

WORKLOAD ASSESSMENT

ACADEMIC SPEAKING

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA

WORKLOAD ASSESMENT

ACADEMIC SPEAKING

Academic Year 2019/2020

Coordinator:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA**


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A. Lesson Plan and Course Assessment

	UNIVERSITAS NEGERI SURABAYA FACULTY OF LANGUAGES AND ARTIS ENGLISH LITERATURE STUDY PROGRAM					Document Code
RENCANA PEMBELAJARAN SEMESTER						
Course	Course Code	Course Cluster	Credit (sks)		Semester	Compilati on Date
Academic Speaking	8820302002	Languages	T=?	P=1	Even semester 2019/2020	2020
AUTHORIZATION		Lesson Plan Developer Nur Chakim, S.Pd., M.Pd.	Course Cluster Coordinator Retno Wulandari, S.Pd.,M.Pd.		Head of Study Programme Ahmad Munir, S.Pd.,M.Ed.,Ph.D.	
Learning Outcomes (CP)	Programme Learning Outcomes (PLO)-Study Programme imposed on courses					
	PLO	1. Demonstrate speaking and writing competence at the level of B2 CEFR.				
	PLO	7. Apply critical thinking and analytic skills in solving problems in English instructions.				
	PLO	8. Demonstrate the oral and written skills in communicating knowledge about English instructions.				
	Course Learning Outcomes (CLO)					
	CLO	1. Being responsible for performing academic and professional presentations in academic forums about various topics in the area of language learning and education with the spirits of academic and professional development and knowledge dissemination				
	CLO	2. Mastering the rules and techniques in delivering academic and professional presentations for academic and professional forums with proper and effective presentation aids as well as facilitating academic forums and discussions as presenters, moderators, and announcers.				
	CLO	3. Demonstrating fluent and comprehensive oral performances systemically and effectively with the help of presentation aids about relevant topics in the area of language learning and education and sustaining intellectual curiosity and current education paradigm (national and international trends)				
CLO	4. Presenting relevant materials related to language learning and education in by using effective presentation aids to support a good and fluent oral performance based on the expectation by the forums					

Brief description of the course	This subject specifically designed to give students the necessary skills and confidence to deliver professional and articulate presentations for academic and professional forums where English is the medium of communication, such as conferences, seminars, poster presentation, etc. The emphasis put on variety, language skills and the balance between input and practice throughout the course will help students become more confident, autonomous and competent speakers of English. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.	
Study Materials: Learning Materials	Current issues in English language teaching (ELT) published in highly reputable journals, English for presentation, public speaking.	
References	Primary	Taylor, H.M. and A.G. Mears. 1978. <i>The Right Way to Conduct Meetings, Conferences, and Discussions</i> . London: Cox & Wayman, Ltd.
	Supplementary	Grussendorf, Marion. 2007. English for presentations. Oxford: Oxford University Press Osborn, R.P. & Osborn, S. (1994). Public Speaking. Boston: Houghton Mifflin
Lecturer (s)	Nur Chakim, S.Pd., M.Pd. Retno Wulandari, S.Pd., M.Pd. Dr. Himmawan Adi Nugroho, M.Pd.	
Course requirements	Fulfilling the required passing grade of Public Speaking	

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/ media	Time Allotment	Learning Experience
1	To understand the concept of Academic Speaking	To be able to: <ul style="list-style-type: none"> Explain the importance of professional presentations for academic and professional forums 	The concept of Academic Speaking	Discussion Lecturing, Question-Answer	[2], video clip from www.youtube.com , ppt	100'	<ul style="list-style-type: none"> Explaining the importance of professional presentations for academic and professional forums

2	<p>To understand the difference between Spoken and Written Language</p> <ul style="list-style-type: none"> • Sentence & grammatical errors • Active and passive verbs 	<p>To be able to:</p> <ul style="list-style-type: none"> • Explain the difference between Spoken and Written Language • Observe the examples of correct grammar and word choices in Spoken and Written Language • Give example of the correct grammar and word choices in Spoken and Written Language 	The difference between spoken and written language	Discussion Lecturing, Question-Answer	[3], ppt	100'	<p>from book 2</p> <ul style="list-style-type: none"> • Explaining the importance of effective presentation from book 2 • Comparing examples professional presentations from video clip • Comparing Spoken and Written Language from book 3 • Explaining the difference between Spoken and Written Language from book 3 • Observe the examples of correct grammar and word choices in Spoken and Written Language from book 3 • Give example of the correct grammar and word choices in Spoken and Written Language from book 3
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3	<ul style="list-style-type: none"> To understand the Rules Within A Seminar & Conference To know the types of Presentation 	<p>To be able to:</p> <ul style="list-style-type: none"> Explain the Rules Within A Seminar & Conference Identify the types of Presentation Observe the types of Presentation through video clip 	<ul style="list-style-type: none"> The Rules Within A Seminar & Conference The types of Presentation 	Discussion Lecturing, Question-Answer	[1], video clip from www.youtube.com , ppt	100'	<ul style="list-style-type: none"> Explaining the Rules Within A Seminar & Conference from book 1 Identifying the types of Presentation from book 1 Observing the types of Presentation through video clip
4	<p>To understand the non verbal language used in a presentation</p> <ul style="list-style-type: none"> Body language Appearance 	<p>To be able to:</p> <ul style="list-style-type: none"> Explain the concept of non verbal communication Analyze some video clips about body language and appearance Demonstrate an appropriate body language and appearance in a professional forums 	Non verbal language	Discussion Lecturing, Question-Answer, Demonstration	[2], video clip from www.youtube.com , ppt	100'	<ul style="list-style-type: none"> Discussing the concept of non verbal communication from book 2 Observing some video clips about body language and appearance Demonstrating an appropriate body language and appearance in a professional forums
5	To apply Visual Aids in Presentation	<p>To be able to:</p> <ul style="list-style-type: none"> Utilize IT and other kinds of useful media in Presentation Explore the examples of 	Visual Aids in Presentation	Discussion Lecturing, Question-Answer, Assignment	[2], video clip from www.youtube.com , ppt	100'	<ul style="list-style-type: none"> Utilizing IT and other kinds of useful media in Presentation based on book 2

