practical literary and cultural analysis.
2. Identifying some critical theories in social studies which are commonly used to analyse the practices of power relations in works of literature and social institutions where power is exercised and practiced by characters and/or people in different contexts.
3. Understanding the meaning of power relation and its manifestation in literary and cultural practices.

Description :

The subject is to introduce Critical Discourse Analysis (CDA) in literary and cultural analysis for the students of literature. CDA stems from a critical theory of language which sees the use of language as a form of social practice. All social practices are tied to specific historical contexts and are the means by which existing social relations are reproduced or contested and different interests are served. The subject covers the nature of CDA and its practical use in any literary and cultural institutions where power relation is being operated. It ranges from van Dijk's notions of critical discourse analysis, Fairclough's ideas of CDA, Foucauldian relations of power, Bourdieu's symbolic power, Kristeva's use of language in literary and cultural analysis.

References:

- Caldas-Coulthard, Carmen Rosa, and Coulthard, Malcolm, (editors) (1996) *Texts and Practices: Readings in Critical Discourse Analysis*, London: Routledge.
- Chouliaraki, Lilie & Norman Fairclough (1999). *Discourse in Late Modernity: Rethinking Critical Discourse Analysis*. Edinburgh: Edinburgh University Press.
- Norman Fairclough (1995). *Media Discourse*. London: Edward Arnold.
- Norman Fairclough (2003). *Analysing Discourse: Textual Analysis for Social Research*. London: Routledge.
- Jaworski, Adam, & Coupland, Nikolas (Eds.) (2002). *The Discourse Reader*. New York: Routledge.
- Lazar, Michelle (Ed.) (2005). *Feminist Critical Discourse Analysis: Gender, Power and Ideology In Discourse*. Basingstoke: Palgrave.
- Rogers, Rebecca (2003). *A Critical Discourse Analysis of Family Literacy Practices: Power in and Out of Print*. Mahwah, NJ: Lawrence Erlbaum.
- Rogers, Rebecca (Ed.) (2003). *An Introduction to Critical Discourse Analysis in Education*. Mahwah, NJ: Lawrence Erlbaum.
- Talbot, Mary, Atkinson, Karen and Atkinson, David (2003). *Language and Power in the Modern World*. Edinburgh: Edinburgh University Press.
- Teun A. Van Dijk. (1993). *Elite discourse and racism*. Newbury Park, CA: Sage.
- Teun A. Van Dijk. (2005). *Racism and discourse in Spain and Latin America*. Amsterdam: Benjamins.
- Teun A. Van Dijk. (2008). *Discourse and Power*. Houndsmills: Palgrave.
- Weiss, Gilbert & Wodak, Ruth (Eds.) (2003). *Critical Discourse Analysis: Theory and Interdisciplinarity in Critical Discourse Analysis*. London: Palgrave.
- Young, Lynne & Harrison, Claire (Eds.) (2004). *Systemic Functional Linguistics and Critical Discourse Analysis: Studies in Social Change*. London: Continuum.
- Anna Duszak, Juliane House, Łukasz Kumięga: *Globalization, Discourse, Media: In a Critical Perspective / Globalisierung, Diskurse, Medien: eine kritische Perspektive*. Warsaw University Press, 2010

PRAKTEK KERJA LAPANGAN (INTERNSHIP)*** / 3 SKS

Lecturers : Team

Learning Outcomes:

1. Being able to do internship at a prospective institution successfully;
2. Understanding procedures, regulations and ethics of the prospective institution;
3. Being able to make a right decision to achieve the goal set by the management of the institution;
4. Being responsible for making a good image of the alma mater and making report.

Description:

This course provides chances for the students to experience the real work atmospheres. This also gives opportunities to them to apply what they have got in the campus in real world.

GENDER STUDIES / 2 SKS

Pre-requisite: Western Society and Culture, Intrinsic Approaches to Literature

Lecturers : Ali Mustofa, S.S.,M.Pd.,Dr.
Diana Budi Darma, S.S, M.Pd.

Learning Outcomes:

1. Making more sense of the nature of gender and its differentiation as well as manifestation in society;
2. Being able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studies;
3. Having the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organ;
4. Being responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination.

