

 <p>KEMENTERIAN RISET TEKNOLOGI DAN DIKTI UNIVERSITAS NEGERI SURABAYA FAKULTAS BAHASA DAN SENI JURUSAN BAHASA DAN SASTRA INGGRIS</p>	<h1>COURSE SYLLABUS</h1>	Revision Date : 20 August 2021
		Revised by : Abdur Rosyid
		Doc No. :

Study Program	: S-1 English Education
Faculty	: Faculty of Languages and Arts
Course	: Essential Speaking
Course Code	:
Semester/Credit Hours	: 2
Pre-requisite	: -
Lecturer(s)	: Abdur Rosyid
Learning Outcomes (CLO)	: Students are able to; <ol style="list-style-type: none"> 1. Appreciate cultural diversities, views, and beliefs, as well as internalize academic values, norms and ethics when communicate with others . 2. Apply logical, critical, systematic, and innovative thinking to respond information from assigned readings and social issues. 3. Participate actively in whole class and small group discussions by using social courtesies specific to group discussion, including: turn taking, listening to the speaker; making connections with the speaker; interrupting and responding appropriately, coping with disagreements and use a variety of appropriate verbal and non-verbal features which are equivalent to the intermediate levels of work to gain and regain attention, communicate ideas, cope with disagreements and obtain feedback. 4. Use graphic organisers to visualise the relationships between ideas, use search engines effectively to find support for opinions, and give oral presentations to a small audience.
Description	: This course expose students to university classroom behaviors and daily interactions, including introductions, asking and answering questions, and interacting in basic conversation at pre-intermediate level. It also prepares students to participate actively in whole class and small group discussions by using social courtesies specific to group discussion, including: turn taking, listening to the speaker; making connections with the speaker; interrupting and responding appropriately, coping with disagreements and use a variety of appropriate verbal and non-verbal features which are equivalent to the intermediate levels of work to gain and regain attention, communicate ideas, cope with disagreements and obtain feedback. The topics in this course are introduced via articles which model academic rhetoric, provide topic-specific information, and contextualize language targets. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answer.

References

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1. Kirkpatrick, B. 2004. *English for Social Interactions: Social Expressions*. Singapore: Learners Publishing, Ltd.
2. Learning Express. 2005. *Reasoning Skills Success in 20 Minutes A Day*. Learning Express, LLC. New York.
3. Denison, Charis. The Daily Dilemma. Available at <http://www.goodcharacter.com/dilemma/dilemma8.html>
4. Gibson, Jamie. Elementary Problem Solving Manual. 2014. Available at <http://www.jefferson.kyschools.us/Departments/AcademicsActivitiesAthletics/ProblemSolvingElem.pdf>
5. Ur, Penny. 1981. *Discussions That Work: Task-Centered Fluency Practice*. Cambridge ; New York : Cambridge University Press

A. Teaching-Learning Activity

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
1.	To understand the concept of group discussion	To be able to: <ul style="list-style-type: none"> • explain the types of discussion • discuss the ways of organizing groupdiscussion • identify the task of each role in a group discussion • explain the discussion etiquette 	Overview of the course, Group discussion	Small Group Discussion, lecturing, and question and answer	2, 5, ppt, clip from youtube.com	100'	<ul style="list-style-type: none"> • Explaining the types of discussion • Discussing the ways of organizing groupdiscussion • Identifying the task of each role in a group discussion • Explaining the discussion etiquette
2.	To apply problem solving and analytical skills in a group discussion	To be able to: <ul style="list-style-type: none"> • demonstrate the stages of solving a problem • demonstrate problem-solving skills in a group discussion • develope analytical 	Group discussion, problem solving, and analytical skills Every citizen should be provided with internet access	Discussion, lecturing, and question and answer	4, 5, ppt, clip from youtube.com	100'	<ul style="list-style-type: none"> • Demonstrating the stages of solving a problem • Demonstrating problem-solving skills in a group discussion • Developing analytical and