		<p>visual aids for presentation</p> <ul style="list-style-type: none"> • Make use of effective power point in presentation 					<ul style="list-style-type: none"> • Exploring the examples of visual aids for presentation from on book 2 • Making use of effective power point in presentation
6-7	<p>To analyze the part of a presentation</p> <ul style="list-style-type: none"> • Introduction • Main Body • Conclusion • Presentation Matrix 	<p>To be able to:</p> <ul style="list-style-type: none"> • Analyze the example of a presentation from a video clip • Identify the Introduction, Main Body and Conclusion • Discuss the parts of presentation • Choose the right expression to deliver each part of presentation • Build a well prepared Presentation Matrix 	The part of a presentation	Discussion, Lecturing, Question-Answer, Assignment	[2], video clip from www.youtube.com , ppt	2X 100'	<ul style="list-style-type: none"> • Analyzing the example of a presentation from a video clip • Identifying the Introduction, Main Body and Conclusion from on book 2 • Discussing the parts of presentation from book 2 • Choosing the right expression to deliver each part of presentation from book 2 • Building a well prepared Presentation Matrix
8-9	To apply the theory into	To be able to:	Group	Discussion,	Students'	100'	<ul style="list-style-type: none"> • Performing an effective

10	Group Presentation	<ul style="list-style-type: none"> • Perform an effective Group Presentation • Respond another student's Group Presentation • Discuss the Group Presentation done by the students 	Presentation	Presentation	performance, Students' visual aids	100'	<p>Group Presentation</p> <ul style="list-style-type: none"> • Responding to another student's Group Presentation • Discussing the Group Presentation done by the students
	To apply the concept of Poster Presentation	<p>To be able to:</p> <ul style="list-style-type: none"> • Illustrate the concept of Poster Presentation • Build a Poster for presentation • Plan the Poster Presentation 	Poster Presentation	Discussion Lecturing, Question-Answer, Assignment	[1], [2], ppt		<ul style="list-style-type: none"> • Illustrate the concept of Poster Presentation from book 1 • Building a Poster for presentation based on the explanation from book 1 • Planning an effective Poster Presentation
11-12	To apply the theory a Poster Presentation	<p>To be able to:</p> <ul style="list-style-type: none"> • Perform an effective Poster Presentation • Respond another student's Poster Presentation • Discuss the Poster Presentation done by the students 	Group Presentation	Discussion, Presentation	Students' performance, Students' visual aids	100'	<ul style="list-style-type: none"> • Performing an effective Poster Presentation • Responding to another student's Poster Presentation • Discussing the Poster Presentation done by the students

13	To understand the concept of Individual Presentation	To be able to: <ul style="list-style-type: none"> • Examine the examples of Individual Presentation through video clip • Analyze the topic for Individual Presentation • Analyze the audience • Plan the Individual Presentation 	Individual Presentation	Discussion Lecturing, Question-Answer, Assignment	[1], video clip from www.youtube.com , ppt	100'	<ul style="list-style-type: none"> • Examining the examples of Individual Presentation through video clip • Analyzing the topic for Individual Presentation from book 1 • Analyzing the audience • Planning the Individual Presentation based on the explanation in book 1
14-16	To apply theory into Individual Presentation practice	To be able to: <ul style="list-style-type: none"> • Perform an effective Individual Presentation • Respond another student's Individual Presentation • Discuss the Individual Presentation done by the students 	Individual Presentation	Discussion, Presentation	Students' performance, Students' visual aids	4x100'	<ul style="list-style-type: none"> • Performing an effective Individual Presentation based on the students' performances • Responding to another student's Individual Presentation • Discussing the Individual Presentation done by the students

A. Assessment Blue-print

No	Indicator	Assessment			
		Type	Instrument	Criteria	Point (%)
1.	To be able to perform a Group Presentation	Oral Presentation	<ul style="list-style-type: none"> Make a group of 4. Choose an article from international journal that related to teaching English (All topics must be approved by your instructor). Prepare a presentation based on the article that you choose. A detailed preparation outline, audience analysis, and reference list with a minimum of two sources must be submitted to the instructor on speech day (see guidelines in your textbook). Perform a 7:00 – 10:00 minute presentation on an article of international journal that related to teaching English that you choose. The matrix and the power point for presentation have to be done three days prior to the presentation day. The presentation will be recorded. The grading sheet for this speech is attached. 	<ul style="list-style-type: none"> Inadequate (1-25 points) Adequate (26-50 points) Good (51-75) Excellent (76-100 points) 	20%
2.	To be able to perform an Individual Presentation	Oral Presentation	<ul style="list-style-type: none"> Choose an article for international journal that related to teaching English. Prepare a presentation based on the 	<ul style="list-style-type: none"> Needs significant improvement (1- 	30%

			<p>article that you choose. A detailed preparation outline, audience analysis, and reference list with a minimum of two sources must be submitted to the instructor on speech day (see guidelines in your textbook). Perform a 7:00 – 15:00 minute individual presentation on an article of international journal that related to teaching English that you choose. The presentation will be recorded and the grading sheet for this speech is attached. After the presentation, watch the video and fill in the “VIDEO SELF-VIEWING EVALUATION FORM”</p>	<p>20 points)</p> <ul style="list-style-type: none"> • Below average (21-40 points) • Satisfactory (41-60) • Good (61-80) • Excellent (81-100 points) 	
3.	<ul style="list-style-type: none"> • Participation & Attendance will be given 20% of the overall point • The grading rubric for these criteria is attached below. 				

