PROFIL S-2 PENDIDIKAN BAHASA INGGRIS

A. KAPRODI DAN SEKPRODI

Dr. Ceisy Nita Wuntu, M.Hum

Ketua Program Studi S2 Pendidikan Bahasa Inggris

Dr. Olga A. Rorintulus, M.Hum, MA

Sekretaris Program Studi S2 Pendidikan Bahasa Inggris

B. VISI, MISI, TUJUAN DAN SASARAN PROGRAM STUDI

VISI:

- Sebagai pusat penyelenggaraan dan pengembangan pendidikan bahasa Inggris unggul, bermutu akademik yang tinggi serta menghasilkan sumber daya manusia yang berkualitas prima dalam melaksanakan Tri Dharma Perguruan Tinggi, serta mampu bersaing secara nasional maupun internasional.

MISI:

- Menyelenggarakan pendidikan dan pengajaran bahasa Inggris yang menghasilkan sumber daya manusia (SDM) yang berkualitas tinggi untuk mengajar pada berbagai strata pendidikan yang berdaya saing global dan mampu menyesuaikan diri terhadap perubahan dan kemajuan ilmu pengetahuan dan teknologi.
- Menghasilkan SDM yang professional, dan mampu melakukan penelitian untuk mengembangkan pendidikan dan pembelajaran bahasa Inggris yang berorientasi kepada pengembangan ilmu dan teknologi untuk menjawab tantangan dunia kerja dan kebutuhan masyarakat.
- Menghasilkan SDM yang mampu melakukan kegiatan pengabdian kepada masyarakat melalui penyebarluasan dan implementasi inovasi pendidikan bahasa Inggris kepada para guru dan masyarakat untuk meningkatkan kualitas pendidikan bahasa Inggris di sekolah dan peningkatan apresiasi masyarakat terhadap pendidikan bahasa Inggris.
- Membina dan meningkatkan kerjasama kemitraan dengan pihak *stakeholder* secara berkesinambungan.

TUJUAN

Tenaga pendidik professional yang memiliki kompetensi yang tinggi dalam bahasa Inggris, mampu mengikuti perkembangan ilmu pengetahuan dan teknologi, dan mampu bersaing di tingkat daerah, nasional dan internasional dalam bidang pendidikan bahasa Inggris.

C. PROFIL LULUSAN

1. Sebagai pendididk Bahasa Inggris (Guru/Dosen)
2. Sebagai peneliti di bidang Pendidikan Bahasa Inggris
3. Sebagai penerjemah

D. CAPAIAN PEMBELAJARAN LULUSAN PROGRAM STUDI S2 PENDIDIKAN BAHASA INGGRIS

Profil	Kemampuan	Deskripsi Kemampuan
Guru atau pendidik Bahasa Inggris	Bidang kerja (Keterampilan)	Mampu melakukan PBM Bahasa Inggris secara kreatif, inovatif dan kontekstual
		Dengan menunjukkan ketrampilan mengajar yang mumpuni sehingga
		Dapat menunjukan hasil yang maksimal
	Pengetahuan yang perlu dikuasai	Menguasai pengetahuan tentang English use dan usage serta elemen-elemen dalam pembelajaran bahasa.
	Manajerial	Memiliki kemampuan mengelola kelas sehingga proses pembelajaran dapat berjalan maksimal.
Peneliti bidang kebahasan	Bidang kerja	Mampu melakukan berbagai jenis penelitian di bidang kebahasan khususnya Bahasa inggris dan kesastraan
	Pengetahuan yang perlu dikuasai	Perlu menguasai berbagai jenis penelitian, kuantitatif, kualitatif atau kombinasi keduanya.
		Perlu menguasai jenis-jenis metode penelitian dan Teknik pengumpulan data
	Manajerial	Mampu mengelola kegiatan penelitian, mulai dari perencanaan, pelaksanaan, dan pelaporan.

