

 <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 : 02 August 2021
		Revised by : Abdur Rosyid,S.Pd.,MTesol
		Doc No. :

Study Program	: English Education
Faculty	: Faculty of Languages and Arts
Course	: Pronunciation Practice
Course Code	:
Semester/Credit Hours	: 1/2
Pre-requisite	: -
Lecturer(s)	: Tim
Learning Outcomes (CLO)	: <ul style="list-style-type: none"> 1. Being responsible for using the appropriate English sounds, stresses, and intonations in daily conversations; and following the rules of conduct of the course (PLO 8). 2. Being able to choose appropriate English sounds, stresses, and intonations used in daily conversations; and conduct self and peer assessment (PLO 13 & 20). 3. Demonstrating English pronunciation used in daily conversation (PLO 22 & 23). 4. Making use of learning materials and IT to support teaching and learning process of English pronunciation subject (PLO 33 & 37).
Description	: This subject aims to provide students with knowledge and skills of English Pronunciation. It covers the knowledge and practice of pronouncing the appropriate English sounds, stresses, and intonations used in words, phrases, and sentences in daily conversations. This subject will combine both theoretical and practical classroom activities. All teaching learning activities are conducted through lecturing, drilling, and practice.
Reference	: 1. Baker, Ann., and Marshall, Leslie. (2006). <i>Ship or Sheep?: An Intermediate Pronunciation Course</i> (3 rd ed.). Cambridge: Cambridge University Press. 2. Dauer, Rebecca M. (1992). <i>Accurate English: A Complete Course in Pronunciation</i> . USA: Prentice Hall Regents. 3. Marks, Jonathan. (2007). <i>English Pronunciation in Use. Elementary</i> . Cambridge: Cambridge University Press 4. O'Connor, J.D. (1980). <i>Better English Pronunciation</i> (2 nd ed.). Cambridge: 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	Students are able to: To show understanding of the problems in pronunciation.	<ul style="list-style-type: none"> To explain the problems in pronunciation. To give examples of the problems in pronunciation 	Problems in pronunciation: letters, sounds, sound-groups, words, utterances	Lecturing, Discussion, Question-Answer	(4)	2 x 50 minutes	<ul style="list-style-type: none"> Explaining the problems in pronunciation Giving examples of the problems in pronunciation Discussing the problems in pronunciation
2	To examine how speech organs work in English.	To identify how speech organs work in English	Speech organs: the vocal cord, palate, teeth, tongue, lip.	Lecturing, Discussion, Question-Answer	(4)	2 x 50 minutes	<ul style="list-style-type: none"> Identifying how speech organs work Discussing how speech organs work
3-5	To use correct pronunciation of simple vowels	To demonstrate the correct pronunciation of simple vowels	Simple vowels: /i:, ɪ, e, æ, ʌ, ɑ:, ɒ. ɔ:, ʊ, u:, ɜ:, ə/	Demonstration, Drilling, Discussion, Question-Answer	(1), (3), (4), laptop, speakers	4 x 50 minutes	<ul style="list-style-type: none"> Using/practicing the correct pronunciation of simple vowels Discussing the difficulties in pronouncing simple vowels
6-7	To use correct pronunciation of diphthongs	To demonstrate the correct pronunciation of diphthongs	Diphthongs: /əʊ, aʊ, eɪ, aɪ, ɔɪ, ɪə, eə, ʊə/	Demonstration, Drilling, Discussion, Question-Answer	(1), (3), (4), laptop, speakers	4 x 50 minutes	<ul style="list-style-type: none"> Using/practicing the correct pronunciation of diphthongs Discussing the

