Module designation	**English** **Indonesian title:** *Bahasa Inggris* **Course code:** 1000002177
Semester(s) in which the module is taught	Semester 4 (Second year)
Person responsible for the module	**Coordinator:** MBKM Team (Tim MBKM) **Teaching staff:** MBKM Team (Tim MBKM)
Language	English and Indonesian
Relation to curriculum	Compulsory
Teaching methods	Fully online guided practice, collaborative learning, quizzes, project-based activities, and individual study **Media and tools:** Fully online delivery through an online learning platform; digital slides, audio/video materials, and digital presentation tools (Canva)
Workload (incl. contact hours, self-study hours)	**(Estimated) total workload:** 2 CU × 170 minutes × 16 weeks = 5,440 minutes = 90.67 hours (≈ 3.18 ECTS) **Contact hours:** lectures, 2 × 50 minutes per week × 16 weeks = 26.67 hours (class hours per week: 340 minutes = 5.67 hours, including structured activities) **Private study including examination preparation:** structured assignments, 2 × 60 minutes per week × 16 weeks = 32.00 hours; independent study, 2 × 60 minutes per week × 16 weeks = 32.00 hours (total 64.00 hours)
Credit points	2 CU (3.18 ECTS) *1 CU = 170 minutes per week × 16 weeks = 45.3 hours; 1 ECTS = 28.48 hours (144 CU = 229 ECTS), so 1 CU = 1.59 ECTS (UNESA Rector's Decree No. 736/HK/KM/2023).*
Required and recommended prerequisites for joining the module	None
Module objectives/intended learning outcomes	**Programme learning outcomes (PLO) addressed:** • PLO-3: Develop logical, critical, systematic and creative thinking in carrying out specific work in the field of expertise and in accordance with the work competency standards in the relevant field. • PLO-11: Communicate ideas and research results effectively, orally, and in writing. **Course learning outcomes (CLO): after completing this module, students are able to:** • CLO-1: Apply responsibility, discipline, honesty, and academic ethics in using information and sources, and show awareness of national values in completing English tasks and assessments • CLO-2: Apply TOEFL-like strategies in Listening Comprehension, Structure and Written Expression, and Reading Comprehension accurately, independently, and adaptively • CLO-3: Analyse simple academic texts related to the Sustainable Development Goals (SDGs) logically, critically, and systematically by applying academic reading strategies (predicting content, identifying main ideas, supporting information, simple organisational patterns,

<table>
<tr><td></td><td>and author’s purpose) and responding based on information in the text
• CLO-4: Write academic summaries and communicate understanding of SDG-related academic texts relevant to their field of study through collaborative digital video presentations, using feedback and reflection for continuous academic development</td></tr>
<tr><td>Content</td><td>This course equips undergraduate students with fundamental English competencies to support their academic learning and professional development in higher education. It is organised into two integrated phases. The first phase focuses on TOEFL-like test preparation through strategy-based instruction and guided practice in Listening Comprehension, Structure and Written Expression, and Reading Comprehension. The second phase develops foundational academic reading skills through texts related to the Sustainable Development Goals (SDGs): previewing and predicting, identifying main ideas, supporting information, basic text organisation and author’s purpose, giving simple responses based on textual information, writing concise academic summaries, and communicating understanding through collaborative digital video presentations. The course is delivered fully online and also promotes logical and critical thinking, academic integrity, digital literacy, collaboration, adaptability, responsibility, and lifelong learning.</td></tr>
<tr><td>Examination forms</td><td>Final score is calculated from the weekly assessment scheme below (CLO/PLO addressed and weight of each assessment):
<table>
<tr><th>Week</th><th>CLO</th><th>PLO</th><th>Weight (%)</th></tr>
<tr><td>1</td><td>CLO-2</td><td>PLO-3</td><td>5</td></tr>
<tr><td>2</td><td>CLO-2</td><td>PLO-3</td><td>5</td></tr>
<tr><td>3</td><td>CLO-2</td><td>PLO-3</td><td>5</td></tr>
<tr><td>4</td><td>CLO-2</td><td>PLO-3</td><td>5</td></tr>
<tr><td>5</td><td>CLO-2</td><td>PLO-3</td><td>5</td></tr>
<tr><td>6</td><td>CLO-2</td><td>PLO-3</td><td>5</td></tr>
<tr><td>7</td><td>CLO-2</td><td>PLO-3</td><td>4</td></tr>
<tr><td>8</td><td>CLO-2</td><td>PLO-3</td><td>15</td></tr>
<tr><td>9</td><td>CLO-3</td><td>PLO-3</td><td>4</td></tr>
<tr><td>10</td><td>CLO-3</td><td>PLO-3</td><td>5</td></tr>
<tr><td>11</td><td>CLO-3</td><td>PLO-3</td><td>4</td></tr>
<tr><td>12</td><td>CLO-3</td><td>PLO-3</td><td>5</td></tr>
<tr><td>13</td><td>CLO-1</td><td>PLO-11</td><td>4</td></tr>
<tr><td>14</td><td>CLO-4</td><td>PLO-3</td><td>10</td></tr>
<tr><td>15</td><td>CLO-3</td><td>PLO-3</td><td>4</td></tr>
<tr><td>16</td><td>CLO-3</td><td>PLO-3</td><td>15</td></tr>
</table></td></tr>
<tr><td>Study and examination requirements</td><td>Students are considered competent and pass if the final score is at least 55 or C.
Final index (grade conversion):
<table>
<tr><th>Index</th><th>Converted score</th><th>Score range (A = final score)</th></tr>
<tr><td>A</td><td>4.00</td><td>85 ≤ A ≤ 100</td></tr>
<tr><td>A-</td><td>3.75</td><td>80 ≤ A < 85</td></tr>
</table></td></tr>
</table>

	B+ | 3.50 | 75 ≤ A < 80 B | 3.00 | 70 ≤ A < 75 B- | 2.75 | 65 ≤ A < 70 C+ | 2.50 | 60 ≤ A < 65 C | 2.00 | 55 ≤ A < 60 D | 1.00 | 40 ≤ A < 55 E | 0.00 | 0 ≤ A < 40
Reading list	1. Iswati, H.D., Anam, S., & Asningtias, S. (2024). English for Higher Education. Surabaya: Penerbit Airlangga. 2. Educational Testing Service. (n.d.). TOEFL ITP® test content. https://www.ets.org/toefl/itp/test-content.html 3. Educational Testing Service. (n.d.). Prepare for the TOEFL ITP® tests. https://www.ets.org/toefl/itp/prepare.html 4. Phillips, D. (2001). Longman complete course for the TOEFL test: Preparation for the computer and paper tests. Pearson Education. 5. Columbia College. (n.d.). Finding the main idea. https://www.ccis.edu/academic-resources/main-idea 6. Cuesta College. (n.d.). Reading comprehension: Main idea and supporting details. https://www.cuesta.edu/student-support/ssc/study-guides/reading- comp/307-read-main-idea.html 7. British Council. (n.d.). Reading. https://learnenglish.britishcouncil.org/free- resources/reading 8. Purdue Online Writing Lab. (n.d.). Quoting, paraphrasing, and summarizing. https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_ paraphrasing_and_summarizing/index.html 9. Purdue Online Writing Lab. (n.d.). Paragraphs and paragraphing. https://owl.purdue.edu/owl/general_writing/academic_writing/paragraphs_ and_paragraphing/index.html 10. Baldwin, A. (2023). College success concise. OpenStax, Rice University. 11. United Nations. (n.d.). The 17 Sustainable Development Goals. https://sdgs.un.org/goals 12. Canva Design School. (n.d.). Presenting in Canva.