Description:

The course examines contemporary gender relations in contemporary literary and cultural studies. It also examines the practices of gender in society, everyday lives, the school, the workplace, and the home. To what extent these relations can be explained in terms of women's and men's choices and to what extent in terms of masculinities and femininities, laws and institutions, and the distribution of power and resources in contemporary society, are key issues to be explored in classes of the course. The ways that ethnicity, 'race' and class modify and give meaning to gender debates in a specific territory and also in an international context will also be a central concern. Gender is encountered in every aspect of people's lives. It informs public debate, legislation, how much money can be earned, the victim of gender inequalities, the possibilities to be exposed to risk and sexual violences in society are also concerns of the course.

References:

Barry, Peter. 1995. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: MUP.
Bertens, Hans. 2001. *Literary Theory: The Basic*. London: Routledge.
Fausto-Sterling, Anna. 2000. *Sexing the Body*. London: Routledge.
Penney, James. 2014. *AfterQueer Theory: The Limits of Sexual Politics*. London: Pluto Press.
Tyson, Lois. 2009. *Critical Theory Today*. New York: CUP.

AUSTRALIAN SOCIETY AND CULTURE / 2 SKS

Pre-requisite: Western Society and Culture

Lecturers : Hujuala Rika Ayu, S.S.,M.A.
Lina Purwaning Hartanti, S.Pd.,M.EIL.
Pratiwi Retnaningdyah, Dra.,M.Hum.,M.A., Ph.D .

Learning Outcomes:

1. Being able to explain the aspects of Australia covering its cultural, political and sociological background of Britain as a country;
2. Understanding aspects of Australia covering its cultural, political, and sociological background of Britain as a country;
3. Being able to make necessary decision on any aspects related to Australia as a nation such as its cultural, political, and sociological background of Britain;
4. Being able to be responsible for appropriately discussing any aspects of Australia covering its cultural, political, and sociological background.

Description:

This course introduces the students to the significant aspects of Australia as a nation. The eras are ranging from the Old Australia to the modern ones. The topics cover the cultural, sociological, and political aspects of Australia. Students are to compare and contrast the cultural, sociological and political aspects of Australia and Indonesian.

This course will be conducted through discussion, presentation and lecture.

References:

Cranston, CA, Zeller, Robert. 2007. *The Littoral Zone: Australian Contexts and their Writers*. Amsterdam: Rodopi.
Jones, Roy, Shaw, Brian J. 2007. *Geographies of Australian Heritages*. England: Ashgate.
Wolacaut, Angela. 2015. *Settler Society in the Australian Colonies: Self-Government and Imperial Culture*. Oxford: Oxford University Press.

POPULAR CULTURE STUDIES / 2 SKS

Pre-requisite: Western Society & Culture

Lecturers : Much Khoiri, Drs.,M.Si.
Pratiwi Retnaningdyah, Dra., M.Hum.,MA, Ph.D.

Learning Outcomes:

1. Being able to make a research paper on the current issues of Popular Culture Studies;
2. Understanding concepts and theories of Popular Culture Studies;
3. Being able to make a decision in selecting right research issues and method when making a research paper on the current issues of Popular Culture Studies;
4. Being responsible for (1) presenting topics on concepts and theories of Popular Culture Studies; (2) making/writing a research paper on the current issues of Popular Culture Studies.

Description:

This subject introduces and explores the concepts and theories of Popular Culture Studies well as enhances students to make a research paper. This subject covers concepts/theories of: (1) Lifestyle ecstasy: popular culture in Indonesia commodity society, (2) mass culture, elite culture, popular culture; (3) Indonesian mass culture, (4) media culture and its interaction with ethnic cultures in developing countries, (5) images of women in media: exploitation and sadistic sensation; (6) images of women in movies: women, film market, power; (7) Show and social cost of lifestyle; (8) design, technology and lifestyle; (9) Pseudo-reality in Indonesian consumer society; (10) popularization of lifestyle; (11) the awakening of Ne(x)t generation; (12) symbolic world and lifestyle in religious beliefs; (13) sketches of children's world in media. The classroom activities are conducted through assignment (summarizing, reviewing), presentation, discussion, investigation/quiz, experiment, consultation.