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
							difficulties in pronouncing diphthongs
8	Midterm Test						
9 & 10	To use correct pronunciation of stop consonants	To demonstrate the correct pronunciation of stop consonants	Stop consonants: /p, b, t, d, k, g, tʃ, dʒ/	Demonstration, Drilling, Discussion, Question-Answer, Quiz 1	(1), (3), (4), laptop, speakers	4 x 50 minutes	<ul style="list-style-type: none"> Using/practicing the correct pronunciation of stop consonants Discussing the difficulties in pronouncing stop consonants
11 & 12	To use correct pronunciation of friction consonants	To demonstrate the correct pronunciation of friction consonants	Friction consonants: /f, v, θ, ð, s, z, ʃ, ʒ, h/	Demonstration, Drilling, Discussion, Question-Answer	(1), (3), (4), laptop, speakers	4 x 50 minutes	<ul style="list-style-type: none"> Using/practicing the correct pronunciation of friction consonants Discussing the difficulties in pronouncing friction consonants
13 & 14	To use correct pronunciation of nasal, lateral, and gliding consonants	To demonstrate the correct pronunciation of nasal, lateral, and gliding consonants	Nasal, lateral, and gliding consonants: /m, n, ŋ/ /l/ /j, w, r/	Demonstration, Drilling, Discussion, Question-Answer	(1), (3), (4), laptop, speakers	2 x 50 minutes	<ul style="list-style-type: none"> Using/practicing the correct pronunciation of nasal, lateral, and gliding consonants Discussing the difficulties in

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
							pronouncing nasal, lateral, and gliding consonants
15	To show understanding of stressed and unstressed syllables	<ul style="list-style-type: none"> To explain stressed and unstressed syllables To give examples of stressed and unstressed syllables 	Stressed and unstressed syllables	Lecturing, Demonstration, Drilling, Discussion, Question-Answer, Quiz 2	(1), (2), (3), (4), laptop, speakers	2 x 50 minutes	<ul style="list-style-type: none"> Explaining stressed and unstressed syllables Giving examples of stressed and unstressed syllables Using/practicing the correct pronunciation of stressed and unstressed syllables Discussing stressed and unstressed syllables
16	Final Test						

B. Assessment Blue-Print

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
To demonstrate the correct pronunciation of words and phrases consisting of simple vowels.	Spoken Test (Quiz 1)	Pronounce these words and phrases correctly: <ul style="list-style-type: none"> - field, believe, - pity, sunny, - dead, weather, - class, dance, - father, calm, - bottle, copy, 	Based on grading rubric	15

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
		<ul style="list-style-type: none"> - hall, always, - true, fruit, - full, sugar, - Teach me to speak. - fifty six - fruit juice - Ask my aunt. - John is gone. 		
To demonstrate the correct pronunciation of words, phrases, and sentences consisting of simple vowels and diphthongs	Spoken Test (Mid-term Test)	Pronounce these words, phrases, and sentences correctly: <ul style="list-style-type: none"> - meal, read, - pick, dinner, - press, send, - apple, land, - party, garden, - bottle, copy, - order, cord, - group, through, - foot, good, - money, love, - make, race, - find, smile, - about, house, - voice, noise, - note, open, - see the sea - dinner in the kitchen - new shoes - a large bar 	Based on grading rubric	20

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
		<ul style="list-style-type: none"> - holiday cost - Tell me again - Have a beer, please. - They came. - a thousand pounds 		
To demonstrate the correct pronunciation of words, phrases, and sentences.	Spoken Test (Quiz 2)	Pronounce these words, phrases, and sentences correctly: <ul style="list-style-type: none"> - measure - village - mine - complaint - wrong - fellow - beautiful - chuckle - yacht - music - great view - direct train - junk food - four or five - went home - ripe tomato - Here it is. - How's Johnny? - It's awfully heavy. - He's driving a good car. 	Based on grading rubric	15
To demonstrate the correct pronunciation of sentences in a passage	Spoken Test (Final Test)	Read the following passage with correct pronunciation:	Based on grading rubric	30

