	COURSE SYLLABUS	Revision Date: 2020
UNESA Universitas Negeri Surabaya		

Faculty : Faculty of Languages and Arts
Study Program: S-1 English Education
Subject : English Morpho-Syntax
Code :
Credit Hours : 2
Semester : 6
Pre-requisite : Passed Introduction to Linguistics
Lecturer(s) : Fauris Zuhri, S.Pd., M.Hum.
           Dr. Oikurema Purwati, M.A., M.Appl

Learning Outcomes:	**Program Learning Outcomes (PLO)**
	• PLO-1: Demonstrate speaking and writing competence at the level of B2 CEFR.
	• PLO-3: Implement the concepts of applied linguistics in English learning.
	Course Learning Outcomes (CLO)
	CLO1: Having a profound understanding of the basic concepts and principles of English Morpho-Syntax, and recognizing current issues on English Morpho-Syntax thoroughly.
	CLO2: Work independently in selecting and applying appropriate teaching techniques and using various media in English Morpho-Syntax classes
	CLO3: Work in groups in improving and enriching appropriate materials for learning English Morpho-Syntax in any circumstances
	CLO4: Deliver the students' understanding and improving of English Morpho-Syntax, implemented them in peer-learning activities

Description:	The study of English grammatical (morphosyntactic) categories or properties which apply both to English syntax and English morphology within a sentence, an utterance , a clause, a phrase or a word. Examples of such categories include singular/plural. tense, mood, perfect, passive, etc.
References:	1. Francis, N.W. 1968. The Structure of American English. New York: The Ronald Press Company. 2. Fromkin, V., Rodman, R. and Hyams, N. 2011. An Introduction to Language. 9th ed. USA: Heinle. 3. O&rsquoGrady, W., Dobrovolsky, M., Katamba, F. (Eds.). 1997. Contemporary Linguistics: An Introduction. China: Addison Wesley Longman Limited 4. Quirk, R., Greenbaum, S., Leech, G., and Svartvik, J. 1985. A Comprehensive Grammar of the English Language. USA: Longman Group Limited. 5. Sapir, E. 1921. Language: An Introduction to the Study of Speech. USA: Harcourt, Brace & World, Inc 6. Saussure, F..De. 1974. Course in General Linguistics. Great Britain: William Collins 7. Yule, G. 2010. The Study of Language. 4th. Ed. UK: Cambridge University Press.

A. Teaching and Learning Process

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/Media	Time Allotment	Learning Experience
1-2	Being able to differentiate between basic concept and principles of English Morpho-Syntax	• Identify basic concept and principle of Morpho-Syntax • identify the differences between basic concept and principles of English Morpho-Syntax • explain the implications of basic concept and principles of English Morpho-Syntax • identify learners' ability and attitude to participate good classroom management	Basic concept and principles of English Morpho-Syntax	• brainstorming • lecturing • classroom discussion • buzz group	Book [1], [2], [3]	2x100'	• brainstorming on how children learn foreign language • discussing theory of Piaget, Vygotsky, and Bruner about children learning foreign language (book [1]) • sharing the results of the discussion • discussing important points of characteristics of young learners (book [2] and [3] unit 1) • discussing the implications of the characteristics of young learners from book [2] unit 2 (group work) • sharing the results of the discussion • discussing how to create good classroom management and atmosphere • sharing the results of the discussion
3	Being able to explain current issues on teaching English Morpho-Syntax	• identify macro issues on English Morpho-Syntax • identify current issues related to English Morpho-Syntax classes • relate the issues to the	Issues on English Morpho-Syntax	• lecturing • classroom discussion • buzz group	Book [4]	100'	• in groups, identify important points of current issues in TEYL, which are described in an article (book [4]) • summarizing the articles in no more than 150 words • giving comments on the issues and relate them to the real EYL classes in Indonesian context