B. Rubric

1. Group Presentation Rubric:

ELEMENT OF EVALUATION	PERFORMANCE INDICATORS				SCORE
	EXCELLENT	GOOD	ADEQUATE	INADEQUATE	
	(20 points)	(15 points)	(10 points)	(5 points)	
CONTENT	Presentation had an exceptional amount of valuable material. Subject knowledge is evident throughout.	Presentation had a good amount of material. Information is clear, appropriate and correct.	Presentation had moments where valuable material was presented but as a whole content was lacking. Some information is confusing, incorrect or flawed.	Presentation contained little to no valuable material. Subject knowledge is not evident. Information is confusing, incorrect or flawed.	
	(20 points)	(15 points)	(10 points)	(5 points)	
COLLABORATION	The teammates always worked from others' ideas. It was evident that all of the group members contributed equally to the presentation.	The teammates worked from others' ideas most of the time. And it seems like every did some work, but some people are carrying the presentation.	The teammates sometimes worked from others' ideas. However it seems as though certain people did not do as much work as others.	The teammates never worked from others' ideas. It seems as though only a few people worked on the presentation.	
	(20 points)	(15 points)	(10 points)	(5 points)	
ORGANIZATION	The presentation was well organized, well prepared and easy to follow.	The presentation had organizing ideas but could have been much stronger with better preparation.	There were minimal signs of organization or preparation.	The presentation Lacked organization and had little evidence of preparation or logical sequence.	
	(20 points)	(15 points)	(10 points)	(5 points)	
PRESENTATION	Presenters were all very confident in delivery and they did an excellent job of engaging the class. Preparation is very evident. Presenters used clear voices. Slides were free of spelling/ grammatical errors.	Presenters were occasionally confident with their presentation however the presentation was not as engaging as it could have been. Presenters' voice was clear and audible. Slides had less than two spelling/ grammatical errors.	Presenters were not consistent with the level of preparedness but had some strong moments. Presenters voice was low and audience had difficulty hearing presentation. Slides had three or more spelling/ grammatical errors.	Presenters demonstrated little evidence of planning prior to presentation. Presenters mumbled/ spoke quietly. Presenters read from notes and/or made no eye contact. Slides had four or more spelling/grammar errors.	
	(20 points)	(15 points)	(10 points)	(5 points)	
ADDRESSING QUESTIONS	Questions handled with confidence and in a knowledgeable way; Presenters clearly demonstrated greater depth of knowledge than just the information in their presentation	Questions handled in a knowledgeable way but with some hesitation; Presenters demonstrated greater depth of knowledge than just the information in their presentation	Presenters made a strong effort to answer questions, with some hesitations; speaker lacked depth of knowledge beyond what they presented	Presenters lacked answers to obvious questions the audience would be likely to ask; Presenters struggled to link answer to content of presentation	
TOTAL POINTS (OUT OF 100)					

2. Individual Presentation Rubric

ELEMENT OF EVALUATION	PERFORMANCE INDICATORS					SCORE
	EXCELLENT	GOOD	SATISFACTORY	BELOW AVERAGE	NEEDS SIGNIFICANT IMPROVEMENT	
INTRODUCTION	(15 points)	(12 points)	(9 points)	(6 points)	(3 points)	
	<ul style="list-style-type: none"> • Gained attention and interest • Introduced speech purpose • Previewed main ideas • Provided a motive for listening • Established credibility 	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
ORGANIZATION	(10 points)	(8 points)	(6 points)	(4 points)	(2 points)	
	<ul style="list-style-type: none"> • Clearly stated main points • Used internal transitions between introduction and body • Used internal transitions within body • Used internal transitions between body and conclusion • Used appropriate pattern (e.g., topical, chronological, problem-solution, etc.) 	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
CONCLUSION	(15 points)	(12 points)	(9 points)	(6 points)	(3 points)	
	<ul style="list-style-type: none"> • Signaled end of speech • Summarized main points • Logical ending • Powerful close • Memorable 	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
SUPPORT	(10 points)	(8 points)	(6 points)	(4 points)	(2 points)	
	<ul style="list-style-type: none"> • Quality of research • Used oral citations • Appropriate use of soft evidence • Appropriate use of hard evidence • Appropriate use of visual aids 	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
PHYSICAL DELIVERY	(10 points)	(8 points)	(6 points)	(4 points)	(2 points)	
	<ul style="list-style-type: none"> • Appropriate use of gestures • Proper eye contact • Use of movement • Posture • Appropriate dress 	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
VOCAL QUALITY	(10 points)	(8 points)	(6 points)	(4 points)	(2 points)	

ELEMENT OF EVALUATION	PERFORMANCE INDICATORS					SCORE
	EXCELLENT	GOOD	SATISFACTORY	BELOW AVERAGE	NEEDS SIGNIFICANT IMPROVEMENT	
	<ul style="list-style-type: none"> Natural delivery style Avoided use of vocal fillers Appropriate rate Appropriate volume Appropriate tone 	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
	(15 points)	(12 points)	(9 points)	(6 points)	(3 points)	
LANGUAGE	<ul style="list-style-type: none"> Used proper grammar Incorporated visual imagery Avoided jargon Used metaphors, similes, and/or analogies Avoided offensive language 	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
	(15 points)	(12 points)	(9 points)	(6 points)	(3 points)	
OVERALL QUALITY	<ul style="list-style-type: none"> Topic was appropriate, interesting, and audience centered Speech informed Effectively used strategies to enhance audience understanding Completed within 4-6 minute time frame Used active listening skills to listen to fellow classmates deliver speeches 	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
	(15 points)	(12 points)	(9 points)	(6 points)	(3 points)	
TOTAL POINTS (OUT OF 100)						

3. Participation/Attendance Rubric

ATTENDANCE		PARTICIPATION	
CRITERIA	SKOR	CRITERIA	SKOR
More than 12	60	More than 12	40
11,12	50	9,10,11,12	30
9,10	40	5,6,7,8	20
7,8	30	3,4	10
Less than 7	20	0,1,2	5

A. Course Evaluation and Development

1. Calculation of Student Workload

Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
Academic Speaking	78.4	3,18 ECTS	Even	28 CU	14 Meetings

2. Program Learning Outcome (PLO)

PLO	1. Demonstrate speaking and writing competence at the level of B2 CEFR.
PLO	7. Apply critical thinking and analytic skills in solving problems in English instructions.
PLO	8. Demonstrate the oral and written skills in communicating knowledge about English instructions.