E. BAHAN KAJIAN

F. STRUKTUR KURIKULUM

Semester	Kode Mata Kuliah	Nama Mata Kuliah	Bobot SKS
(1)	(2)	(3)	(4)
1	81042120	Statistics in Language Education	2
	81033112	Research in Language Education	3
	81022105	Second Language Acquisition and Language Learning	2
	81022105	Integrated Skills	2
	81022104	Modern English Grammar	2
II	81022216	Comparative and Contemporary	2
	81032207	Cross Cultural Communication	2
	81032206	Curriculum and Material Development	2
	81032108	English for Young Learners	2
	81022202	Discourse Analysis	2
III	81033309	Methods of Teaching Foreign Languages	3
	81032211	Literary Theories and ELT	2
	81042217	Current Issues on ELT	2
	81032310	Language Testing	2
	81032314	Translation in Language Teaching and Learning	2
	81042319	Media Resources in English Teaching	2
	81042315	Academic Writing	2
	81042318	Language in Use	2
IV	81036413	Thesis	6
Jumlah			**40**

G. DESKRIPSI MATA KULIAH

1) Statistics in Language Education

This course aims to provide a competence to students to utilize statistical analysis techniques, related to learning activities, for example in the assessment of language proficiency or related to research. The course materials include statistical basics, types of data, data presentation in the form of charts and descriptive statistical tables, and hypothesis testing. Lecture activities are conducted through lectures in the classroom, discussions, practice of utilizing computer programs to perform statistical analysis, individual tasks and group assignments. Assessment is done by considering the result of mid semester exam, final semester examination, group and individual assignments, and students participation during lecturing activity.

2) Research in Language Education

In this course, students understand and discuss concepts of research in language. It covers experimental research methods in language education (and to some extent, related disciplines). Research design, data collection, analysis, validity and report writing will be covered. The format of the course will be misture of lecture and discussion, writing, and demonstration.

3) Second Language Acquisition and Language Learning

This course aims to overview various views of second language acquisition (SLA) and various studies on SLA in the naturalistic first language environment and the instructed, second and foreign language environments, by reviewing crucial issues, concepts, findings, and theories.

4) Integrated Skills

5) Modern English Grammar

Examination of pedagogical grammar or teaching grammars compared with other grammars; status and role of grammar in current second language teaching methodologies; form-focused instruction; classroom applications.

6) Advanced Linguistics

This course is designed to prepare students to have an overview of linguistics and language. The orientation of this course is the language as a reflection of the structure of human thought and culture. The emphasis on the student is the various levels of linguistic structure (phonology, morphology, syntax, and semantics, pragmatics) as learned in linguistic theory. This course also discusses the psycholinguistic view of language, language acquisition, language and thought, and the contribution of language to language planning and teaching, as well as the study of language use problems (speech, pragmatic, and discourse analysis), and the problem of language of language as a social phenomenon (dialect, pragmatics, language changes, etc.).

7) Comparative and Contemporary Literature

This course serves an introduction to the fundamental frames of though and imagination of the word literary masterpieces and articles. It includes the theoretical component; general literature, and how this differs from the study of a single literature. The course may cover the methodology of the study of comparative literature; the study of genres; a theory of genres major genres in the world literature identified and compared; how originate and spread. Further, it studies the study of reception of one literature / movements / authors / work in another literature, a theory of reception, related concepts, course study.

8) Cross Cultural Communication

This course relates to communication across different cultures. This course is designed to assist students in exploring personal biases and methods of overcoming them and the basic principles underlying multicultural education. It addresses cultural issues that English Language Learners and their teachers are likely to encounter in the classrooms and to acquire knowledge and techniques to facilitate their success. Course participants will research and critically reflect upon selected aspects of culture as a basis to understand students and to create appropriate teaching materials. This course provides an opportunity to develop appropriate teaching strategies, activities and materials and to adapt and evaluate curricula for use in culturally diverse classrooms.

