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| **UNIVERSITAS PELITA HARAPAN** |  | **COURSE SYLLABUS** | | | |
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|  | **Faculty, Department** |  | **Faculty of Liberal Arts** | |
|  |  |  |  | |
|  | **Catalog Number** |  |  | |
|  |  |  |  | |
|  | **Course Name** |  | **General English (Intermediate) – Distance Learning** | |
|  |  |  |  | |
|  | **Credit** |  | **2** | |
|  |  |  |  | |
|  | **Academic Year** |  | **2017-2018** | |
|  |  |  |  | |
|  | **Semester/Term** |  | **Even/2017-2018** | |
|  |  |  |  | |
|  | **Day, Time, Venue** |  |  | |
|  |  |  |  | |
|  | **Lecturer(s), contact Info.** |  | **Sandra Sembel, (sandra.sembel@uph.edu)** | |

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| **COURSE** **DESCRIPTION** |

The students are introduced to the language skills in academic context. The topic at the beginning of this course is course introduction and the nature of language as a part of God’s creation as a means of communication in the light of Christian world view as interpreted in Reformed Theology based on the Bible. Subsequent topics focus on how to comprehend English academic texts more effectively such as how to understand the main ideas, pay attention to details, draw inferences, and pay attention to the words in the reading passages. The learning sessions are conducted using a distance learning method, comprising six (6) discussion forums, ten (10) assignments, two (2) video conferences and independent learning materials.

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| **GENERAL INSTRUCTIONAL OBJECTIVES (GIO)** |

Students are able to understand and use intermediate level of English in academic context:

1. comprehend various reading passages in English better and faster.
2. present a topic meaningfully and convincingly.

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| **Specific Instructional Objectives (SIO)** |
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1. Students would be able to **analyze main ideas** of various reading passages
2. Students would be able to **create main ideas** of various reading passages
3. Students would be able to classify **relevant and irrelevant supporting details** for a main idea
4. Students would be able to **guess meanings** of difficult words, as well as use them in different contexts
5. Students would be able to **produce** **a good outline of a one-minute informative speech**
6. Students would be able to **present a one-minute informative speech**
7. Students would be able to **make inference** based on stated ideas
8. Students would be able to **summarize, paraphrase and synthesize** information in various reading passages
9. Students would be able to **produce a good outline of a one-minute persuasive speech**
10. Students would be able to **present a one-minute persuasive speech**

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| **PRE-REQUISITE: None** |

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| **Tools** |

**Computer, LCD Projector, Whiteboard, Video-Audio sytem.**

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| **LEARNING STRATEGY** | | | |
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| **INDIVIDUAL STUDY** |  | **CLASSROOM ACTIVITIES** | |
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| 1. Reading Practice |  | 1. Exercises | |
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| 1. Speaking Practice |  | 1. Recorded Lectures and video conferences | |
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| 1. Listening Practice |  | 1. Assignments | |
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| 1. Answering Reading Comprehension questions |  | 1. Questions and answers (Discussion forums) | |
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| 1. Vocabulary Practice |  | 1. Presentations | |
| **CLASS POLICY** | | |

1. Students must attend all online sessions (video conferences, self study, individual assignments and forum discussions) and do the weekly assignments.

2. Completion of all KAT 1, 2 and 3 is strictly required before a student can take the Final Exam.

3. Students who engage in cheating and plagiarism during any assignments and exams will be declared “fail” with an F mark and may not sit for remedial exams.

4. Remedial exams may be given to students with a final F mark on the condition that they meet the required assignments. The highest mark that students can obtain after remedial exams is C- or the passing grade in their department.

5. Students who cannot join learning sessions because they become the victims of natural disaster and other force majeure will still be considered present and able to attend make-up exam after presenting administrative evidences in the form of official statement from authorities with an original stamp mark, photo, and attestation letter from the students’ parents.

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| **TEXT BOOKS (MAIN)** |

Philips. Debora. *Longman Complete Course for the TOEFL Test*. 2001. New York: Longman.