References:

- Ibrahim, Idi Su.,1997. Ecstasy Gaya Hidup: Kebudayaan Pop dalam Masyarakat Komoditas Indonesia. Bandung: Mizan
- Ibrahim, Idi S. 2007. Budaya Populer sebagai Komunikasi: Dinamika Popscape dan Mediascape di Indonesia Kontemporer. Yogyakarta: Jalasutra
- Said, Edward. 1994. Culture and Imperialism. London: Vintage.

FILM STUDIES / 2 SKS

Pre-requisite: Prose Appreciation, Poetry Appreciation, Drama Appreciation, Language in Society

Lecturers : Pratiwi Retnaningdyah, Dra., M.Hum., M.A., Ph.D.
Hujuala Rika Ayu, S.S., M.A.

Learning Outcomes:

1. Making use of the cinematic codes and languages in analyzing and interpreting English films;
2. Understanding basic concepts and principles of popular culture to embody the society's attitudes and ideas of cultural and historical development;
3. Being able to make a decision on using knowledge to analyze film production and film as media to express ideas and ideology;
4. Being responsible for sharing the knowledge and writing a paper related to film.

Description:

The course explores the history and stylistic elements of cinema as a mass medium and an art form. The course analyzes visual language and film style, cinematic codes, and the ways that the motion picture films can embody or criticize popular ideas and attitudes. Emphasis is on film analysis, film in relation to the other arts and mass media, films as artifacts, and understanding the ways that films are put together and how they function expressively. The classroom activities are conducted through assignment (summarizing, reviewing), presentation, and discussion.

References:

- Beaver, Frank Eugene. 1994. Dictionary of Film Terms: the Aesthetic Companion to Film Analysis . New York: Twayne Publishers.
- Browne, Steven E. 1992. Film-Video Terms and Concepts. Boston, MA: Focal Press, International Dictionary of Films and Filmmakers. 2000. 4 vols. Detroit: St. James Press.
- Katz, Ephraim. , 1998. The Film Encyclopedia. New York: HarperPerennial.
- Motion Picture Guide. Chicago: Cinebooks, 1985-1999.
- New York Times Encyclopedia of Film. 13 vols. New York: Times, 1984.
- Rajadhyaksha, Ashish and Paul Willemen. 1999. Encyclopaedia of Indian Cinema . London: British Film Institute.
- Slide, Anthony. 1989. The International Film Industry: An Historical Dictionary . New York: Greenwood Press.
- Wakeman, John, ed. World Film Directors. 2 vols. New York: H.W. Wilson Co., 1987-88.

INTERPRETING PRACTICE / 2 SKS

Pre-requisite: Translation Practice and Theory
Academic Speaking

Lecturers : Hujuala Rika Ayu, S.S.,M.A.
Mamik Tri Wedawati, S.S., M.Pd.
Diana Budi Darma, S.S.,M.Pd.

Learning Outcomes:

1. Being able to interpret the meaning in English and Bahasa Indonesia based on the context and culture correctly;
2. Possessing knowledge and information about types and categories as well as the principles of interpreting between English and Bahasa Indonesia;
3. Implementing the right strategies and techniques in conducting professional interpreting between English and Bahasa Indonesia;
4. Being responsible for professional interpreting in various selected discourses between English and Bahasa Indonesia.

Description:

This course aims to provide students with basic working skills and an awareness of the key professional issues in liaison (dialogue) and consecutive interpreting between English and Bahasa Indonesia. The basic skills of interpreting covered in this course will cover the knowledge of public speaking, reinforcement of grammatical structure, key strategies and techniques, and discourses and cultural transfers in interpreting. This course will combine both theoretical and practical classroom activities. At the end of this course, students will be introduced how to prepare and manage professional interpreting in particular issues. All teaching learning activities are conducted through lecturing, discussion, modelling, performance, written exercise, and project.

References:

Nolan, James. 2005. *Interpretation: Techniques and Exercises, Professional Interpreting in the Real World*. Clevedon, UK: Cromwell Press, Ltd.
Other relevant journals and articles.

CHILDREN'S LITERATURE / 2 SKS

Pre-requisite: Prose Appreciation, Poetry Appreciation, Drama Appreciation

Lecturers : Pratiwi Retnaningdyah, Dra.,M.Hum.,M.A, Ph.D .
Hujuala Rika Ayu, S.S.,M.A.
Diana Budi Darma, S.S., M.Pd.