9) Curriculum and Material Development

This course provides description of the steps involved in the curriculum design process and the elaboration and justification of these steps. It also provides several ways of developing materials. Opportunities for practicing and applying the steps in designing a syllabus curriculum and the ways in developing teaching materials are provided.

10) English for Young Learners

The course aims to examine the basic principles of learning English for young learners and improve students' knowledge and skills regarding skill learning and language aspects, using games, songs and stories in learning on youth learning. Students are also expected to make materials and evaluate learning.

11) Discourse Analysis

This course aims to introduce theoretical frameworks and current issues in discourse analysis and demonstrate the relevance and usefulness of discourse studies to the field of applied linguistics and to provide the practical application of the course instruction.

12) Methods of Teaching Foreign Language

This course, covers an in-depth study and comprehension about learning process and various learning conditions. This course is also designed so that students have knowledge of English teaching methods for non-English speakers. The concepts of language teaching methods are most prominent in this course. In addition, subject matter matters for speakers of language are also discussed.

13) Literary Theories and ELT

The course is intended to invigorate students with various literary theories as well as improve the competence and ability of students to appreciate and be able to teach literature in the classroom. Students are also expected to select the material and be able to teach it in the classroom.

14) Current Issues on ELT

This course is designed to prepare students on the latest issues in teaching English especially in the areas of curriculum application, teaching and learning process, teaching techniques, communicative language teaching, and contextual teaching learning. In addition, students are expected to have the ability to identify various problems and issue as well as find solutions that match the theory, reference, and research results.

15) Language Testing

In this course, you will get a working knowledge of basic principles of testing procedures which can be used in second and foreign language programs and classrooms. Application of concepts is the main goal of this course. You will learn to apply language testing principles to any language teaching situation you are in, and by extension, help to improve the language testing done wherever you are. We will be looking at actual tests and testing procedures, working with actual data, and have some class sessions on using SPSS or other software for calculating analyses of test results. You will be assigned to gather language testing materials around you to analyze. On the second half of the semester, you are required to develop your own tests, fry them out and analyze the results

16) Translation in Language Teaching and Learning

This course is designed to introduce students to translation studies as separate disciplines of knowledge, to increase their awareness related to the nature of translations and arouse their interest to independently pursue translation theory issues, to enable students to deal with translation as linguistic procedure and as socially constructed and oriented activity, to increase students' awareness related to social functions of translation, to enable them to link theory and practice, to develop students' contrastive knowledge and their critical thinking skills, to enable them to

develop self-assessing and self-correcting techniques in order to monitor their own progress.

17) Media Resources in English Teaching

This course equips students with the principles and theories of developing learning resources and materials in English learning. The course is also designed to provide students the ability to (1) identify and learn about a wide variety of uses of technology in education 'and English language learning (2) experience learning of English language through the use of different types of media (3) access the internet and search for useful online English learning resources (4) read about successful stories on English language learning via telecommunication (5) develop own English language learning sources using blog (6) use other technologies to evaluate learning through media with some working knowledge on language teaching with special emphasis on teacher training and development, classroom management and practice, new technologies and language teaching and research on learner language.

18) Academic Writing

The course develops students' ability to present logical reasoning, strong and convincing argument, as well as critical analysis and judgment in the form of subject-related argumentative assays. The course also develops students' ability to plan and conduct a research study a write reports. This focuses on general principles and procedures of research: choice of a research topic, survey of background reading materials, data collection, organization and analysis of data, methods of research, hypothesis, references and documentation of source material, writing stages (drafting, writing, editing, rewriting). This course is designed to give students the skills necessary to write a thesis, and to prepare other professional materials for presentation or publication. Topics covered in this course include: searching the scientific literature; scientific writing style; proposal, projects, and thesis components; preparing scientific presentations; presentation of data; using visual aids; and using word processing, spreadsheet, and presentation software.