3. Course Learning Outcome

CLO	1. Being responsible for performing academic and professional presentations in academic forums about various topics in the area of language learning and education with the spirits of academic and professional development and knowledge dissemination
CLO	2. Mastering the rules and techniques in delivering academic and professional presentations for academic and professional forums with proper and effective presentation aids as well as facilitating academic forums and discussions as presenters, moderators, and announcers.
CLO	3. Demonstrating fluent and comprehensive oral performances systemically and effectively with the help of presentation aids about relevant topics in the area of language learning and education and sustaining intellectual curiosity and current education paradigm (national and international trends)
CLO	4. Presenting relevant materials related to language learning and education in by using effective presentation aids to support a good and fluent oral performance based on the expectation by the forums

Assessment of PLO

STUDENT PERFORMANCE

ENGLISH EDUCATION STUDY PROGRAM

COURSE : ACADEMIC SPEAKING

CLASS : 2018 D

CREDIT : 2

ACADEMIC YEAR : 2019/2020

No	NIM	Nama Mahasiswa	Angkatan	Kehadiran	Part	Tugas	UTS	UAS	NA	Huruf	PLO 1	PLO 7	PLO 8
1	16020084004	FAKHRI ANISAHRI WALIDAINI	2016	86.67%	70	76	73	74	73.6	B	Good	Good	Good
2	18020084061	MAS AJENG FAHMA TAHTA	2018	100%	80	80	78	82	80.2	A-	Excellent	Excellent	Excellent
3	18020084062	SYLVIA PUSPA WINDRAWATI	2018	100%	80	78	75	80	78.4	B+	Good	Good	Good
4	18020084063	APRILIA AYU KUSUMA DEWI	2018	86.67%	75	75	67	68	71.3	B	Good	Good	Good
5	18020084064	NUR JIHAD ROMADHONI	2018	86.67%	75	75	67	72	72.5	B	Good	Good	Good
6	18020084067	ALFINDA FEBRIANI	2018	93.33%	80	82	80	80	80.6	A-	Excellent	Excellent	Excellent
7	18020084068	SRI WAHYUNI	2018	100%	80	73	74	72	74.3	B	Good	Good	Good
8	18020084069	ESTER MELANI	2018	100%	80	78	76	77	77.7	B+	Good	Good	Good
9	18020084070	VIKA SYAH ALDINA	2018	100%	80	85	83	82	82.7	A-	Excellent	Excellent	Excellent
10	18020084071	RIZKY EKA SYAHPUTRA	2018	80%	70	73	68	68	69.9	B-	Good	Good	Good
11	18020084072	DEVINA DINAR SALSABILA	2018	86.67%	75	76	75	80	76.8	B+	Good	Good	Good
12	18020084073	NOVRITA NURUL IZZA	2018	93.33%	75	76	75	70	73.8	B	Good	Good	Good
13	18020084074	MUCHAMAD NURKHOLIS	2018	73.33%	70	73	68	65	69	B-	Good	Good	Good
14	18020084075	SALSABILA KHAIRUNNISA	2018	100%	80	85	82	80	81.9	A-	Excellent	Excellent	Excellent
15	18020084076	SYAFRILA PAHLEVI ASSYURA	2018	53.33%	60	60	68	0	43.6	D	Fail	Fail	Fail
16	18020084077	TALITHA AYU RAMADHANI	2018	100%	80	85	82	80	81.9	A-	Excellent	Excellent	Excellent
17	18020084078	VERINA AINUR IZZAMI HARIYANTO	2018	93.33%	80	85	82	80	81.9	A-	Excellent	Excellent	Excellent
18	18020084079	MAHANANI ILMI IBRAHIM	2018	100%	80	85	75	80	80.5	A-	Excellent	Excellent	Excellent
19	18020084080	LODEWYK ELFEIAND SUBEKTI	2018	100%	80	78	78	79	78.7	B+	Good	Good	Good

Assessment Plan

No	CLOs	PLO 1	PLO 7	PLO 8
1	CLO 1	V		
2	CLO 2	V		
3	CLO 3		V	
4	CLO 4			V

Student Performance

	PLO1	PLO7	PLO8
Excellent	11	11	11
Good	7	7	7
Fair	0	0	0
Fail	1	1	1
	19	19	19

Percentage

	PLO1	PLO7	PLO8
Excellent	36%	36%	36%
Good	58%	58%	58%
Fair	0 %	0 %	0 %
Fail	6%	6%	6%
	100%	100%	100%

APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC

Course Assessment

A. Assessment Rubric

1) Attitudes/Affective Domain

In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$\leq SA < 55$

2) Knowledge/Cognitive Domain

The students' knowledge is assessed through assignments (individual and group) and tests (mid-term and End-term tests).

a). Presentation Matrix Rubric

Element of Evaluation	PERFORMANCE INDICATORS					Score
	Excellent	Good	Satisfactory	Below Average	Needs Significant Improvement	
Presentation Matrix	(81-100 points)	(61-80 points)	(42-60 points)	(21-40 points)	(1-20 points)	
	<ul style="list-style-type: none"> · Proper outline format (use of Roman numerals, capital letters, and indentation) · Outline in full-sentences · Bibliography in proper format · Appropriate number of sources · Received on or before delivery of speech 	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	

b). Video Self-Viewing Evaluation Form

After viewing your speech on videotape, answer the following questions:
1. How did you adapt your message to your audience's knowledge and interests? Give example(s) to explain your answer.
2. Did you seem to establish a dialogue with your audience? Did you appear sincerely interested in the topic and in talking to your audience? Give example(s) to explain your answer.
3. Did you communicate your message clearly in an organized manner? Why or why not? Give example(s) to explain your answer.
4. Did your voice, gestures, and bodily movement enhance or detract from the message of your speech? Give example(s) to explain your answer.
5. With what aspects of your speech were you pleased? What aspect(s) would you like to improve in your next speech?