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		and problem-solving skills					problem-solving skills
3.	<ul style="list-style-type: none"> To apply decision making skills in a group discussion To apply language functions needed in a group discussion 	To be able to: <ul style="list-style-type: none"> employ the theory of decision making identify the key steps in decision making identify some common cognitive biases use the correct language functions needed in a group discussion 	Decision making skills and language functions We should ban advertising which targets children	Discussion, lecturing, and question and answer	1, 5, ppt, clip from youtube.com	100'	<ul style="list-style-type: none"> Employing the theory of decision making Identifying the key steps in decision making Identifying some common cognitive biases Using the correct language functions needed in a group discussion
4.	<ul style="list-style-type: none"> To analyse given topic using the mind map in a group discussion To apply language functions needed in a group discussion 	To be able to: <ul style="list-style-type: none"> apply the procedure of mind map in a group discussion list the ideas of given topic classify the ideas of given topic highlight ideas in depth take part in a group discussion use the correct language functions needed 	The mind map and language functions Representative democracy has failed us	Discussion, lecturing and question and answer	1, 2, ppt, clip from youtube.com	100'	<ul style="list-style-type: none"> Applying the procedure of mind map in a group discussion Listing the ideas of given topic Classifying the ideas of given topic Highlighting ideas in depth Taking part in a group discussion Using the correct language functions needed
5.	<ul style="list-style-type: none"> To analyse given topic using the mind map in a group discussion 	To be able to: <ul style="list-style-type: none"> apply the procedure of mind map in a group discussion 	The mind map and language functions	Discussion, lecturing and question and answer	1, 2, ppt, clip from youtube.com	100'	<ul style="list-style-type: none"> Applying the procedure of mind map in a group discussion

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
	<ul style="list-style-type: none"> To apply language functions needed in a group discussion 	<ul style="list-style-type: none"> list the ideas of given topic classify the ideas of given topic highlight ideas in depth take part in a group discussion use the correct language functions needed 	Parents should have access to their children's social networking sites				<ul style="list-style-type: none"> Listing the ideas of given topic Classifying the ideas of given topic Highlighting ideas in depth Taking part in a group discussion Using the correct language functions needed
6.	<ul style="list-style-type: none"> To analyse given topic using the T-chart diagram in a group discussion To apply language functions needed in a group discussion 	To be able to: <ul style="list-style-type: none"> apply the procedure of T-chart diagram in a group discussion choose the ideas to compare discuss ideas in depth compare issues related the ideas discussed take part in a group discussion use the correct language functions needed 	The T-chart and language functions We should not force children to sing the national anthem in schools	Discussion, lecturing and question and answer	1, 2, ppt, clip from youtube.com	100'	<ul style="list-style-type: none"> Applying the procedure of T-chart diagram in a group discussion Choosing the ideas to compare Discussing ideas in depth Comparing issues related the ideas discussed Taking part in a group discussion Using the correct language functions needed
7.	<ul style="list-style-type: none"> To analyse given topic using the T-chart diagram in a group discussion To apply language functions needed 	To be able to: <ul style="list-style-type: none"> apply the procedure of T-chart diagram in a group discussion choose the ideas to 	The T-chart and language functions We should ban the physical	Discussion, lecturing and question and answer	1, 2, ppt, clip from youtube.com	100'	<ul style="list-style-type: none"> Applying the procedure of T-chart diagram in a group discussion Choosing the ideas to compare

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
	in a group discussion	<ul style="list-style-type: none"> compare discuss ideas in depth compare issues related the ideas discussed take part in a group discussion use the correct language functions needed 	punishment of children by parents				<ul style="list-style-type: none"> Discussing ideas in depth Comparing issues related the ideas discussed Taking part in a group discussion Using the correct language functions needed
8.	UTS	UTS	UTS	UTS	UTS	100'	UTS
9.	<ul style="list-style-type: none"> To analyse given topic using the SWOT analysis diagram in a group discussion To apply language functions needed in a group discussion 	To be able to: <ul style="list-style-type: none"> apply the procedure of SWOT analysis diagram in a group discussion analyse the ideas of given topic categorize the ideas based on whether it's a strengts or weakness investigate all opportunities and threats that exist in the future create an action plan take part in a group discussion use the correct language functions needed 	<p>SWOT analysis diagram and language functions</p> <p>We should not force children to sing the national anthem in schools</p>	Discussion, lecturing and question and answer	1, 2, ppt, clip from youtube.com	100'	<ul style="list-style-type: none"> Applying the procedure of swot analysis diagram in a group discussion Analysing the ideas of given topic Categorizing the ideas based on whether it's a strengts or weakness Investigating all opportunities and threats that exist in the future Creating an action plan Taking part in a group discussion Using the correct