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| **ONLINE MATERIALS AND RESOURCES** |

1. Main Ideas: <https://www.youtube.com/watch?v=JS29h3ABBqs>
2. Supporting Details: <https://www.youtube.com/watch?v=vv53n9H-fvU>
3. Answering Vocabulary Questions: <https://www.youtube.com/watch?v=_J8mleTN5Y4>
4. Pronoun Referent Questions: <https://www.youtube.com/watch?v=S7ih1dr9QQQ>
5. Inference Questions: <https://www.youtube.com/watch?v=Mw7uQ2pd-0E>
6. Paraphrasing: <https://www.youtube.com/watch?v=nSGzuxbdheI>
7. Synthesizing: <https://www.youtube.com/watch?v=c7HtCHtQ9w0>

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| **REFERENCES** |
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| 1. Dale. Paulette, James C.Wolf. *Speech Communication Made Simple: A Multicultural Perspective*. 2000. New York: Pearson. |
| 1. Hartman, Pamela. *Quest 2: Reading and Writing*. 2007. New York: McGraw Hill. |
| 1. Sassriel, Betsy and Marit Ter-Mate Martinsen. *Academic Connections 1*. 2010. New York: Pearson. |
| 1. Richard L. Pratt. *He Gave Us Stories:The Bible Student Guide to Interpreting Old Testament Narratives*. Phillipsburg, New Jersey, P&R Publishing.1993 |
| 1. Vern Sheridan Poythress. *In the Beginning Was the Word:Language, A God-Centered Approach*. Wheaton, Illinois, Crossway Books. 2009   <http://frame-poythress.org/wp-content/uploads/2012/08/PoythressVernInTheBeginningWasTheWord.pdf> |