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
		<p>That's a nice suit. I haven't seen it before, have I?</p> <p>No. It's the first time I've worn it, actually. I only got it about four days ago. You like it, do you?</p> <p>Very much. Did you have it specially made, or did you buy it off the peg?</p> <p>I had it made. I very rarely buy a suit, so I thought I'd have it tailored, and I'm quite pleased with it.</p> <p>I should think so. It's very handsome. May I ask where you got it?</p> <p>The same place as I got my last one, nineteen years ago.</p> <p>Nineteen years? Do you really mean to tell me you haven't had a suit since then?</p> <p>That's right. I don't often wear a suit, you see, so they tend to last a long time.</p> <p>Nineteen years is certainly a long time; and even if you don't wear them much, your old one must have lasted well.</p> <p>Oh, it did. They did a very good job on it.</p> <p>What was the name of the tailor?</p> <p>Philipson. It's quite a small shop right at the end of King Street.</p> <p>I know it. Rather a shabby-looking place. I've never been in there.</p> <p>I wouldn't call it shabby, but it isn't very modern, I admit. However, they're very obliging, and take a great deal of trouble.</p> <p>So I can see. I think I'll go along there. I need a new suit. Oh, by the way, what sort of prices do they charge?</p> <p>Pretty reasonable, really. This was eighty pounds.</p> <p>That's not bad. I think I'll look in there tomorrow.</p> <p>Yes, do. Mention my name if you like. It won't do any harm, and it might do some good. I've just paid my bill.</p>		

Requirement :

1 There will be four assessments:

- Classroom Participation : 20%
- Quizes : 30%
- Mid-term test : 20%

- Final test : 30%

2. Students must attend the class at least 80%. Those who are 4 (four) or more times absent are considered failed.

Students are not allowed to get into class when they are more than 15 minutes late. Students may dismiss the class when the lecturer is more than 15 minutes late.

C. Grading Rubric

Pronunciation Rubric

This rubric uses four 5-point scales (20 total points).

Pronunciation

- 5:** Phonetically correct
Almost error-free
Awareness of accent
Genuine effort to sound like native speaker
- 4:** Comprehensible, generally correct
Occasional error
- 3:** Frequent errors that confuse listener and require guessing at meaning
- 2:** Many errors that interfere with comprehensibility
- 1:** Most utterances contain errors
Many utterances are incomprehensible
Little communication
- 0:** No attempt

Surabaya, 20 Agustus 2021

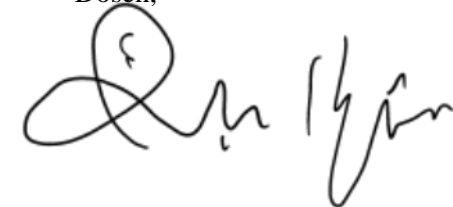
Mengetahui,
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A. CAPAIAN PEMBELAJARAN PROGRAM STUDI (PROGRAM LEARNING OUTCOME (PLO))

KATEGORI PLO	PROGRAM LEARNING OUTCOME (CAPAIAN PEMBELAJARAN PROGRAM STUDI)
SIKAP	Diambil dari SN-Dikti ditambah Penciri Universitas/Prodi
PLO-1 (S-1)	Bertaqwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius PLO-1 (S-1)
PLO-2 (S-2)	Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika PLO-2 (S-2)
PLO-3 (S-3)	Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban berdasarkan Pancasila PLO-3 (S-3)
PLO-4 (S-4)	Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa PLO-4 (S-4)
PLO-5 (S-5)	Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal yang lain PLO-5 (S-5)
PLO-6 (S-6)	Bekerjasama dan memiliki kepekaan social serta kepedulian terhadap masyarakat dan lingkungan PLO-6 (S-6)
PLO-7 (S-7)	Taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara PLO-7 (S-7)
PLO-8 (S-8)	Menginternalisasi nilai, norma, dan etika akademik PLO-8 (S-8)
PLO-9 (S-9)	Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri PLO-9 (S-9)
PLO-10 (S-10)	Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan PLO-10 (S-10)
PLO-11 (S-11)	Mewujudkan karakter “Iman, Cerdas, Mandiri, Jujur, Peduli dan Tangguh” (S-11)
PLO-12 (S-12)	Mempunyai ketulusan, komitmen, serta kesungguhan hati untuk mengembangkan sikap, nilai dan kemampuan peserts didik PLO-12 (S-12)
KETERAMPILAN UMUM (S3)	Dikutip dari SN-Dikti
PLO-13 (KU-1)	mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya; PLO-13 (KU-1)
PLO-14 (KU-2)	mampu menunjukkan kinerja mandiri, bermutu, dan terukur; PLO-14 (KU-2)
PLO-15 (KU-3)	mampu mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan teknologi yang memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain atau kritik seni, menyusun deskripsi saintifik hasil kajiannya dalam bentuk skripsi atau laporan tugas akhir, dan mengunggahnya dalam laman perguruan tinggi; PLO-15 (KU-3)