19) Language in Use

H. RENCANA PEMBELAJARAN SEMESTER (RPS)

1) Statistics in Language Education

A. Course Identity

Study Program	:	English Education
Level	:	S2
Course	:	Statistics in English Language Teaching
Course Code	:	81042120
Semester	:	I
Credit hours	:	2
Pre-requisite	:	
Course Status	:	Compulsory
Lecturer	:	Dr. Tini Mogea, M. Hum.

B. Learning Outcomes

a. Attitude
- Strongly believe in the Almighty God and able to demonstrate the religious attitude by promoting honesty;
- Uphold the values of humanity in carrying out lectures abased on religion, morals and ethics by being patient, meticulous, and through;
- Internalize academic values, norms, and ethics through reflection on statistical utilization steps in language learning.

b. Knowledge
- Mastering the basic principles of research and evaluation of English language learning and the areas that require statistical support;
- Able to choose statistical analysis techniques for research and evaluation purposes;
- Able to use statistical analysis techniques for research and evaluation purposes in English learning for decision making.

c. Skills
- Able to use the scientific work of English to communicate both oral and written in the academic context in smoothly, accurately, and acceptably.

General competencies for Master

1. Able to develop logical, critical, systematic, and reative thinking through scientific research, creation of design or artwork in science and technology that pay attention and apply humanity value according to their expertise, compile scientific conception and result of study based on rules, and scientific ethics in the form of a thesis published, articles in accredited scientific journals;
2. Able to perform academic validation or assessment in accordance with their areas of expertise in solving problems in relevant communities or industries through the development of knowledge and expertise;

3. Able to formulate ideas, ideas and scientific arguments in a responsible and based on academic ethics, and communicate them through the media to the academic community and wider community;
4. Able to identify the scientific field that became the object of his research and position it into a research map developed through inter or multidisciplinary approach;
5. Able to take decisions in the context of solving problems of science and technology development that concerns and implements the value of humanities based on the study, analysis or experiment toward information and data;
6. Able to manage, develop and maintain networking with colleagues within institutions and the broader research community;
7. Able to increase the capacity of learning independently;
8. Capable of documenting, storing, securing, and rediscovering data research results in order to ensure validity and prevent plagiarism;

Main Competencies

a. Have English language proficiency and communication skill in oral and written with English proficiency equivalent to TOEFL score of 500 / IELTS 6.
b. Able to sue linguistic basic concepts in language learning.
c. Able to use basic concepts of literary type in English learning.
d. Have a positive understanding and attitude towards the differences between cultures.
e. Able to develop learning tools that are consistent with the characteristics of learners.
f. Able to apply the design of learning in varied learning situations.
g. Able to manage classes effectively based on behavior modification principles.
h. Able to do research in learning English.
i. Able to use information and communication technology (ICT) in learning English.
j. Have the ability to think and critical literacy.

C. Lesson Plan Description

Sessions	Indicators of Course Learning Outcomes	Course Materials	Learning Activities	Assessments and Assignments	Time	References
1	Students identify the course content, activities, learning supports, and its assessment.	Overview of the course	• Lecturer's presentation • Discussion and question-answer • Negotiation between the lecturer and students on the course-related aspects	Participation	2x50'	Syllabus
2	Students show their initial ability and identify their strengths and weaknesses in the course.	Pretest and Discussion	Test	Written test and participation	2x50'	Best (1986)
3-6	Students understand basic statistics including types of data, variables, mean, median, mode, nominal, ordinal, interval and ratio scales.	Concepts of basic statistics including types of data variables, mean, median, mode, nominal, ordinal, interval and ratio scales.	a. Through discussion, students are introduced to concepts of basic statistics including types of data, variables, mean, median, mode, nominal, ordinal, interval and ratio scale b. Students explain the differences of	a. Asking and answering questions about the concepts of basic statistics including types of data, variables, mean, median, mode, nominal, ordinal, interval and ratio scale b. Reporting the summary of readings on the concepts of basic statistics including types of data, variables, mean, median, mode, nominal, ordinal, interval and ratio scale	2x50'	Pagano (2010)