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| **GRADING SCHEMA** | | | | |
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| **INDICATOR** |  | **PERCENTAGE** |  | **TYPE OF TASKS** |
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| **Final Exam** |  | **40%** |  | (Reading Comprehension): 50 multiple choice questions (covering Specific Instructional Objectives 7 – 10) |
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| **Midterm Exam** |  | **25%** |  | (Reading Comprehension): 50 multiple choice questions (covering Specific Instructional Objectives 1 – 6) |
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| **KAT 1** |  | **10%** |  | Weekly Tasks and Simulation Tests (Covering Specific Instructionsl Objectives 1 – 10) – 10 tasks |
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| **KAT 2** |  | **10%** |  | Discussion Forum Participation (Covering Specific Instructionsl Objectives 1 – 10): 3 sessions before mid-test and 3 sessions after mid-test – 6 discussion forums |
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| **KAT 3** |  | **15%** |  | Outline, Scripts and Speaking assignments (Covering Specific Instructionsl Objectives 5-10) – 6 tasks |
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| **COURSE PLANNER** | | | | | | |
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| **WEEK** | **COMPETENCIES**  **(Knowledge, Skill, and Attitude)** | **TOPICS** | **SUB-TOPICS/ METHOD** | **ASSESSMENT** | **MEDIA** | **RESOURCES** |
| 1 | Students should be able to mention things they have to fulfill in order to perform and finish this course successfully. | Course syllabus  Language as a gift from God. | Lectures  Class discussion | **(Video Conference 1)** | Computer, Internet Access | Vern Sheridan Poythress. *In the Beginning Was the Word:Language, A God-Centered Approach*. Wheaton, Illinois, Crossway Books. 2009 |
| 2 | Students should be able to know their reading comprehension level at the beginning of the semester | Independent task: Diagnostic test 1 | Reading Comprehension | TOEFL PBT Part 3 | Google Form, Computer, Internet Access |  |
| 3 | Reading:  Students should be able to:  1. Tell basic parts of academic reading passage/writing  2. Identify main ideas of various reading passages  3. Create main ideas for various passage  Speaking:  Students should be able to choose an informative speech topic and identify different opening speech strategies. | Reading:  Main Idea  Speaking  Opening a speech | -Teaching (Explanation of parts of reading passage)  -Question and answer  -Exercise (Finding and  creating main idea)  -Speaking Practice | **KAT 1.1. Identifying Main Ideas**  **KAT 2.1. Discussion Forum 1.**  Topics: Learning Strategies and Speaking Topics | Computer, Internet Access | <https://www.youtube.com/watch?v=JS29h3ABBqs> |
| 4 | Reading:  Students should be able to:  1. Classify relevant and irrelevan supporting ideas of a passage  2. Produce relevant supporting ideas of a passage  Speaking:  Students should be able to make an outline for a one-minute informative speech. | Reading:  Supporting details  Speaking:  -Informative speeches  -Making an outline of an informative Speech | -Teaching (what supporting detail is, how to find, and how to make good supporting details)  -Exercise (Finding and creting good supporiting details)  -Teaching (What informative speech is, how to create the outline)  -Speaking Practice | **KAT 1.2. Supporting Details.**  **KAT 3.1.:**  **Submit one-minute Informative Speech TOPIC AND OUTLINE** | Computer, Internet Access | <https://www.youtube.com/watch?v=vv53n9H-fvU> |
| 5 | Reading:  Students should be able to:  1. Predict the meaning of difficult words in various reading passages  2. Produce sentences using new vocabularies  Speaking:  Students should be able to practice using useful expressions in delivering a one-minute informative speech. | Reading: Vocabulary strategies  Speaking:  Informative Speech  (Useful expressions/ phrases) | Teaching (Vocabulary strategies)  Question – answer  Exercise (Guessing meaning of difficult words)  Teaching (Useful expressions/phrases)  Exercise  -Speaking Practice | **KAT 1.3**  **Guessing meanings from context.**  **KAT 3.2**  **Submit one-minute Informative Speaking SCRIPT** | Computer, Internet Access | <https://www.youtube.com/watch?v=_J8mleTN5Y4> |
| 6 | Reading:  Students should be able to select references of certain pronouns in various reading passages  Speaking:  Students should be able to evaluate their speech and identify points of improvement | Reading:  Pronoun reference  Speaking:  Understanding interpersonal communication (speaker’s style of presentation: Aggressive, assertive, submissive) | Teaching (What pronoun is, how to decide the reference of a pronoun)  Question – answer  Exercise (Deciding the reference of a pronoun)  Teaching (Some styles of presentation)  -Speaking Practice | **KAT 1.4**  **Pronoun References**  **KAT 3.3**  **Submit one-minute Informative Speaking Task**  **KAT 2.2. Discussion Forum 2: Evaluating and improving speech** | Computer, Internet Access | <https://www.youtube.com/watch?v=S7ih1dr9QQQ>  Dale. Paulette, James C.Wolf. *Speech Communication Made Simple: A Multicultural Perspective*. 2000. New York: Pearson. P.125 |
| 7 | Students should be able to apply all reading skills learnt in previous meetings in understanding various reading passages | Simulation Test 1 | Simulation Test 1  Reading Comprehension | **KAT 2.3**  **Discussion Forum 3:**  **Improving Reading Skills**  **KAT 1.5. Simulation Test 1 (Listening and Reading)** | Computer, Internet Access |  |
| **8** | **Midterm Exam** | | | | | |
| 9 | Reading:  Students should be able to:  1. State some ways to make proper interence.  2. Select the best inference from reading passages.  3. Make inference | Reading:  Making Inference | Teaching (Making conclusion based on stated ideas)  Question – answer | **(Video Conference 2)**  **KAT 1.6: Making Inferences** | Computer, Internet Access | <https://www.youtube.com/watch?v=Mw7uQ2pd-0E> |
| 10 | Reading:  Students should be able to:  Apply several strategies how to paraphrase  Speaking:  Students should be able to:   1. Make an outline of a one-minute persuasive speech 2. Practice using useful expressions to deliver persuasive speaking. | Reading:  Paraphrasing  Speaking:  Persuasive Speaking (Making an outline and Delivery using useful expressions/phrases) | Teaching (Definition & how to)  Question – answer  Exercise  Teaching (Useful expressions)  -Speaking Practice | **KAT 1.7.**  Paraphrasing  **KAT 2.4**  **Discussion Forum 4: Preparing a persuasive speech** | Computer, Internet Access | <https://www.youtube.com/watch?v=nSGzuxbdheI>  <https://www.youtube.com/watch?v=c7HtCHtQ9w0> |
| 11 | Reading:  Students should be able to:  1. Make a summary of a passage  2. Produce good visual aids  Speaking:  Students should be able to use non-verbal communication clues in their one-minute speech. | Reading: Summarizing  Speaking:  -Understanding intercultural communication (nonverbal communication) | Teaching (how to summarize)  Question – answer  Exercise (How to summarize)  Teaching (Intercultural communication, how to face fears in speaking) | **KAT 1.8: Summarizing**  **KAT 3.4.**  **Submit Topic and outline of Persuasive speech** | Computer, Internet Access | <http://bit.ly/1IyA87E>  <http://bit.ly/1SHZ50N> |
| 12 | Reading:   1. Read at least 3 articles 2. Apply synthesizing strategies   Speaking:  Students should be able to:   1. Make summary main points of their presentation 2. Handle questions and interruptions | Reading: Synthesizing  Speaking:  Dealing with questions and interuptions | Teaching (how to synthesize)  Exercise (How to Synthesize)  Teaching (ways of dealing with questions and answers)  -Speaking Practice | **KAT 1.9: Synthesizing**  **KAT 2.5**  **Discussion Forum 5: Speaking Preparations (Handling questions)** | Computer, Internet Access | <https://www.youtube.com/watch?v=nSGzuxbdheI> |
| 13 | Speaking:  Students should be able to:  Write script for their one-minute persuasive speech systematically | Persuasive speech script | Persuasive speech preparation | **KAT 3.5**  **Submit one-minute** persuastive speech script | Computer, Internet Access |  |
| 14 | Speaking:  Students should be able to:  perform one-minute persuasive speech systematically | Persuasive speech performance | Persuasive speech | **KAT 3.6**  **Submit one-minute** persuastive speaking task | Computer, Internet Access  (Via moodle) |  |
| 15 | Students should be able to know their reading comprehension level at the end of the semester | Simulation Test 2  Diagnostic test 2 (via moodle) | Reading Comprehension | KAT 1.10 Simulation Test 2: TOEFL PBT (Reading Comprehension)  **KAT 2.6**  **Discussion Forum 6: Speaking Evaluation (Lessons Learned)** | Computer, Internet Access  (Via moodle) |  |
| 16 | **Final Exam** | | | | | |