c). Poster Presentation Rubric

ELEMENT OF EVALUATION		PERFORMANCE INDICATORS				SCORE
		EXCELLENT	GOOD	ADEQUATE	INADEQUATE	
P O S T E R	ORGANIZATION AND CLARITY	(10 points)	(7.5 points)	(5 points)	(2.5 points)	
		Logical, smooth flow of information in poster; main points clearly stated and explained	Logical, smooth flow of information in poster; main points clearly stated	Reader can follow poster's flow of information, but some gaps are evident	Poster jumps between disconnected topics; main points unclear	
	CONTENT	(10 points)	(7.5 points)	(5 points)	(2.5 points)	
		Content thoroughly presented/ analyzed in an interesting, knowledgeable way; key points clearly expressed and integrated with logical links; presented appropriate, forward-thinking insights	Content presented/ analyzed in an interesting, knowledgeable way; key points clearly expressed and integrated with logical links; presented appropriate insights	Content presented in an interesting way, some key points linked, but others left "hanging"; poster may lack clear synthesis and/or insight	Content patchy, lacks specific important information; little effort to synthesize key points	
	GRAPHICS	(10 points)	(7.5 points)	(5 points)	(2.5 points)	
		Well-selected graphics, all clearly related to the topic and make it easier to understand	Well-selected graphics; graphics support ideas presented and most make it easier to understand	Graphics related to topic but some do not contribute to understanding of topic	Graphics not connected to topic and/or poorly ordered; too much or not enough detail; distracting	
MECHANICS (GRAMMAR AND SPELLING)	(10 points)	(7.5 points)	(5 points)	(2.5 points)		
	No or minor errors	Some errors	Numerous errors	Readability significantly impaired by errors		
OVERALL EFFECTIVENESS	(10 points)	(7.5 points)	(5 points)	(2.5 points)		
	Eye-catching, organized layout; not too busy	Organized layout	Layout mostly acceptable	Layout distracting or disorganized		
O R A L P R E S E N T A T I O N	OPENING/INTRODUCTION	(10 points)	(7.5 points)	(5 points)	(2.5 points)	
		Clearly, quickly established the focus of the presentation; gained audience attention	Established focus by the end of the intro, but went off on a tangent or two; gained audience attention	Audience had an idea of what was coming, but the intro did not clarify the main focus	Little or no intro, or intro unfocused such that audience did not know the speaker's main focus	
	ORGANIZATION (INCLUDES CONTENT) AND CLARITY	(10 points)	(7.5 points)	(5 points)	(2.5 points)	
		Main points clearly stated and explained; logical, smooth organization	Main points clearly stated; logical, smooth organization	Main points must be inferred by audience; audience can follow presentation, but holes are evident	Presentation jumps among disconnected topics; main points unclear	
	STYLE/DELIVERY	(10 points)	(7.5 points)	(5 points)	(2.5 points)	
Presentation clearly seen and heard, using appropriate eye contact, gestures, and language; intonation, pauses, and transitions effective		Presentation clearly seen and heard, using appropriate eye contact, gestures, and language; intonation, pauses, and transitions mostly effective	Presentation contained a few distracting gestures or odd language; may be poorly timed; presenter hesitant or uncertain	Presenter spoke to the poster or mostly to one person in the audience; difficult to hear and/or understand; poor timing; presenter appears not to have practiced		
SYNTHESIS/SUMMARY	(10 points)	(7.5 points)	(5 points)	(2.5 points)		
	Conclusions clearly stated; summary integrated main points	Conclusions clearly stated; summary integrated main	Summary poorly explained by	Summary non-existent or very abrupt; lack of		

		and brought the presentation to a logical and effective closure	points and brought the presentation to an appropriate closure	speaker; audience has to summarize main points for themselves	synthesis of main points	
		(10 points)	(7.5 points)	(5 points)	(2.5 points)	
	ADDRESSING QUESTIONS	Questions handled with confidence and in a knowledgeable way; speaker clearly demonstrated greater depth of knowledge than just the information in his/her presentation	Questions handled in a knowledgeable way but with some hesitation; speaker demonstrated greater depth of knowledge than just the information in his/her presentation	Speaker made a strong effort to answer questions, with some hesitations; speaker lacked depth of knowledge beyond what he/she presented	Speaker lacked answers to obvious questions the audience would be likely to ask; speaker struggled to link answer to content of presentation	
TOTAL POINTS (OUT OF 100)						

d). Group Presentation Rubric:

ELEMENT OF EVALUATION	PERFORMANCE INDICATORS				SCORE
	EXCELLENT	GOOD	ADEQUATE	INADEQUATE	
CONTENT	(20 points)	(15 points)	(10 points)	(5 points)	
	Presentation had an exceptional amount of valuable material. Subject knowledge is evident throughout.	Presentation had a good amount of material. Information is clear, appropriate and correct.	Presentation had moments where valuable material was presented but as a whole content was lacking. Some information is confusing, incorrect or flawed.	Presentation contained little to no valuable material. Subject knowledge is not evident. Information is confusing, incorrect or flawed.	
COLLABORATION	(20 points)	(15 points)	(10 points)	(5 points)	
	The teammates always worked from others' ideas. It was evident that all of the group members contributed equally to the presentation.	The teammates worked from others' ideas most of the time. And it seems like every did some work, but some people are carrying the presentation.	The teammates sometimes worked from others' ideas. However it seems as though certain people did not do as much work as others.	The teammates never worked from others' ideas. It seems as though only a few people worked on the presentation.	
ORGANIZATION	(20 points)	(15 points)	(10 points)	(5 points)	
	The presentation was well organized, well prepared and easy to follow.	The presentation had organizing ideas but could have been much stronger with better preparation.	There were minimal signs of organization or preparation.	The presentation Lacked organization and had little evidence of preparation or logical sequence.	
PRESENTATION	(20 points)	(15 points)	(10 points)	(5 points)	
	Presenters were all very confident in delivery and they did an excellent job of engaging the class. Preparation is very evident. Presenters used clear voices. Slides were free of spelling/grammatical errors.	Presenters were occasionally confident with their presentation however the presentation was not as engaging as it could have been. Presenters' voice was clear and audible. Slides had less than two spelling/grammatical errors.	Presenters were not consistent with the level of preparedness but had some strong moments. Presenters had difficulty hearing presentation. Slides had three or more spelling/grammatical errors.	Presenters demonstrated little evidence of planning prior to presentation. Presenters mumbled/ spoke quietly. Presenters read from notes and/or made no eye contact. Slides had four or more spelling/grammar errors.	

