

## MODULE HANDBOOK

Module Name	English for Chemistry
Module level	Bachelor
Abbreviation, if applicable	4720102009
Sub-heading, if applicable	-
Course included in the module, if applicable	-
Semester/term	2 <sup>nd</sup> /First Year
Module coordinator(s)	Dr. Maria Monica Sianita B., M.Si
Lecturer(s)	Dr. Maria Monica Sianita B., M.Si., Prof. Dr. Tukiran, M.Si., Bertha Yonata, S.Pd., M.Pd., Dr. Utiya Azizah, M.Pd., Dr. Mitarlis, M.Pd., Dr. Prima Retno Wikandari, M.Si., Dina Kartika Maharani, S.Si, M.Sc., Rusly Hidayah, S.Si., M.Pd.
Language	English, Indonesian
Classification within the curriculum	Compulsory
Teaching format/class hours per week during the semester:	2 hours lecturers (50 min per hours)
Workload:	1 CU for bachelor degree equals to 3 workhours per week or 170 minutes (50' face to face learning, 60' structured learning, and 60' independent learning). In one semester, courses are conducted in 14 weeks (excluding mid and end-term exam). Thus, 1 CU equals to 39.67 workhours per semester. One CU equals to 1.59 ECTS.
Credit points:	2 CU = 2 x 1.59 = 3.18 ECTS
Prerequisites course(s):	-
Targeted learning outcomes:	<ol style="list-style-type: none"> <li>1. Students have ability to utilize their ability in English, the learning resources, and ICT to support mastery of concepts of chemistry terms, chemicals and chemical equipment in laboratory, and the name of chemical inorganic compounds (<i>nomenclature</i>) in English, and the chemistry process.</li> <li>2. Students have ability to make connection about their knowledge of English Vocabulary, Grammar and Structure with the Chemistry concepts in written text (text books, reading passages, articles, journals).</li> <li>3. Students have ability to utilize their ability of listening and writing strategies to understand speech, lecture, talk, and seminar spoken in English and to make good presentation in English.</li> <li>4. Students have responsibility to use their knowledge in English and Chemistry to help people in daily life honestly, and make a better world.</li> </ol>
Content:	<ol style="list-style-type: none"> <li>1. <b>Understanding Chemistry in English:</b> Group activities: Types of Learner; Guidance to read: The Unfamiliar words; Grammar: Part of Speech, Articles, Referring back; Reading Selection: Chemistry in Daily Life.</li> </ol>

	<p><b>2. Chemicals and Laboratory Equipment:</b> Group activities: Recognizing Chemical equipment in Local Laboratory; Guidance to read: Reading Skill; Grammar: Word order, Types of Sentence; Reading Selection: Laboratory Equipment and their usage.</p> <p><b>3. Naming Inorganic Compound:</b> Group activities: Recognizing Chemicals in Daily Life; Guidance to Read: Understanding Main Idea; Grammar: Adjective and Adverb Clause; Reading Selection: Naming Inorganic Substances.</p> <p><b>4. Chemical Process:</b> Group activities: Recognizing Chemistry Process; Guidance to Read: Non-prose Reading; Grammar: Adjective clause and Adjective Phrase; Reading Selection: Cycles on Chemistry.</p> <p><b>5. Listening Practice on Chemistry:</b> Group activities: To Hear and To Listen; Guidance to Read: Listening Strategies; Grammar: Noun Clause; Reading Selection: Solubility Rules.</p> <p><b>6. Writing on Chemistry Topic:</b> Group activities: Question Words use in Writing; Guidance to Read: Writing Paragraph and doing Presentation; Grammar: Passive Sentence; Reading Selection: Errors in Chemistry Measurement.</p>
Study / exam achievements:	<p>Students are considered to be competent and pass if at least get 55</p> <p>Final score is calculated as follows: 20% participation + 30% assignment + 20% middle exam (UTS) &amp; 30% final exam (UAS)</p> <p>Table index of graduation</p> <ul style="list-style-type: none"> <li>• A = 4 (85 ≤ - ≤ 100)</li> <li>• A- = 3,75 (80 ≤ - &lt; 85)</li> <li>• B+ = 3,5 (75 ≤ - &lt; 80)</li> <li>• B = 3 (70 ≤ - &lt; 75)</li> <li>• B- = 2,75 (65 ≤ - &lt; 75)</li> <li>• C+ = 2,5 (60 ≤ - &lt; 65)</li> <li>• C = 2 (55 ≤ - &lt; 60)</li> <li>• D = 1 (40 ≤ - &lt; 55)</li> <li>• E = 0 (0 ≤ - &lt; 40)</li> </ul>
Media:	Computer, LCD, White board
Learning Methods	Individuals assignment, group assignment, discussion, presentation, and playing games
Literature:	<ol style="list-style-type: none"> <li>1. Sianita, Maria Monica, 2016. <i>English for Chemistry Students</i>. Surabaya: Unesa University Press.</li> <li>2. Lou, Robby, 2012. <i>English Grammar and How to Use It – Workbook 1</i>. Jakarta: Mobile English e-plus.</li> <li>3. Atkins, Peter, 2011. <i>Where would we be without Chemistry</i>. Chemistry International, The New Magazine of the International Union of Pure and Applied Chemistry (IUPAC), vol 33 no 2, March – April 2011.</li> </ol>

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|  | <ol style="list-style-type: none"><li>4. Teaching and Learning Unit, University of Melbourne, 2010. <i>Reading Skills</i>, Melbourne: The University of Melbourne.</li><li>5. Clarke, Mark A.; Dobson, Barbara K.; Silberstein, Sandra , 2008. <i>Readers' Choice</i>, 5<sup>th</sup> ed, USA: The University of Michigan Press. ISBN ISBN-13: 978-0472032051</li><li>6. Brown, Catrin and Ford, Mike, 2008: <i>Standard Level Chemistry –Developed specifically for the IB Diploma</i>, 1<sup>st</sup> ed. England: Pearson Education Limited Glaeser. ISBN:978- 0- 435994-46-4.</li><li>7. Bauer, Richard C, Birk, James P., Sawyer, Douglas J., 2001. <i>Laboratory Inquiry in Chemistry</i>, Canada: Brooks/ Cole. ISBN: 0-534-37694-0.</li></ol> |
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