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| **ACTIVITIES GUIDE & LEARNING STRATEGY** | | | | | |
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| **No** | **Methods** | **Learning Media/resource** | **No** | **Methods** | **Learning Media/resource** |
| 1 | Teaching (Speaking) | Computer, Internet Access  (Via moodle) | 11 | Contextual Learning | Actual samples and cases presented in film or video clips , online-internet resources, sound system, LCD, etc. |
| 2 | Question - Answer (sharpening) | Computer, Internet Access  (Via moodle) | 12 | Quiz (examining) | Questions bank/sets, answering sheets |
| 3 | Discussion Forum (Guiding) | Computer, Internet Access  (Via moodle) | 13 | Mind mapping (investigating) | Working sheets, flipcharts, colored markers, PC, and online-internet resources, etc. |
| 4 | Watching Movies (Meaning) | Online Internet, Sound-system, selected video clips, etc. | 14 | Cooperative Script  (one on one discussing) | Working sheets, scripts, and scissors, reflective questions, etc. |
| 5 | Team Work (Cooperative) | Computer, Internet Access  (Via moodle) | 15 | Personal Understanding  (Student Explain topic) | Mic, Sound-system, PC, etc. |
| 6 | Moving in Class (Coaching) | Computer, Internet Access  (Via moodle) | 16 | Discussion | Sound system, discussion topics and questions, etc. |
| 7 | Exercise | Computer, Internet Access  (Via moodle) | 17 | Problem Based Learning | Cases and problems descriptions, |
| 8 | Moving out class (Facilitating) | Library and sport facilities, etc | 18 | Role Playing (synchronizing) | Computer, Internet Access  (Via moodle) |
| 9 | Reflection Topic (Improving) | Computer, Internet Access  (Via moodle) | 19 | Sharing (humanizing) | Computer, Internet Access  (Via moodle) |
| 10 | Group Presentation (Growing) | Powerpoint presentations | 20 | Games | Computer, Internet Access  (Via moodle) |

