

Module/Course Handbook

PROSE IN EFL					
Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
8820302173	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 3. Implement the concepts of applied linguistics in English learning. CLO 1. Being able to design and demonstrate a lesson plan using English/American prose (short story or novel excerpt) and English translations of prose for English language learning in primary and secondary schools 2. Mastering the concept of prose elements and the principles of using English/American prose in EFL classrooms 3. Being able to make a right decision in selecting materials and teaching approach when designing a lesson plan using English/ American prose 4. Being responsible for selecting materials and teaching approach when designing a lesson plan using English/ American prose				
4	Subject aims/Content This subject explores the application of English/ American prose (short story or novel excerpt) and English translations of prose for English language learning in primary and secondary schools. This covers: (1) the concepts of prose literary elements and the principles of using English/ American prose in EFL classrooms, (2) the steps to design a lesson plan using English/ American prose, (3) the application of English/ American prose in EFL classrooms and its reflection. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.				
5	Teaching methods Lectures, Discussions, Practice				
6	Assessment methods A student is competent when he/she passes the exams with minimum score 68, which include Mid Term (UTS), Final Term (UAS), Structured work (T), and participation (P).				

	<p>The Final Score (NA) is computed using the following formula: $NA = \frac{(2 \times P) + (3 \times T) + (2 \times UTS) + (3 \times UAS)}{10}$ The score conversion 0-100 to scale 0-4 is according to the following table:</p> <table border="1"> <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 Rahayu Kuswardani, S.Pd., M.Appl. Fahri, MA</p>																				
9	<p>References</p> <ol style="list-style-type: none"> 1. Barnet, Sylvan, M. Berman, W. Burto, dan M. Stubbs. 1996. Literature for Composition: Essays, Fiction, Poetry, and Drama. New York: Harper Collins. 2. Lazar, Gillian. 2009. Literature and language Teaching (19th edition): A Guide for Teachers and Trainers. Great Britain: Cambridge University Press. 3. McCarthy, Tara. 1997 Teaching Literary Elements: Easy Strategies and Activities to Help Kids Explore and Enrich Their Experiences with Literature. New York: Scholastic Professional Books. 4. Amigoni, David. 2000. The English Novel and Prose narrative. Edinburgh: Edinburgh University Press. 5. Vandergrift, Kay E. 1990. Children's Literature: Theory, Research, and Teaching. Colorado: Libraries Unlimited Inc. 																				