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| ***UNIVERSITAS PELITA HARAPAN*** |  | **COURSE SYLLABUS** | | | |
|  |  | |  |  |
|  | **Faculty, Department** |  | **Faculty of Liberal Arts** | |
|  |  |  |  | |
|  | **Catalog Number** |  | **FLA 12103A** | |
|  |  |  |  | |
|  | **Course Name** |  | **General English (Intermediate)** | |
|  |  |  |  | |
|  | **Credit** |  | **2** | |
|  |  |  |  | |
|  | **Academic Year** |  | **2018-2019** | |
|  |  |  |  | |
|  | **Semester/Term** |  | **Accelerated Semester** | |
|  |  |  |  | |
|  | **Day, Time** |  | **Monday, 07.15-08.55** | |
|  |  |  |  | |
|  | **Lecturer(s), contact Info.** |  | **Irene Rebecca A. Tobing, Ph.D. ; irene.tobing@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 is 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.
2. Students would be able to improve their English vocabulary.

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| **Specific Instructional Objectives (SIO)** |
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1. Students would be able to list some ways to comprehend English text faster and better
2. Students would be able to analyze main ideas of various reading passages
3. Students would be able to create main ideas of various reading passages
4. Students would be able to classify relevant and irrelevant supporting details for a main idea
5. Students would be able to make inference based on stated ideas
6. Students would be able to guess meanings of difficult words, as well as use them in different contexts
7. Students would be able to summarize, and paraphrase information in various reading passages

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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** |
|  |  |  |
| 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, unless asked by the lecturer**.**

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” and may not sit for remedial exams.

7. 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.

8. 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)** |

Handouts

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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>

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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. |
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| 1. Hartman, Pamela. *Quest 2: Reading and Writing*. 2007. New York: McGraw Hill. |
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| 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** |
|  |  |  |  |  |
| **Final Exam** |  | **40%** |  | TOEFL PBT Section 3 (Reading Comprehension): multiple choice questions |
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| **Midterm Exam** |  | **25%** |  | TOEFL PBT Section 3 (Reading Comprehension): multiple choice questions |
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| **KAT 1** |  | **10%** |  | Vocabulary quiz |
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| **KAT 2** |  | **10%** |  | Vocabulary quiz |
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| **KAT 3** |  | **15%** |  | Paraphrasing and summarizing quiz |

| **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 | Online practices / independent study on main ideas |  |  |  |  | <https://www.youtube.com/watch?v=JS29h3ABBqs> |
| 3 | 1. Students should be able to identify main ideas of various reading passages  2. Students should be able to create main ideas for various passage  3. Students should be able to classify relevant and irrelevant supporting ideas of a passage  4. Students should be able to produce relevant supporting ideas of a passage | Reading:  Main Idea  Supporting details | -Teaching (Finding and  creating main idea , what supporting detail is, how to find, and how to make good supporting details)  -Exercise (Finding and creating good supporting details) |  | LCD Projector, Computer, Whiteboard, Internet Access | <https://www.youtube.com/watch?v=vv53n9H-fvU> |
| 4 | Online practices on main ideas and supporting details |  |  |  |  |  |
| 5 | 1. Students should be able to predict the meaning of difficult words in various reading passages  2. Students should be able to select references of certain pronouns in various reading passages | Reading:  1. Vocabulary strategies  2. Pronoun reference | Teaching (Vocabulary strategies)  Question – answer  Exercise (Guessing meaning of difficult words)  Teaching (What pronoun is, how to decide the reference of a pronoun)  Question – answer  Exercise (Deciding the reference of a pronoun) |  | LCD Projector, Computer, Whiteboard, Internet Access | <https://www.youtube.com/watch?v=_J8mleTN5Y4>  https://www.youtube.com/watch?v=S7ih1dr9QQQ |
| 6 | Online practices on vocabulary strategies and pronoun references |  |  |  |  |  |
| 7 | Students should be able to apply all reading skills learnt in previous meetings | Quiz 1 + Review | Quiz | KAT 1 | LCD Projector, Computer, Whiteboard, Internet Access |  |
| 8 | **Midterm Exam** | | | | | |
| 9 | 1.Students should be able to state some ways to make proper interence.  2.Students should be able to select the best inference from reading passages.  3. Students should be able to make inference | Reading:  Making Inference | Teaching (Making conclusion based on stated ideas)  Question – answer | Discuss Mid-term test results | LCD Projector, Computer, Whiteboard, Internet Access | <https://www.youtube.com/watch?v=Mw7uQ2pd-0E> |
| 10 | Online practices on making inferences |  |  |  |  |  |
| 11 | 1.students should be able to make a summary of a passage  2. Students should be able to paraphrase information from different reading passages | Reading: 1.Summarizing  2.Paraphrasing | Teaching (how to summarize)  Question – answer  Exercise (How to summarize) |  | LCD Projector, Computer, Whiteboard, Internet Access | <https://www.youtube.com/watch?v=nSGzuxbdheI> |
| 12 | Online practices on making a summary and paraphrasing |  |  |  |  |  |
| 13 | Students should be able to apply all reading skills learnt in previous meetings | Quiz 2 | Quiz | KAT 2 | LCD Projector, Computer, Whiteboard, Internet Access |  |
| 14 | Online practices on all reading skills as preparation for the Final Exam |  |  |  |  |  |
| 15 | Students should be able to apply all reading skills learnt in previous meetings | Quiz 3 | Quiz | KAT 3 | LCD Projector, Computer, Whiteboard, Internet Access |  |
| 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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| **RUBRICS: Speaking Rubric** | | | | |
| **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. |

**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 are 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 has been signed.

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| 1st Party  Lecturer/Instructor, |  | 2nd Party  Student Representative, |
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| (Irene Rebecca A. Tobing, Ph.D.) |  | ( ) |
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|  |  |  |
| Approved by  Department Head, |  | Acknowledged by  Dean, |
|  |  |  |
| (Heri Yulianto, S.Th., M.Min.) |  | (Matthew R. Malcom, Ph.D. ) |