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| **SPEAKING RUBRICS** | | | | |
| **ASSESSMENT ASPECT** | **4** | **3** | **2** | **1** |
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| 1. **Task Completion** | Superior completion of the task; responses appropriate and with elaboration. | Completion of the task; responses appropriate and adequately developed. | Partial completion of the task; responses mostly appropriate yet undeveloped. | Minimal completion of the task and/or responses frequently inappropriate. |
| 1. **Comprehensibility** | Responses readily comprehensible, requiring no interpretation on the part of the listener. | Responses comprehensible, requiring minimal interpretation on the part of the listener | Responses mostly comprehensible, requiring interpretation on the part of the listener | Responses barely comprehensible |
| 1. **Fluency** | Speech continuous with few pauses or stumbling. | Some hesitation but manages to continue and complete thoughts. | Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts. | Speech halting and uneven with long pauses or incomplete thoughts. |
| 1. **Pronunciation** | Enhances communication | Does not interfere with communication. | Occasionally interferes with communication. | Frequently interferes with communication. |
| 1. **Vocabulary** | Rich use of vocabulary. | Adequate and accurate use of vocabulary for this level. | Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level. | Inadequate and/or inaccurate use of vocabulary. |
| 1. **Language Control** | Control of basic language structures. | Emerging control of basic language structures. | Emerging use of basic language structures. | Inadequate and/or inaccurate use of basic language structures. |

**WRITING RUBRICS**

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| **Score** | **Content Development** | **Systematic Organization** | **Language Accuracy** |
| **5** | Completely and accurately well-developed:   * All relevant main points (a minimum of 3 key points) * Sufficient supporting details (a minimum of 2 supporting details for each key point) | Consistently and Accurately developed in a systematic way.   * Opening, body and closing can be clearly identified and are presented in a well-balanced way. * Displays smooth flow of information. | Excellent control of the use of language |
| **4** | Generally well-developed:   * All relevant main points (a minimum of 3 key points) * Sufficient supporting details | Generally developed in a systematic way:   * Opening, body and closing can still be identified and generally are presented in a balanced way. * Displays good flow of information | Good control of the use of language |
| **3** | Somewhat developed:   * Relevant main points (only 2) * Lacks supporting details (only 1) | Somewhat developed in a systematic way:   * Missing a few elements of opening, body and closing * Flow of information can still be understood | Sufficient control of the use of language |
| **2** | Insufficiently developed:  Relevant main point (only 1 relevant)  Lack supporting details or has no supporting details at all (only 1 or no supporting details) | Ideas are severely presented in a systematic way but information flow is frequently interrupted and is not easy to understand. | Insufficient control of the use of language |
| **1** | Irrelevant main ideas:  Present irrelevant **main points** (thus the supporting details presented are also irrelevant) | Ideas are not presented systematically and flow of information is severely interrupted. | Information presented is not comprehensible due to poor control of the use of language. |

**Syllabus Contract**

* As a student representative and the instructor of the course of General English, Hereby, we acknowledge that we have read and understood the course syllabus given.
* If prior to the learning activities there are concerns or questions that require a further elaboration regarding the learning plan and activities in this syllabus, we will discuss them technically and adjust them as required and agreed.
* Then if this syllabus is updated, there will be an announcement prior to the schedule.

With this, the syllabus is agreed and will be put into effect as soon as it is signed.

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| 1st Party  Lecturer/Instructor, |  | 2nd Party  Student Representative, |
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| (Sandra Sembel) |  | ( ) |
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| Approved by  Department Head, |  | Acknowledged by  Dean, |
|  |  |  |
| (Heri Yulianto S.Th.) |  | (Hendra Thamrindinata, S.Si., M.Div.) |