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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)** | |
|  |  |  |  | |
|  | **Credit** |  | **2** | |
|  |  |  |  | |
|  | **Academic Year** |  | **2016-2017** | |
|  |  |  |  | |
|  | **Semester/Term** |  | **Even/2016-2017** | |
|  |  |  |  | |
|  | **Day, Time, Venue** |  | **Friday, 09.55 – 11.35, FoN’s Computer Lab** | |
|  |  |  |  | |
|  | **Lecturer(s), contact Info.** |  | **Sandra Sembel, (sandra.sembel@uph.edu)** | |

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

In this course students are introduced to the language skills to glorify God. The main theme of this course the use of language in the framework of stewardship. The topic at the beginning of this course is 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 textcs more effectively such as how to understand the main ideas, pay attention to details, understand pronoun referents, to draw inferences, and to pay attention to the words in the reading passages.

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

1. Students would be able to comprehend various reading passages in English better and faster
2. Students would be able to improve their English vocabulary.
3. Students would be able to 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 produce 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. Lectures |
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| 1. Listening Practice |  | 1. Exercises |
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| 1. Answering Reading Comprehension questions |  | 1. Questions and answers |
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| 1. Vocabulary Practice |  | 1. Presentation |

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| **CLASS POLICY** |

1. Students must come on time. No more admission into class is allowed after fifteen (15) minutes of late arrival, and the student will be marked absent.

2. Students must come in proper clothing and are not allowed to wear sandals.

3. Students must switch off their personal electronic devices during class.

4. 85 % of minimum attendance is strictly required before a student can sit for the Final Exam.

5. Students who leave classes by official appointment from the University to partake in national or international competitions on behalf of the university must perform assignments to be given by the lecturer to make up for the missing classes.

6. Students who engage in cheating and plagiarism during exams, in performing their assignments or in signing class attendance list, will be declared “fail” with an F mark and may not sit for remedial exams.

7. Remedial exams may be given to students with a final F mark on the condition that they meet the required 85% of minimum attendance. The highest mark that students can obtain after remedial exams is C- or the passing grade in their department.

8. Make-up exams may be held for students who fall ill or mourn the death of a member of their core family on the examination day, provided that the students can authenticate it with a piece of administrative evidence, such the original copy of medical (laboratory) examination reports, hospitalization, or death attestation from the authorities with an original stamp mark, together with an attestation letter from the students’ parents.