Learning Outcomes:

1. Being able to describe and explain the characteristics (intrinsic element) of children literature based on the genre (novel, poetry, drama);
2. Comprehending children's literature as a valuable source of intellectual, emotional, and aesthetic encounter enriching children's experience;
3. Being able to decide what approach is suitable to give critical view on a children's literature which reflects and promotes society's views of childhood, attribute to literary theory, social issue and ideology;
4. Being responsible for sharing knowledge of children's literature and writing a paper on children's literature.

Description:

This subject will provide an overview the history of children's literature with a discussion of major authors, explore various ideas conveyed in the texts, context of children's fiction, contributors and an emphasis on contemporary literature for children among language, theory, politics, and ideology which is giving contribution in the text. This covers examining the ideologies embedded in the texts as well as the ideologies that guide our culture, particularly in terms of children (the literature student read) and carrying out an analysis in an essay. The class activities will be modify with lecturing, group discussion, presentation, and assignment.

References:

Burnett, Frances Hodgson. 1962. *The Secret Garden*. Philadelphia : J.B. Lippincott Company.
J.K. Rowling.1997. *Harry Potter and the sorcerers stone*. New York: Arthur A. Levine books (scholastics).
J.K. Rowling.1998. *Harry Potter and the chamber of secrets*. New York: Arthur A. Levine books (scholastics).
J.K. Rowling.1999. *Harry Potter and the prisoner of Azkaban*. New York: Arthur A. Levine books (scholastics).
J.K. Rowling.2000. *Harry Potter and the goblet of fire*. New York: Arthur A. Levine books (scholastics).
J.K. Rowling.2003. *Harry Potter and the order of the phoenix*. New York: Arthur A. Levine books (scholastics).
J.K. Rowling.2005. *Harry Potter and the half blood prince*. New York: Arthur A. Levine books (scholastics).
J.K. Rowling.2007. *Harry Potter and the Deathly Hallows*. New York: Arthur A. Levine books (scholastics).
Hoepfer, Jeffrey D. dan James Pickering. 1990. *Poetry: An Introduction*. New York: McMillan
Kirkpatrick, Laurence A. Dan William W. Goodfellow. 1980. *Poetry with Pleasure*. New York: Charles Scribner's Sons
Ed. Peter Hunt *Literature for Children*. 1992. New York: Routledge.
Grenby, M.O. 2008. *Children's Literature*. Edinburgh: Edinburgh University Press.
Grenby, M.O. 1999. *Understanding Children's Literature*. New York: Routledge.

LITERARY TRANSLATION / 2 SKS

Pre-requisite: Translation Theory and Practice

Lecturers : Hujuala Rika Ayu, S.S.,M.A.
Mamik Tri Wedawati, S.S, M.Pd.

Learning Outcomes:

1. Discussing selected literary texts in English such as short stories, poems, *haiku*, and drama and translating the texts appropriately into Bahasa Indonesia based on the translation principles;
2. Understanding basic concepts and principles of how to translate literary texts such as short stories, poems, haiku, and drama;
3. Making necessary decision on choosing the best principles/methods for translating different literary genres;
4. Being responsible for the closest natural translation results and the originality of the translated texts.

Description:

This course introduces the students to strategies of translating literary genres such as short stories, poems, haiku and drama worth translated. It involves the structural analysis and deeper interpretation of the texts in order to produce a translated text with aesthetics. It also discusses other people translation. In the end of the course, students are expected to have a translated product of their own. This course will be conducted through discussion, and presentation.

References:

- Barnett, Sylvan, William Burto, William E. Cain. 2008. *An Introduction to Literature: Fiction, Poetry, and Drama*. New York: Pearson Longman.
- Singh, Varsha. *The Problems in Translating Poetry: Some Structural, Textual, and Cultural Issue*.
- Millan, Carmen, Batrina, Francesca. 2013. *The Routledge Handbook of Translation Studies*. London: Routledge.

ENGLISH CORRESPONDENCE / 2 SKS

Pre-requisite: Argumentative Writing

Lecturers : Lina Purwaning Hartanti, S.Pd.,M.EIL.
Ayunita Leliana, S.S.,M.Pd.