ADDRESSING QUESTIONS	(20 points)	(15 points)	(10 points)	(5 points)	
	Questions handled with confidence and in a knowledgeable way; Presenters clearly demonstrated greater depth of knowledge than just the information in their presentation	Questions handled in a knowledgeable way but with some hesitation; Presenters demonstrated greater depth of knowledge than just the information in their presentation	Presenters made a strong effort to answer questions, with some hesitations; speaker lacked depth of knowledge beyond what they presented	Presenters lacked answers to obvious questions the audience would be likely to ask; Presenters struggled to link answer to content of presentation	
TOTAL POINTS (OUT OF 100)					

e). Individual Presentation Rubric

ELEMENT OF EVALUATION	PERFORMANCE INDICATORS					SCORE
	EXCELLENT	GOOD	SATISFACTORY	BELOW AVERAGE	NEEDS SIGNIFICANT IMPROVEMENT	
INTRODUCTION	(15 points)	(12 points)	(9 points)	(6 points)	(3 points)	
	<ul style="list-style-type: none"> • Gained attention and interest • Introduced speech purpose • Previewed main ideas • Provided a motive for listening • Established credibility 	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
ORGANIZATION	(10 points)	(8 points)	(6 points)	(4 points)	(2 points)	
	<ul style="list-style-type: none"> • Clearly stated main points • Used internal transitions between introduction and body • Used internal transitions within body • Used internal transitions between body and conclusion • Used appropriate pattern (e.g., topical, chronological, problem-solution, etc.) 	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
CONCLUSION	(15 points)	(12 points)	(9 points)	(6 points)	(3 points)	
	<ul style="list-style-type: none"> • Signaled end of speech • Summarized main points • Logical ending • Powerful close • Memorable 	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
SUPPORT	(10 points)	(8 points)	(6 points)	(4 points)	(2 points)	
	<ul style="list-style-type: none"> • Quality of research • Used oral citations • Appropriate use of soft evidence • Appropriate use of hard evidence • Appropriate use of visual aids 	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	

ELEMENT OF EVALUATION	PERFORMANCE INDICATORS					SCORE
	EXCELLENT	GOOD	SATISFACTORY	BELOW AVERAGE	NEEDS SIGNIFICANT IMPROVEMENT	
PHYSICAL DELIVERY	(10 points)	(8 points)	(6 points)	(4 points)	(2 points)	
	<ul style="list-style-type: none"> • Appropriate use of gestures • Proper eye contact • Use of movement • Posture • Appropriate dress 	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
VOCAL QUALITY	(10 points)	(8 points)	(6 points)	(4 points)	(2 points)	
	<ul style="list-style-type: none"> • Natural delivery style • Avoided use of vocal fillers • Appropriate rate • Appropriate volume • Appropriate tone 	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
LANGUAGE	(15 points)	(12 points)	(9 points)	(6 points)	(3 points)	
	<ul style="list-style-type: none"> • Used proper grammar • Incorporated visual imagery • Avoided jargon • Used metaphors, similes, and/or analogies • Avoided offensive language 	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
OVERALL QUALITY	(15 points)	(12 points)	(9 points)	(6 points)	(3 points)	
	<ul style="list-style-type: none"> • Topic was appropriate, interesting, and audience centered • Speech informed • Effectively used strategies to enhance audience understanding • Completed within 4-6 minute time frame • Used active listening skills to listen to fellow classmates deliver speeches 	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
TOTAL POINTS (OUT OF 100)						

3). Participation/Attendance Rubric

ATTENDANCE		PARTICIPATION	
CRITERIA	SKOR	CRITERIA	SKOR
More than 12	60	More than 12	40
11,12	50	9,10,11,12	30
9,10	40	5,6,7,8	20
7,8	30	3,4	10
Less than 7	20	0,1,2	5

B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

Assessment Components	Percentage
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

APPENDIX 2 COURSE ACTIVITIES RECORDS

a. Sample of Student Attendance

23/6/2021

SIAKAD : Absen



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA

Jl. Lidah Wetan, Surabaya - 60213
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Faksimile : +6231-99424932
e-mail : bakpi@unesa.ac.id

PRESENSI KULIAH Periode 2019/2020 Genap

Mata Kuliah : Academic Spreading

Dosen : Nur Chakim, S.Pd., M.Pd.