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
							language functions needed
10.	<ul style="list-style-type: none"> To analyse given topic using the SWOT analysis diagram in a group discussion To apply language functions needed in a group discussion 	<p>To be able to:</p> <ul style="list-style-type: none"> apply the procedure of SWOT analysis diagram in a group discussion analyse the ideas of given topic categorize the ideas based on whether it's a strengts or weakness investigate all opportunities and threats that exist in the future create an action plan take part in a group discussion use the correct language functions needed 	<p>SWOT analysis diagram and language functions</p> <p>Cigarette should be banned from the society</p>	Discussion, lecturing and question and answer	1, 2, ppt, clip from youtube.com	100'	<ul style="list-style-type: none"> Applying the procedure of swot analysis diagram in a group discussion Analysing the ideas of given topic Categorizing the ideas based on whether it's a strengts or weakness Investigating all opportunities and threats that exist in the future Creating an action plan Taking part in a group discussion Using the correct language functions needed
11.	<ul style="list-style-type: none"> To analyse given topic using the Fishbone diagram in a group discussion To apply language functions needed in a group discussion 	<p>To be able to:</p> <ul style="list-style-type: none"> apply the procedure of Fishbone diagram to solve problem analyse the ideas of given topic breakdown the ideas based on wheter it's 	<p>Fishbone diagram and language functions</p> <p>Bullying in school should be stopped</p>	Discussion, lecturing and question and answer	1, 2, ppt, clip from youtube.com	100'	<ul style="list-style-type: none"> Applying the procedure of Fishbone diagram to solve problem Analysing the ideas of given topic Breaking down the ideas based on

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		a cause or problem <ul style="list-style-type: none"> • classify the ideas of given topic • discuss ideas in depth • create an action plan • take part in a group discussion • use the correct language functions needed 					wheter it's a cause or problem <ul style="list-style-type: none"> • Classifying the ideas of given topic • Discussing ideas in depth • Creating an action plan • Taking part in a group discussion • Using the correct language functions
12.	<ul style="list-style-type: none"> • To analyse given topic using the Fishbone diagram in a group discussion • To apply language functions needed in a group discussion 	To be able to: <ul style="list-style-type: none"> • apply the procedure of Fishbone diagram to solve problem • analyse the ideas of given topic • breakdown the ideas based on wheter it's a cause or problem • classify the ideas of given topic • discuss ideas in depth • create an action plan • take part in a group discussion • use the correct language functions needed 	Fishbone diagram and language functions The boarding school is beneficial for the children	Discussion, lecturing and question and answer	1, 2, ppt, clip from youtube.com	100'	<ul style="list-style-type: none"> • Applying the procedure of Fishbone diagram to solve problem • Analysing the ideas of given topic • Breaking down the ideas based on wheter it's a cause or problem • Classifying the ideas of given topic • Discussing ideas in depth • Creating an action plan • Taking part in a group discussion • Using the correct language functions