Learning Outcomes:

1. Applying theoretical and practical information into English written documents with the proper formats and wordings in English;
2. Comprehending knowledge to deal with culture, ethics, and global audience of English written documents;
3. Conducting precise procedures to create English written documents, to deal with the global audiences;
4. Being responsible for creating and publishing English written documents with several topics and settings.

Description:

This course aims at introducing specifically English written documents of particular disciplines whose first language is not English, especially for the students whose native language is Bahasa Indonesia, including mailings, reviewing, and reporting. This course mainly contains theoretical discussion and practical activities as well as modeling about English written documents. This course covers 1) discussion technical terms and phrases as well as ethic in English written documents; 2) modeling written document formats, editing, and reviewing English written documents; and 3) publishing and creating documents. All teaching learning activities are conducted through lecturing, modeling, discussion and practice.

References:

- Wallwork, A. 2011. *English for Academic Correspondence and Socializing*. New York: Springer Science and Business Media, LLC.
- Weiss, E. 2005. *The Elements of International English Style: A Guide to Writing English Correspondence, Reports, Technical Documents, and Internet Pages for a Global Audience*. New York: M.E. Sharpe, Inc.

SUBTITLING / 2 SKS

Pre-requisite: Translation Theory & Practice

Lecturers : Hujuala Rika Ayu, S.S.,M.A.
Mamik Tri Wedawati, S.S, M.Pd.

Learning Outcomes:

1. Making use of learning sources, digital media, and computer software to support the teaching learning of audiovisual translation or subtitling and transcribing in English;

2. Understanding knowledge and basic concept of audiovisual translation or subtitling and transcribing in English;
3. Implementing the right strategies and techniques in conducting audiovisual translation or subtitling and transcribing in English;
4. Being responsible for professional subtitling and transcribing in various kinds of audiovisual sources in English.

Description:

This course aims to enhance students' ability to understand challenging recorded sources which are derived from the interference of the oral, visual and audio information of the film/TV programs, to transcribe this text accurately, and to translate it from English to Bahasa Indonesia subtitles, and vice versa. The activities in this course cover 1) to identify, discuss and critically analyze and evaluate samples of subtitled audiovisual material according to linguistic and technical criteria, 2) to perform all stages of subtitling practices, 3) to discuss the strategies in subtitling, and 4) to understand the issues and trends in subtitling. All teaching learning activities are conducted through lecturing, discussion, and practice.

References:

Cintas, Jorge Díaz & Ramael, Aline. 2006. *Audiovisual Translation: Subtitling*. New York: Routledge.
 Cintas, Jorge Díaz & Anderman, Gunilla. 2009. *Audiovisual Translation: Language Transfer on Screen* (Eds.). Hampshire: Palgrave Macmillan.

THEATRE AND SCRIPTWRITING / 2 SKS

Pre-requisite: Drama Appreciation

Lecturers : Hujuala Rika Ayu, S.S.,M.A.
 Diana Budi Darma, S.S., M.Pd.

Learning Outcomes:

1. Being able to discuss selected examples of script writing, to write a travel account in English by appropriately utilizing its elements and to perform their own script on the stage;
2. Understanding the concepts and principles of how to write script writing in English and to perform the script in English;
3. Being able to make necessary decision on choosing the best topic for script writing and the graceful way of performing it in English;
4. Being responsible for writing script and performing it on stage.

Description:

This subject guides the students to the best practices of writing travel account. In this course, students choose the best places they want to go or they never go before. In the end of the course, students are expected to produce a book of script writing and a recorded script performance. This course will be conducted through discussion, presentation, demonstration, and performance.

References:

Clausen, Mathew. 2000. *Centre Stage: Creating, Performing, and Interpreting Drama*. Victoria: Heinemann.
 Dancyger, Ken, Rush, Jeff., 2007. *Alternative Scriptwriting: Successfully Breaking the Rules*. Manhattan:Elsevier.
 Dancyger, Ken. 2001. *Global Scriptwriting*. Manhattan: Reed Elsevier.
 Portnoy, Kenneth. 1998. *Screen Adaptation: A Scriptwriting Handbook*. Manhattan: Reed Elsevier.
 Tourelle, Louise, McNamara, Marygai. 1998. *A Practical Approach to Drama: Performance*. Victoria.

