

Module/Course Handbook

Speaking for Daily Context					
Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
8820302200	78.4	3.18 ECTS	Even	28 CU	14 Meetings
1	Types of courses a) Direct meeting b) Structured work c) Self-study	Contact hours 3.6	Independent Study 2 hours	Class size 15 students	
2	Prerequisites for participation (if applicable) None				
3	Learning outcomes PLO 1. Demonstrate speaking and writing competence at the level of B2 CEFR CLO 1. Possessing knowledge of the concepts and techniques to participate actively in a group discussion ; 2. Having the ability to apply speaking strategies in a group discussion related with the topics or the issues given ; 3. Being responsible for using the knowledge on the small group communication theory and skills in information-sharing and decision making discussion and using various learning sources and IT to support the teaching learning process.				
4	Subject aims/Content This course introduces the students with the concepts and techniques to discuss various actual topics which happens in the society in English. It also equips the students with the understanding and how to practice small group communication theory and skills in information-sharing and decision making discussion which emphasizes on the importance of the precise of pronunciation, stress, intonation and fluency.				
5	Teaching methods Lectures, Discussions, Practice				
6	Assessment methods A student is competent when he/she passes the exams with minimum score 56, which include Mid Term (UTS), Final Term (UAS), Structured work (T), and participation (P). The Final Score (NA) is calculated using the following formula: $NA = \frac{(2 \times P) + (3 \times T) + (2 \times UTS) + (3 \times UAS)}{10}$				

	<p style="text-align: center;">10</p> <p>The score conversion 0-100 to scale 0-4 is according to the following table:</p> <table style="margin-left: 20px;"> <thead> <tr> <th>Letter Scale</th> <th>Interval</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4.00 85 ≤ A < 100</td> </tr> <tr> <td>A-</td> <td>3.75 80 ≤ A- < 85</td> </tr> <tr> <td>B+</td> <td>3.50 75 ≤ B+ < 80</td> </tr> <tr> <td>B</td> <td>3.00 70 ≤ B < 75</td> </tr> <tr> <td>B-</td> <td>2.75 65 ≤ B- < 70</td> </tr> <tr> <td>C+</td> <td>2.50 60 ≤ C+ < 65</td> </tr> <tr> <td>C</td> <td>2.00 55 ≤ C < 60</td> </tr> <tr> <td>D</td> <td>1.00 40 ≤ D < 55</td> </tr> <tr> <td>E</td> <td>0.00 0 ≤ E < 40</td> </tr> </tbody> </table>	Letter Scale	Interval	A	4.00 85 ≤ A < 100	A-	3.75 80 ≤ A- < 85	B+	3.50 75 ≤ B+ < 80	B	3.00 70 ≤ B < 75	B-	2.75 65 ≤ B- < 70	C+	2.50 60 ≤ C+ < 65	C	2.00 55 ≤ C < 60	D	1.00 40 ≤ D < 55	E	0.00 0 ≤ E < 40
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7	<p>This module/course is used in the following study programme/s as well None</p>																				
8	<p>Module Coordinator Sueb, S.Pd., M.Pd. Silfia Asning Tias Eva Rahmawati, S.Pd., M.Pd. Fahri, MA</p>																				
9	<p>References</p> <ol style="list-style-type: none"> 1. Gammidge, Mick. 2004. Speaking Extra. Cambridge University Press. 2. Learning Express. 2005. Reasoning Skills Success in 20 Minutes A Day. Learning Express, LLC. New York. 3. Daley, Patrick & Dahlie, Michael S. 2001. 50 Debate Prompts for Kids. USA:Scholastic. Inc. 4. Gibson, Jamie. 2014. Elementary Problem Solving Manual. 																				