Kelas : 2018D

Prodi : 51 Pendidikan Bahasa Inggris

No	NIM	Nama Mahasiswa	Pertemuan Ke															%
			1 07 Feb 20	2 18 Feb 20	3 24 Feb 20	4 28 Feb 20	5 06 Mar 20	6 13 Mar 20	7 20 Mar 20	8 27 Mar 20	9 03 Apr 20	10 10 Apr 20	11 17 Apr 20	12 24 Apr 20	13 01 May 20	14 08 May 20	15 15 May 20	
1.	16020084004	FAKHRIAN ISAHRIIL WALIDAINI	H	H	H	H	A	H	H	H	H	H	A	H	H	H	H	86.7%
2.	18020084061	MAS AJENG FAHMA TAHTA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%
3.	18020084062	SYLVIA PUSPA WINDRAWATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%
4.	18020084063	APRILIA AYU KUSUMA DEWI	H	H	H	H	H	H	H	H	H	H	H	H	A	A	H	86.7%
5.	18020084064	NUR JIHAD ROMADHONI	A	A	H	H	H	H	H	H	H	H	H	H	H	H	H	86.7%
6.	18020084067	ALFINDA FEBRIANI	H	H	H	H	H	H	H	H	H	H	H	H	A	H	H	93.3%
7.	18020084068	SRI WAHYUNI	H	H	H	S	H	H	H	H	H	H	H	H	H	H	H	100%
8.	18020084069	ESTER MELANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%
9.	18020084070	VIKA SYAH ALDINA	H	H	H	S	H	H	H	H	H	H	H	H	H	H	H	100%
10.	18020084071	RIZKY EKA SYAHPUTRA	A	H	H	S	H	A	H	H	H	H	H	A	H	H	H	80%
11.	18020084072	DEVINA DINAR SALSABILA	H	H	H	H	H	H	H	H	H	H	H	A	A	A	H	86.7%
12.	18020084073	NOVRITA NURUL IZZA	H	H	H	H	A	S	H	H	H	H	H	H	H	H	H	93.3%
13.	18020084074	MUCHAMAD NURKHOLIS	A	H	A	A	H	H	H	H	H	H	H	H	A	H	H	73.3%
14.	18020084075	SALSABILA KHAIRUNNISA	H	H	H	H	H	S	H	H	H	H	H	H	H	H	H	100%
15.	18020084076	SYAFRILA PAHLEVI ASSYURA	A	H	A	A	H	H	H	H	H	H	A	A	A	A	H	53.3%
16.	18020084077	TALITHA AYU RAMADHANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%
17.	18020084078	VERINA AINUR IZZAMI HARIWANTO	H	H	H	H	H	A	H	H	H	H	H	H	H	H	H	93.3%
18.	18020084079	MAHANANI ILMU IBRAHIM	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%
19.	18020084080	LODEWYK ELFEIAND SUBEKTI	H	H	I	H	H	H	H	H	H	H	H	H	H	H	H	100%
Tanda Tangan Dosen / Asisten																		

b. Sample of Course Log Book

23/6/2021

SIAKADU: Cetak Jurnal Perkuliahan



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI SURABAYA

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F: +6231-8293484
laman: unesa.ac.id
email: bakpk@unesa.ac.id

Aktivitas Perkuliahan

Nama Mata Kuliah : Academic Speaking

Dosen : NUR CHAKIM (197707242005011002)

Kelas : 2018D

Jadwal & Ruang : T04.03.13 (07.00 - 08.40) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	07-02-2020	Pertemuan ke 1	Introduction and overview materials	15	Terjadwal	Nur Chakim
2	14-02-2020	Pertemuan ke 2	English for Presentation	18	Ganti	Nur Chakim
3	24-02-2020	Pertemuan ke 3	Issues in ELT	16	Ganti	Nur Chakim
4	28-02-2020	Pertemuan ke 4	Instagram video in ELT	14	Terjadwal	Nur Chakim
5	06-03-2020	Pertemuan ke 5	Whatsapp audio and video in ELT	17	Terjadwal	Nur Chakim
6	13-03-2020	Pertemuan ke 6	The influence of self esteem and reading habits	15	Terjadwal	Nur Chakim
7	20-03-2020	Pertemuan ke 7	Assignment: Creating online individual presentation	19	Terjadwal	Nur Chakim
8	27-03-2020	Pertemuan ke 8	Online Course: Group presentation	19	Terjadwal	Nur Chakim
9	03-04-2020	Pertemuan ke 9	Individual online presentation	19	Terjadwal	Nur Chakim
10	10-04-2020	Pertemuan ke 10	Individual online presentation	19	Terjadwal	Nur Chakim
11	17-04-2020	Pertemuan ke 11	Individual online presentation	17	Terjadwal	Nur Chakim
12	24-04-2020	Pertemuan ke 12	Individual online presentation	17	Terjadwal	Nur Chakim
13	01-05-2020	Pertemuan ke 13	Individual online presentation	15	Terjadwal	Nur Chakim
14	08-05-2020	Pertemuan ke 14	Individual online presentation	15	Terjadwal	Nur Chakim
15	15-05-2020	Pertemuan ke 15	Review	19	Terjadwal	Nur Chakim

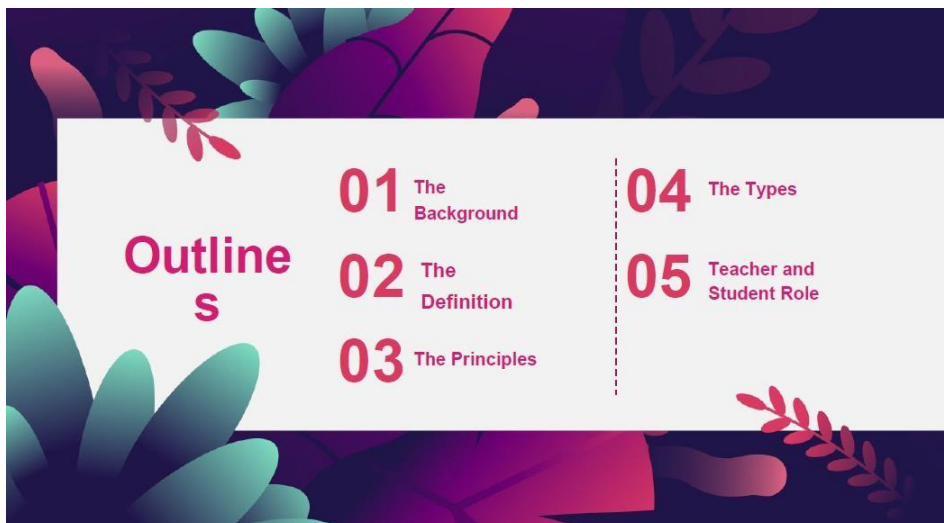
c. Sample of Assignment:

Instruction.