NEWS ANCHOR / 2 SKS

Pre-requisite: Academic Speaking

Lecturers : Diana Budi Darma, S.S., M.Pd.
 Lina Purwaning Hartanti, S.Pd., M.EIL.

Learning Outcomes:

1. Making use of learning materials and IT to support teaching and learning process of news anchor subject where English is the medium of communication;
2. Understanding theories of broadcast news anchoring in English;
3. Being able to practice broadcast news anchoring in English;
4. Being responsible in reading and communicating news and information, and making ethical decision while on the anchor desk.

Description:

This subject encompasses theories and practice of broadcast news anchoring in English, including reading and communicating news and information, and practices of ethical decision-making while on the anchor desk. The subject focuses on the psychological determinants of effective communication and interaction, voice modulation, camera friendliness, appearance, and clothing. All teaching learning activities are conducted through lecturing, modelling, and practice.

References:

- Reardon, Nancy., and Flynn, Tom. (2006). *On Camera: How to Report, Anchor and Interview*. Oxford: Focal Press.
- Other relevant journals and articles, eg. How to Become a TV Reporter or News Anchor, and Skills Needed to Become a News Anchor.

AMERICAN LITERATURE / 2 SKS

Pre-requisite: Introduction to Literature

Lecturers : Pratiwi Retnaningdyah, Dra., M.Hum., M.A., Ph.D
Diana Budi Darma, S.S.,M.Pd.

Learning Outcomes:

1. Applying American history, theories and methodologie for the purpose of elaborating opinions and perspectives on American literature;
2. Comprehending Americans literary works and genre, which include history, concepts and trends;
3. Being precise approaching literary texts and applying approaches such as concepts and theories ;
4. Being responsible for expressing opinions of approaches of literary works in front of classroom.

Description:

The study offers a vast understanding of American works through comprehending their histories, trends and perspectives in process of analyzing text through written tests, discussion, and individual tasks.

References:

- Datesman, Kearny. Marryanne, JoAnn Crandall and Edward N. Kearny. 2005 *American Ways: An Introduction to American Culture*. New York: Pearson Education.
- Bercovitch, Sacvan. 1996. *The Cambridge History of American of Literature*. Cambridge: Cambridge University Press.

ENGLISH FOR BUSINESS COMMUNICATION / 6 SKS

Pre-requisite: Academic Speaking, Academic Writing, Intercultural Communication

Lecturers : Lisetyo Ariyanti, S.S.,M.Pd.
Lina Purwaning Hartanti, S.Pd.,M.EIL.
Dian Rivia Himmawati, S.S, M.Hum.
Adam Damanhuri, S.S.,M.Hum.

Learning Outcomes:

1. Crafting a range of communications that serve multicultural audiences in commercial and social communities using appropriate written or spoken English.;
2. Having knowledge of linguistic, translation theories, ethical principles and cross-cultural awareness to apply methods in handling effective public relations, business and legal documents.;
3. Being able to manage the right strategies and overcome the problems in business communication.;
4. Being responsible for justifying and assessing proper message format for media relations and business and legal document qualities, which are produced and translated.

Description:

This subject describes the wide variety of strategic issues and effective practices of English communication between organizations and their constituencies. It includes the study of public opinion research, media relations, public communication campaigns, consumer identity, representational ethics, plan business documents, business letters translation, formatting, document purpose and audience, document drafting, written documentation editing and electronic communication. This subject also is essential to the success in private and public spheres. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment, which dealt with a number of practical applications.

References:

- Littlejohn, A. 2005. *Company to Company: A task-based approach to business emails, letters and faxes* (4thed.). Cambridge: Cambridge University Press.
- Flatley, Rentz. 2010. *Business Communication 2e*. UK:McGraw-Hill.
- McLisky, Marie. 2011. *English for Public Relations*.UK: Garnett Publishing Ltd.
- Newsom D & Haynes, J. *Public Relations Writing, Form & Style*, 9th Ed. Boston,MA: Wadsworth.
- Newsom, D. & Haynes, J. *The Public Relations Writing Exercise Book*, 9th Ed. Boston, MA: Wadsworth.
- Flatley, Rentz. 2010. *Business Communication 2e*. UK: McGraw-Hill.
- YouTube: Steven R. Van Hook's Video Library: How-To Marketing.
- Kerr, Philip. 2014. *Translation and Own-language Activities*. UK: Cambridge.
- Colina, Sonia. 2015. *Fundamentals of Translation*. UK: Cambridge.