KATEGORI PLO	PROGRAM LEARNING OUTCOME (CAPAIAN PEMBELAJARAN PROGRAM STUDI)
PLO-16 (KU-4)	menyusun deskripsi saintifik hasil kajian tersebut di atas dalam bentuk skripsi atau laporan tugas akhir, dan mengunggahnya dalam laman perguruan tinggi; PLO-16 (KU-4)
PLO-17 (KU-5)	mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data; PLO-17 (KU-5)
PLO-18 (KU-6)	mampu memelihara dan mengembang-kan jaringan kerja dengan pembimbing, kolega, sejawat baik di dalam maupun di luar lembaganya; PLO-18 (KU-6)
PLO-19 (KU-7)	mampu bertanggungjawab atas pencapaian hasil kerja kelompok dan melakukan supervisi dan evaluasi terhadap penyelesaian pekerjaan yang ditugaskan kepada pekerja yang berada di bawah tanggungjawabnya; PLO-19 (KU-7)
PLO-20 (KU-8)	mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada dibawah tanggung jawabnya, dan mampu mengelola pembelajaran secara mandiri; PLO-20 (KU-8)
PLO-21 (KU-9)	Mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data hasil penelitian dalam rangka menjamin kesahihan dan mencegah plagiasi. PLO-21 (KU-9)
PENGETAHUAN	Dari asosiasi Prodi sejenis dan Penciri Prodi
PLO-22 (P-1)	Mendemonstrasikan kemampuan lisan dan tulis yang setara dengan tingkat B2 CEFR PLO-22 (P-1)
PLO-23 (P-2)	Menguasai konsep linguistik (pengetahuan tentang kebahasaan) PLO-23 (P-2)
PLO-24 (P-3)	Menguasai pemahaman dasar budaya dan sastra Inggris PLO-24 (P-3)
PLO-25 (P-4)	Menguasai ilmu pendidikan dan metodologi belajar dan pembelajaran bahasa Inggris yang meliputi pengelolaan dan pengembangan kurikulum, perencanaan, penerapan, dan evaluasi pembelajaran PLO-25 (P-4)
PLO-26 (P-5)	Menguasai prinsip-prinsip dasar penelitian dalam kaitannya dengan memulai, merencanakan, mengatur, menerapkan, dan mengevaluasi tindakan PLO-26 (P-5)
PLO-27 (P-6)	Mendemonstrasikan pemahaman tentang konsep TEFL dari perspektif nasional dan global dengan baik PLO-27 (P-6)
PLO-28 (P-7)	Memahami dan menerjemahkan berbagai macam teks bahasa inggris dengan tepat PLO-28 (P-7)
PLO-29 (P-8)	Menerapkan keterampilan berpikir kritis dan analitis untuk memecahkan masalah-masalah yang berhubungan dengan TEFL PLO-29 (P-8)
PLO-30 (P-9)	Mendemonstrasikan keterampilan presentasi secara tertulis, visual, dan lisan untuk mengkomunikasikan bahasa PLO-30 (P-9)
PLO-31 (P-10)	Berpartisipasi dalam pembelajaran sepanjang hayat, kegiatan pengembangan karir dan selalu mengikuti kemajuan teknologi PLO-31 (P-10)
PLO-32 (P-11)	Mendemonstrasikan kesadaran terhadap isu yang berhubungan dengan pembelajaran akademik PLO-32 (P-11)