Make a powerpoint presentation about one topic in ELT. Your powerpoint must consist of

1. Title
2. Outline
3. Introduction
4. Method
5. Results and discussion
6. Conclusion

Powerpoint presentataion about English language teaching



d. Sample of Mid-term Test



KEMENTERIAN RISET TEKNOLOGI DAN DIKTI
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS

Kampus Lidah Wetan Surabaya
Gedung T4 Lidah Wetan Surabaya
60213 Telp/Fax. (031)7532192
Email: bahasainggris@unesa.ac.id

UJIAN TENGAH SEMESTER GENAP 2018/2019

MATA KULIAH	: Academic Speaking
KODE MATA KULIAH	: 8820302002
JUMLAH SKS	: 2 SKS
PRODI/ ANGKATAN	: S-1 Pend. Bahasa Inggris/ 2017
HARI/ TANGGAL	: 28 Maret 2019
ALOKASI WAKTU	: 100 Menit
DOSEN	: TIM

Objectives: To be able to perform a **Group Presentation**

Type : Oral Presentation

Instruction.

Make a group of 4.

1. Choose an article from international journal that related to teaching English (All topics must be approved by your instructor).
2. Prepare a presentation based on the article that you choose.
3. A detailed preparation outline, audience analysis, and reference list with a minimum of two sources must be submitted to the instructor on speech day (see guidelines in your textbook).
4. Perform a 7:00 – 10:00 minute presentation on an article of international journal that related to teaching English that you choose.
5. The matrix and the power point for presentation have to be done three days prior to the presentation day. The presentation will be recorded.
6. The grading sheet for this speech is attached.

Assessment

- Inadequate (1-25 points)
- Adequate (26-50 points)
- Good (51-75)
- Excellent (76-100 points)

e. Sample of End-term Test



KEMENTERIAN RISET TEKNOLOGI DAN DIKTI
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS

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UJIAN AKHIR SEMESTER GENAP 2018/2019

MATA KULIAH	: Academic Speaking
KODE MATA KULIAH	8820302002
JUMLAH SKS	: 2 SKS
PRODI/ ANGKATAN	: S-1 Pend. Bahasa Inggris/ 2017
HARI/ TANGGAL	: 9 Mei 2019
ALOKASI WAKTU	: 100 Menit
DOSEN	: TIM

Objectives: To be able to perform an **Individual Presentation**

Type : Oral Presentation

Instruction.

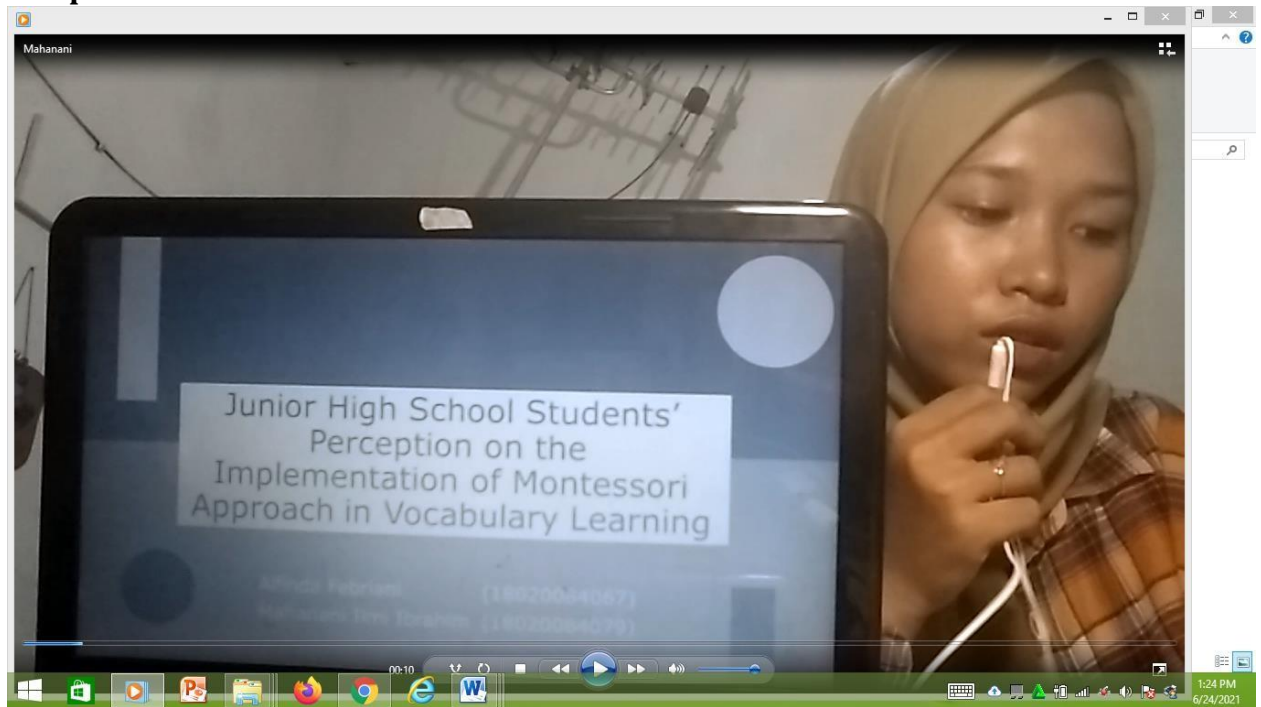
1. Choose an article for international journal that related to teaching English.
2. Prepare a presentation based on the article that you choose.
3. A detailed preparation outline, audience analysis, and reference list with a minimum of two sources must be submitted to the instructor on speech day (see guidelines in your textbook).
4. Perform a 7:00 – 15:00 minute individual presentation on an article of international journal that related to teaching English that you choose.
5. The presentation will be recorded and the grading sheet for this speech is attached. After the presentation, watch the video and fill in the “VIDEO SELF-VIEWING EVALUATION FORM”

Assessment.

- Needs significant improvement (1-20 points)
- Below average (21-40 points)
- Satisfactory (41-60)
- Good (61-80)
- Excellent (81-100 points)

f. Sample of Student's Answer to Assignment, Mid-term, and End-term Test

Sample of Midterm



Sample of End-term