CREATIVE WRITING / 6 SKS

Pre-requisite: Prose Appreciation, Poetry Appreciation, Drama Appreciation

Lecturers : Much Khoiri, Drs.,M.Si.
Hujuala Rika Ayu, S.S.,M.A.
Pratiwi Retnaningdyah, Dra.,M.Hum.,M.A.

Learning Outcomes:

1. Being able to discuss selected literary works and write literary works in English by appropriately utilizing the elements of literary works in correct forms ;
2. Understanding the concepts and principles of how to write literary works in English, covering the discussion of short stories, poems, and travel writing in different length and their elements;
3. Being able to make necessary decision on selecting the appropriate techniques of writing literary works;
4. Being able to be responsible for the ideas written in the short story, its originality and given to others for reviewing in order to produce a literary book

Description:

This subject guides students to write short story in English by appropriately applying the principle of how to write literary works such as poetry, short story, travel writing, and script by considering its length, diction, characters, setting, plot, and any extrinsic devices. Students also analyze selected literary works in the way they reveal the construct the story and its elements such as figurative languages, denotation and connotation, the appropriate diction/style and its types. In the end, students produce a literary book in English. This course will be conducted through discussion, presentation and lecture.

References:

- A.S. Laksana. (2013). *Creative Writing Edisi Revisi*. Jakarta: Gagas Media.
Hirschi, Heather.(2004)*Barron's Creative Writing the Easy Way*. New York: Barron's.
Khoiri, Much. (2014). *Rahasia Top Menulis*. Jakarta: Elex Media Komputindo.
Tredinnick, Mark. (2006). *The Little Red Writing Book*. Sydney: UNSW Press.
Pranoto, Naning. (2006). *Creative Writing: 72 Jurus Seni Mengarang*. Jakarta: Primamedia Pustakatama.
Barnett, Sylvan, William Burto, William E. Cain.(2008).*An Introduction to Literature: Fiction,Poetry, and Drama*. New York: Pearson Longman.

ENGLISH FOR MEDIA INDUSTRY / 6 SKS

Pre-requisite: Indonesian Society and Culture, Western Society and Culture
Argumentative Writing

Lecturers : Lina Purwaning Hartanti, S.Pd.,M.EIL.
Hujuala Rika Ayu, S.S.,M.A.
Pratiwi Retnaningdyah, Dra.,M.Hum.,M.A.
Mamik Tri Wedawati, S.S.,M.Pd.

Learning Outcomes:

1. Being able to analyze media and their effects in everyday life, where English is the medium of communication and produce an accurate, up-to-date and factual report in a form of news and magazines using English;
2. Understanding concepts and theories of analyzing media and their effects in everyday life, where English is the medium of communication, and producing English news and magazines;
3. Being able to make a right decision in using concepts and theories to analyze media and their effects in everyday life, where English is the medium of communication and in producing an accurate, up-to-date and factual report in a form of news and magazines using English;
4. Being responsible for analyzing media and their effects in everyday life, where English is the medium of communication and for producing an accurate, up-to-date and factual report in a form of news and magazines using English.

Description:

This subject focuses on English media and their effects in everyday life. It analyses advertisements, movies, television, and news media using approaches across registers of textuality, industry, and social practice and also develops skills of reporting, writing for mass media, editing, and producing magazines in English. This subject provides students with an understanding of the importance of media forms and technologies in everyday life through practicing producing and publishing magazines in English. All teaching learning activities are conducted through lecturing, discussion, and presentation, modelling, practice, written exercises, case studies, and field work.

References:

- Branston, Gill., and Stafford, Roy. 2010. *The Media Student's Book* (5th ed.). London and New York: Routledge.
Burton, Graeme. 2002. *More Than Meets the Eye: an Introduction to Media Studies* (3rd ed.). London: Arnold.