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/ Media	Time Allotment	Learning Experience
		practice of English Morpho-Syntax classes					• sharing ideas
4	Being able to explain English Morpho-Syntax: explain a sentence and an utterance	• Explain Morpho-Syntax materials consisting of a sentence and an utterance	Cognitive levels in Bloom Taxonomy	• lecturing • classroom discussion	[5]	100'	• Formulating instructional objectives from basic competencies • Determining the cognitive levels of the instructional objectives
5	Being able to explain English Morpho-Syntax: explain clause, phrase, and word	• identify English clause • identify English phrase • identify English word • explain English clause, phrase, and word	English word, phrase, and clause	• classroom discussion • buzz group • student presentation	Units 3-6 book [3] and units 4-5 book [1]	2x100'	• in small groups, discussing the important points of teaching language skills to young learners • in small groups, discussing the important points of teaching language pronunciation, vocabulary and grammar to young learners • selecting a suitable teaching technique in teaching language skills and explaining the procedures (individual work) • selecting a suitable teaching technique in teaching pronunciation, vocabulary, and grammar • and explaining the procedures (individual work) • presenting the student's work to the class
6-7	Being able	• select suitable games		• lecturing			• in groups, discussing games (fun

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/ Media	Time Allotment	Learning Experience
	to enrich English Morpho-Syntax materials: improve learning activities for English Morpho-Syntax classes	and songs for young learners • modify existed games and songs to design activities that are applicable in Indonesian setting	Teaching English through games and songs	• classroom discussion • buzz group • demonstration	[5]	2x100'	activities) and songs described in the articles on fun activities in TEYL • selecting a game or song from the articles • modifying it so that it will be suitable to apply in Indonesian context • demonstrating the most interesting ones to the class and asking for feedback • revising the procedures of the game and share to the class
8	Mid-Terms Test						
9	Being able to design lesson plan for English Morpho-Syntax: Develop media	• identify kinds of media appropriate and effective for YL • develop media appropriate and applicable for YL in Indonesian setting	Effective media for YL	• lecturing • classroom discussion • buzz group • demonstration	[5]	100'	• discussing the effective media for YL • sharing ideas how to develop media for YL • sharing to the class
10-11	Being able to design lesson plan for English Morpho-Syntax: Developing language	• explain the principles for assessing children's language learning • construct assessment suitable for children or young learners	Assessment	• brainstorming • lecturing • classroom discussion • buzz group	[1]	100'	• discussing the principles of assessing children's language learning • sharing ideas • constructing assessment suitable for young learners • sharing to the class

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/ Media	Time Allotment	Learning Experience
	assessment						
12-13	Being able to design lesson plan for English Morpho-Syntax: Developing learning sheets	• select suitable teaching materials for young learners • adapt existed materials to young language learners • develop teaching materials for young learners	Material Development	• lecturing • classroom discussion • buzz group	Book [1], [2], [3]	2x100'	• discussing how to develop teaching materials • in groups, selecting suitable materials • sharing to the class • in groups, selecting any kinds of existed materials, then trying to adapt them to young learners • sharing to the class • comparing the two kinds of materials and choosing the most suitable for Indonesian young learners
14-15	Being able to demonstrate how to teach English Morpho-Syntax based on the lesson plans that have been designed by the students	demonstrate teaching English to young learners based on the students' lesson plans	Teaching practice	• teaching demonstration • classroom discussion	Book [1], [2], [3]	2x100'	• based on the students' lesson plans, demonstrating how to teach English to young learners • discussing the performance • giving feedback
16	Final Test						

B. Assessment

Indikator	Assessment				
	Technique	**Form**	**Instrument**	**Criteria**	**Weight(%)**
Being able to construct a lesson plan	Written test	Essay	Construct a lesson plan based on the instructional objectives	The highest score is got if 1. The indicators are constructed systematically based on the competence level. 2. The method/technique/learning model is appropriate for YL 3. The media is effective 4. The materials fulfill students' interest and needs. 5. The teaching and learning process is constructed based on the indicators, time allotment, learning technique, and media. 6. The assessment is constructed based on the learning objectives, and completed by the instrument and the rubric.	40
Being able to solve the problems in relation to YL	Written test	Essay	Find the best solution for the cases given	The highest score is got if the students can find the best solution for the cases given	25

Being able to demonstrate teaching English to young learners based on a lesson plan designed.	Oral test	Presentation Performance	Demonstrate teaching English to young learners based on a lesson plan designed	The highest score is got if the students can demonstrate teaching English to young learners based on a lesson plan designed.	35

Note: The highest score is got from the students' participation, not only from their attandance, but also their active response in learning process including in group discussion and task complishment.

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