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
13.	To apply the acquired knowledge of group discussion	To be able to: <ul style="list-style-type: none"> choose the fitting graphic organizer to cater a group discussion use graphic organizer in a group discussion take part in a group discussion use the correct language functions needed 	Decided topics Homework should be banned from school	Group discussion	3, ppt, clip from youtube.com	100'	<ul style="list-style-type: none"> Choosing the fitting graphic organizer to cater a group discussion Using graphic organizer in a group discussion Taking part in a group discussion Using the correct language functions needed
14.	To apply the acquired knowledge of group discussion	To be able to: <ul style="list-style-type: none"> choose the fitting graphic organizer to cater a group discussion use graphic organizer in a group discussion take part in a group discussion use the correct language functions needed 	Decided topics	Group discussion	3, ppt, clip from youtube.com	100'	<ul style="list-style-type: none"> Choosing the fitting graphic organizer to cater a group discussion Using graphic organizer in a group discussion Taking part in a group discussion Using the correct language functions needed
15.	To apply the acquired knowledge of group discussion	To be able to: <ul style="list-style-type: none"> choose the fitting graphic organizer to cater a group discussion use graphic organizer in a group discussion take part in a group 	Decided topics	Group discussion	3, ppt, clip from youtube.com	100'	<ul style="list-style-type: none"> Choosing the fitting graphic organizer to cater a group discussion Using graphic organizer in a group discussion Taking part in a group discussion

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		discussion <ul style="list-style-type: none"> use the correct language functions needed 					<ul style="list-style-type: none"> Using the correct language functions needed
16.	UAS	UAS	UAS	UAS	UAS	100'	UAS

B. Assessment Blue-Print

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
Able to use one of the group discussion organizer in the discussion	Graphic Organizer	Language components mastery (fluency, accent, grammar, vocabulary, and comprehension)	Attached below	Attached below
Able to complete the assignment project to analyse data related with the situation and issues that happens in the society	Discussion (video recording)	Choose one social issue which you think that you can participate in solving the problem.	Attached below	Attached below
Able to perform the class presentation	Discussion (video recording)	Language components mastery (fluency, accent, grammar, vocabulary, and comprehension)	Attached below	Attached below

C. Grading Rubric

* Individual Score Rubric

Element of Evaluation	Excellent	Good	Fair	Unsatisfactory
Behavior	20 Points Student almost never displays disruptive behavior during group meetings.	15 Points Student rarely displays disruptive behavior during group meetings.	10 Points Student occasionally displays disruptive behavior during group meetings.	5 Points Student almost always displays disruptive behavior during group meetings.
	20 Points Student always has something to contribute to his group discussion by sharing ideas, asking questions, or making plans.	15 Points Student usually has something to contribute to his group discussion by sharing ideas, asking questions, or making plans.	10 Points Student rarely has something to contribute to his group discussion by sharing ideas, asking questions, or making plans.	5 Points Student never has something to contribute to his group discussion by sharing ideas, asking questions, or making plans.
Listening Skill	20 Points Student listens when others talk and incorporates or builds off of the ideas of others.	15 Points Student listens when others talk.	10 Points Student does not listen when others talk.	5 Points Student does not listen when others talk and often interrupts when others speak.
	20 Points Student is almost always prepared to meet with group members and ready to share his research and findings to the group.	15 Points Student is usually prepared to meet with group members and ready to share his research and findings to the group.	10 Points Student is rarely prepared to meet with group members and ready to share his research and findings to the group.	5 Points Student is never prepared to meet with group members and ready to share his research and findings to the group.
Stylistics	20 Points Student makes few grammatical or stylistic errors	15 Points Student makes few grammatical or stylistic errors	10 Points Student makes few obvious grammatical or stylistic errors and those errors interfere with content	5 Points Student makes few obvious grammatical or stylistic errors and those errors make understanding impossible
	Total Points			