- Kellner, Douglas. 1995. *Media Culture: Cultural Studies, Identity and Politics between the Modern and the Postmodern*. London and New York: Routledge.
- MacRury, Iain. 2009. *Advertising*. London and New York: Routledge.
- Evans, Harold., and C. Gillan. 2000. *Essential English for Journalists, Editors, and Writers*. London: Pimlico.
- Hick, Wyford. 1993. *English for Journalists*. London: Routledge.
- Sanders, Karen. 2003. *Ethics and Journalism*. London, Thousand Oaks, and New Delhi: SAGE Publications.

LANGUAGE TRAINING INDUSTRY / 6 SKS

Pre-requisite: Academic Speaking, Academic Writing, Intercultural Communication

Lecturers : Widyastuti, S.S.,M.Pd.
Slamet Setiawan, Drs.,M.A.,Ph.D.
Lina Purwaning Hartanti, S.Pd.,M.EIL.
Pratiwi Retnaningdyah, Dra.,M.Hum.,M.A., Ph.D

Learning Outcomes:

1. Making use of the principle of English as Foreign Language to design curriculum, to develop learning materials, to implement learning and teaching techniques and to assess the language components in the form of spoken texts in professional training and courses;
2. Understanding the concepts and theories of (1) principle of curriculum design and material development in English as Foreign Language; (2) learning and teaching techniques of English as a second language for training course; (3) techniques and principle in English Language instructions; and (4) assessments, testing, measurements and evaluation;
3. Being able to develop an appropriate learning material, learning and teaching techniques, Classroom Instructions and scoring rubric in assessing spoken texts for professional daily communication;
4. Being responsible for (1) developing a learning material in teaching English as a Foreign Language; (2) designing techniques in training English as Foreign Language; (3) implementing one of techniques of Teaching English in making lesson plan and (4) developing a authentic assessments in training English as a communicative devices.

Description:

This subject introduces the principles of EFL curriculum development, syllabus design and instructional material development. Historical background of curriculum development is introduced in the first meeting. Then the process of the curriculum are studied, the rest are discovering needs, contents and sequencing, monitoring and assessing, evaluating a course design and practical techniques in vocabulary and grammar. Besides, the principles of learning and teaching English as a second language is secondary module. The learning materials comprise not only the characteristics of language components and language skills but also the implementation for training professional trainees. Third module is the techniques and principles in English language instructions. The learning materials are The Grammar-Translation Method, The Direct Method, the Audio-Lingual Method, The Silent Way, Desuggestopedia, Communicative Language Teaching, Content-based, task-based and participatory approaches, learning strategy training, cooperative learning, multiple intelligences and Post-Method Era. The fourth is language assessments. The trainer are facilitated with the knowledge of differences among testing, assessment and teaching. Then is designing 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. The teaching and learning processes are experienced with lecturing, presentation, group discussions, peer-teaching and developing a learning module.

References:

- Abbot, Gary. (1981). *The Teaching of English as an International Language. A Practical Guide*. Glasgow: William Collins and sons.
- Brown, Douglas. (2000). *Teaching by Principles. Interactive Approach to Language Pedagogy*. San Francisco: San Francisco University.
- 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.
- Davies, Alan Catherine Elder (Eds). (2004). *The Handbook of Applied Linguistics*. USA: blackwell Publishing.
- Douglas, Dan. (2000). *Assessing Language for Specific Purposes*. UK: Cambridge University Press.
- Dubin, F. & Olstain, E. (1986). *Course Design: Developing programs and materials for language learning*. Cambridge: CUP.
- Feez, S. & Joyce, H. (1998). *Text-based Syllabus Design*. Sydney: AMES
- Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. Essex: Pearson Education Limited.
- Heaton, J.B. (1979). *Writing English Language Tests*. London: Longman Group limited
- Nation, I.S.P & Macalister, John. (2010). *Language Curriculum Design*. NY: Routledge.
- Richards, J.C. (2001). *Curriculum Development in Language Teaching*. Cambridge: CUP.
- Richard, Jack C and Theodare S. Roger. (2005). *Approaches and Methods in Language Teaching (2nd ed.)*. Cambridge: Language Teaching Library.

- Ur Penny. (2001). A Course in Language teaching: practice and theory. Cambridge: Teacher Training and Development.
- S. Wiggins. (1990). Introduction to Applied Nonlinear Dynamical Systems and Chaos. Springer Verlag, New York.