KATEGORI PLO	PROGRAM LEARNING OUTCOME (CAPAIAN PEMBELAJARAN PROGRAM STUDI)
KETERAMPILAN KHUSUS	Dari asosiasi Prodi sejenis dan Penciri Prodi
PLO-33 (KK-1)	Melaksanakan proses pembelajaran Bahasa Inggris dengan mendesain, membuat, dan memanfaatkan memanfaatkan berbagai media pembelajaran dan TIK untuk menghasilkan pembelajaran yang efektif, kreatif, dan berpusat pada mahasiswa PLO-33 (KK-1)
PLO-34 (KK-2)	Melakukan penelitian dan mengkaji data empirisnya secara kritis dan analitis untuk meningkatkan mutu pembelajaran Bahasa Inggris PLO-34 (KK-2)
PLO-35 (KK-3)	Menulis karya ilmiah atau penelitian sederhana dan mendiseminasikan karya akademik dalam forum ilmiah PLO-35 (KK-3)
PLO-36 (KK-4)	Memberikan layanan pembelajaran sesuai dengan kebutuhan dan karakteristik peserta didik PLO-36 (KK-4)
PLO-37 (KK-5)	Menerapkan konsep-konsep linguistik terapan dalam konteks pembelajaran EFL PLO-37 (KK-5)
PLO-38 (KK-6)	Menghasilkan produk-produk konkrit dan abstrak yang berhubungan dengan bahasa PLO-38 (KK-6)

Keterangan :

1. P = Pengetahuan
2. KK = Ketrampilan Khusus
3. KU = Ketrampilan Umum
4. S = Sikap

1. MAPPING PROGRAM LEARNING OUTCOMES (PLO)

Kode Matkul	Nama Matkul (English)	Keg		Stat		Sem	Prasyarat	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO			
		K	Pr	W	P			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
	Pronunciation Practice	v		v		1	-									v						v		

PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	
				v	v	v																	

2. PLO to CLO

Learning Outcomes :	<p>Example:</p> <ol style="list-style-type: none"> 1. Menginternalisasi nilai, norma, dan etika akademik PLO-8 (S-8) 2. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya PLO-13 (KU-1) 3. mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada di bawah tanggung jawabnya, dan mampu mengelola pembelajaran secara mandiri PLO-20 (KU-8) 4. Mendemonstrasikan kemampuan lisan dan tulis yang setara dengan tingkat B2 CEFR PLO-21 (P-1) 5. Menguasai konsep linguistik (pengetahuan tentang kebahasaan) PLO-22 (P-2) 6. Melaksanakan proses pembelajaran Bahasa Inggris dengan mendesain, membuat, dan memanfaatkan berbagai media pembelajaran dan TIK untuk menghasilkan pembelajaran yang efektif, kreatif, dan berpusat pada mahasiswa PLO-33 (KK-1) 7. Menerapkan konsep-konsep linguistik terapan dalam konteks pembelajaran EFL PLO-37 (KK-5) <p>Students are being able to (CLO) :</p> <p>Example:</p> <ol style="list-style-type: none"> 1. Being responsible for using the appropriate English sounds, stresses, and intonations in daily conversations; and following the rules of conduct of the course (PLO 8). 2. Being able to choose appropriate English sounds, stresses, and intonations used in daily conversations; and conduct self and peer assessment (PLO 13 & 20).
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| | <p>3. Demonstrating English pronunciation used in daily conversation (PLO 22 & 23).</p> <p>4. Making use of learning materials and IT to support teaching and learning process of English pronunciation subject (PLO 33 & 37).</p> |
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