9. Students who cannot attend classes 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 QUESTIONS** | | | | |
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| **Final Exam** | | |  | **40%** |  | TOEFL PBT Section 3 (Reading Comprehension): 50 multiple choice questions (covering Specific Instructional Objectives 7 – 10) | | | | |
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| **Midterm Exam** | | |  | **25%** |  | TOEFL PBT Section 3 (Reading Comprehension): 50 multiple choice questions (covering Specific Instructional Objectives 1 – 6) | | | | |
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| **KAT 1** | | |  | **10%** |  | Weekly Quizzes (Covering Specific Instructionsl Objectives 1 – 10) | | | | |
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| **KAT 2** | | |  | **10%** |  | Simlation Tests (Covering Specific Instructionsl Objectives 1 – 10) | | | | |
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| **KAT 3** | | |  | **15%** |  | Listening, Speaking and Writing Quizzes (Covering Specific Instructionsl Objectives 5-10) | | | | |
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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 |  | LCD Projector, Computer, Whiteboard, 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 | | | Diagnostic test 1 | | Reading Comprehension | TOEFL PBT | Google Form |  |
| 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 identify and use 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)  -Discussion  -Speaking Practice | KAT 1.1. | LCD Projector, Computer, Whiteboard, 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 | LCD Projector, Computer, Whiteboard, 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 | LCD Projector, Computer, Whiteboard, 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 identify a speaker’s style of presentation. | | | 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 | LCD Projector, Computer, Whiteboard, 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 | **KAT 2.1** | LCD Projector, Computer, Whiteboard, 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 | KAT 1.5 | LCD Projector, Computer, Whiteboard, Internet Access | <https://www.youtube.com/watch?v=Mw7uQ2pd-0E> |
| 10 | Reading:  Students should be able to:  1. Recognize the differences between symmarizing and synthesizing  2. Define several strategies how to summarize, paraphrase and synthesize  3. Make a summary of a passage  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:  Summarizing, Paraphrasing and Synthesizing  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 1.6 | LCD Projector, Computer, Whiteboard, 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)  Group Discussion  -Speaking Practice | KAT 1.7 | LCD Projector, Computer, Whiteboard, Internet Access | <http://bit.ly/1IyA87E>  <http://bit.ly/1SHZ50N> |
| 12 | Reading:  1. Students should be able to paraphrase information from different reading passages  Speaking:  Students should be able to:   1. Make summary main points of their presentation 2. Handle questions and interruptions | | | Reading: Paraphrasing  Speaking:  Dealing with questions and interuptions | | Teaching (how to paraphrase)  Question – answer  Exercise (How to paraphrase)  Teaching (ways of dealing with questions and answers)  -Speaking Practice | KAT 1.8 | LCD Projector, Computer, Whiteboard, Internet Access | <https://www.youtube.com/watch?v=nSGzuxbdheI> |
| 13 |  | | | KAT 3 (Listening) | | Listening Test | KAT 3.1 | LCD Projector, Computer, Whiteboard, Internet Access |  |
| 14 |  | | | KAT 3 (Speaking and Writing) | | Speaking and Writing Test | KAT 3.2 and 3.3 | LCD Projector, Computer, Whiteboard, Internet Access |  |
| 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 2.2  TOEFL PBT (Reading Comprehension) | Via Moodle  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) | PC, LCD, Sound-system, mic, AC, etc. | 11 | Contextual Learning | Actual samples and cases presented in film or video clips , online-internet resources, sound system, LCD, etc. |
| 2 | Question - Answer (sharpening) | Microphones (2 sets), Sound-system,  AC, etc. | 12 | Quiz (examining) | Questions bank/sets, answering sheets |
| 3 | Group Discussion (Guiding) | classroom and table-chairs for the group members, 2 sets of wireless microphone, Sound System, AC, etc. | 13 | Mind mapping (investigating) | Working sheets, flipcharts, colored markers, LCD, PC, and online-internet resources, etc. |
| 4 | Watching Movies (Meaning) | Online Internet, Sound-system, LCD, AC, selected video clips, etc. | 14 | Cooperative Script  (one on one discussing) | Working sheets, scripts, and scissors, reflective questions, etc. |
| 5 | Team Work (Cooperative) | Paper and pencil, colored markers, flipcharts, tapes, glue, AC, sound systems, etc. | 15 | Personal Understanding  (Student Explain topic) | Mic, Sound-system, LCD, PC, etc. |
| 6 | Moving in Class (Coaching) | Classroom, simulation and demonstration equipments, white boards and marker, flip charts, etc | 16 | Debate in Seminars | Seminar room, Mic, Sound system, chairs and tables, debate questions, etc. |
| 7 | Exercise Skill (Training) | PC, LCD, Sound-System, Online internet, wireless microphones, dll | 17 | Problem Base Learning | Cases and problems descriptions, Microphone, PC, LCD, etc. |
| 8 | Moving out class (Facilitating) | Library and sport facilities, etc | 18 | Role Playing (synchronizing) | Classroom, microphones and sound system |
| 9 | Reflection Topic (Improving) | Microphones, Sound-system, paper and pencil, colored markers, etc | 19 | Sharing (humanizing) | Microphone, Sound system, LCD, PC, etc. |
| 10 | Group Presentation (Growing) | Powerpoint presentations | 20 | Games Constructive | Classroom, microphone, Sound-system, paper and pencil/pen, etc. |

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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.) |