* Group Collaboration Rubric

Element of Evaluation	Excellent	Good	Fair	Unsatisfactory
Participation	20 Points Group member participated fully and was always on task in class.	15 Points Group member participated most of the time and was on task most of the time.	10 Points Group member participated but wasted time regularly and/or was rarely on task.	5 Points Group member did not participate, wasted time, or worked on unrelated material.
	20 Points Group member assumed leadership in an appropriate way when necessary by helping the group stay on track, encouraging group participation, posing solutions to problems, and having a positive attitude.	15 Points Group member sometimes assumed leadership in an appropriate way.	10 Points Group member usually allowed others to assume leadership or often dominated the group.	5 Points Group member did not assume leadership or assumed it in a non-productive manner.
Listening	20 Points Group member listened carefully to others' ideas.	15 Points Group member usually listened to others' ideas.	10 Points Group member sometimes did not listen to others' ideas.	5 Points Group member did not listen to others and often interrupted them.
	20 Points Group member treated others respectfully and shared the work load fairly.	15 Points Group member usually treated others respectfully and shared the work load fairly.	10 Points Group member sometimes treated others disrespectfully and/or did not share the work load fairly.	5 Points Group member often treated others disrespectfully and/or did not share the work load fairly.
Time Management	20 Points Group member completed assigned tasks on time.	15 Points Group member usually completed assigned tasks on time and did not hold up progress on the task completion	10 Points Group member often did not complete assigned tasks on time, and often held up completion of the task.	5 Points Group member did not complete most of the assigned tasks on time and often forced the group to make last-minute adjustments and changes to accommodate missing work.
	Total Points			

* Graphic Organizer Rubric

Element of Evaluation	Excellent 25 Points	Good 20 Points	Fair 15 Points	Unsatisfactory 10 Points
Organization	<ul style="list-style-type: none"> Sequence of information is difficult to follow. The sequence of the organizer is unclear. 	<ul style="list-style-type: none"> Sequence of information is somewhat disorganized. The sequence of the organizer is difficult to follow in places. 	<ul style="list-style-type: none"> Sequence of information is logical and easy to follow. The sequence of the organizer is difficult to follow in places. 	<ul style="list-style-type: none"> Sequence of information is logical, well ordered, and interesting. The sequence of the organizer is intuitively clear and makes sense throughout the flow.
Conceptual Summarization	<ul style="list-style-type: none"> The amendments are not complete. The student demonstrates lack of conceptual understanding. The student fails to explain concepts in her/his own words. 	<ul style="list-style-type: none"> Most amendments are complete & explained. The student demonstrates a basic level of conceptual understanding. Some of the concepts are explained using original writing. 	<ul style="list-style-type: none"> Each amendment is complete and concisely explained. The student demonstrates conceptual understanding through the application level. Most concepts are explained using original writing. 	<ul style="list-style-type: none"> Each amendment is complete, concisely, yet thoroughly explained. The student demonstrates a thorough conceptual understanding through the analysis/ synthesis level using original writing.
Grammar & Spelling	Work has 4 or more spelling errors &/or grammatical errors.	Work has 3 spelling errors &/or grammatical errors.	Work has 1 or 2 spelling errors &/or grammatical errors.	Work has no spelling errors &/or grammatical errors.
Design	Graphic Organizer is balanced in form while making appealing use of space with design appropriate to the content.	<ul style="list-style-type: none"> Graphic Organizer is a neatly executed. Most components designed being appropriate to the content. 	<ul style="list-style-type: none"> Execution appears hastily constructed. Graphic Organizer demonstrates some designs appropriate to the content. 	<ul style="list-style-type: none"> Execution appears sloppy. Graphic Organizer lacks a design appropriate to the content.
Total Points				

* Expectations for Class Participation

Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a “3”.

Grade	Criteria
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0	Absent
1	<ul style="list-style-type: none"> • Present, not disruptive. • Tries to respond when called on but does not offer much. • Demonstrates very infrequent involvement in discussion.
2	<ul style="list-style-type: none"> • Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. • Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). • Does not offer to contribute to discussion, but contributes to a moderate degree when called on. • Demonstrates sporadic involvement.
3	<ul style="list-style-type: none"> • Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. • Offers interpretations and analysis of case material (more than just facts) to class. • Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing involvement.
4	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). • Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. • Demonstrates ongoing very active involvement.

Surabaya, _____

Mengetahui,
Ketua Program Studi Pendidikan Bahasa Inggris Unesa

Dosen,

Ahmad Munir, M.Ed., Ph.D
NIP. 197608042003121006

Abdur Rosyid, S.Pd. MTesol
NIP.202103068