			types of data, variables, mean, median, mode, nominal, ordinal, interval and ratio scales.			
7-8	Students have the ability to arrange data in frequency tables including calculating the range and class interval	Frequency tables including range and class interval	Through discussion, students are introduced to Frequency tables including range and class interval	Asking and answering question about the frequency tables including range and class interval	2x50'	Pagano (2010)
9	**Mid Semester Test**				2x50'	
10-12	Students have the ability to identify different descriptive statistical tables and various forms of charts	Descriptive statistical tables and various forms of charts	Through discussion, students are introduced to descriptive statistical tables and forms of charts	Asking and answering question about descriptive tables and forms of charts	2x50'	Pagano (2010)
13-15	Students understand and can demonstrate their ability to perform hypothesis testing	Hypothesis testing	Through discussion, students are introduced to perform hypothesis testing	Asking and answering question about the hypothesis testing	2x50'	Pagano (2010)
16	**Final Semester Test**					

D. Assessments (Criteria, Indicator, Scoring)

A. Process Assessment (60%)
1. Attitude (Referring to the general description)
2. Participation and activities in the learning process (lecturers, laboratory practices, workshops)
3. Completion of tasks (Identity/Adaptation paper/ journal reviews)

B. Product Assessment (40%)
1. Mid-Semester Exam
2. Final Semester Exam

C. Scoring Reference
Scoring reference uses the following range*:

Range	Final Score
3.60-4.00	A
3.00-3.59	B
2.00-2.99	C
1.00-1.99	D
0-0.99	E

*Based on the Faculty Circular and UNIMA Guidelines 2016

2) Research in Language Education

A. Course Identity

Study Program   : English Education
Level   : S2
Course   : Research in Language Education
Code   : 81033112
Credit hours   : 3
Semester   : 1
Prerequisite   : -
Course status   : Compulsory
Lecturer   : Nihta V. F. Liando M.A., Ph.D.

B. Learning Outcomes

a. Attitude
   - Strongly believe in the Almighty God and able to demonstrate the religious attitude by promoting honesty
   - Uphold the values of humanity in carrying out lectures based on religion, morals and ethics by being patient, meticulous, and thorough:
   - Internalize academic values, norms, and ethnics through reflection on statistical utilization steps in language learning.

b. Knowledge
   - Mastering the basic principles of research and research methods of English language learning and the areas that require statistical support:
   - Able to choose appropriate research design, statistical analysis techniques for research and evaluation purposes;
   - Able to write proposal and research report with comprehensive data collections and analysis.

c. Skills
   - Able to use the scientific work of English to communicate both oral and written in the academic context in smoothly, accurately, and acceptably.

General competencies for Master

1. Able to develop logical, critical, systematic, and creative thinking through scientific research, creation of design or artwork in science and technology that pay attention and apply humanity value according to the their expertise, compile scientific conception and result of study based on rules, and scientific ethics in the form of a thesis published, articles in accredited scientific journals;
2. Able to perform academic validation or assessment in accordance with their areas of expertise in solving problems in relevant communities or industries through the development of knowledge and expertise;
3. Able to formulate ideas, ideas and scientific arguments in a responsible and based on academic ethics, and communicate them through the media to the academic community and wider community;

4. Able to identify the scientific field that became the object of his research and position it into a research map developed through inter or multidisciplinary approach;
5. Able to take decisions in the context of solving problems of science and technology development that concerns and implements the value of humanities based on the study, analysis or experiment toward information and data;
6. Able to manage, develop and maintain networking with colleagues within institutions and the broader research community;
7. Able to increase the capacity of learning independently;
8. Capable of documenting, storing, securing, and rediscovering data research results in order to ensure validity and prevent plagiarism**;**

Main Competencies

a. Have English language proficiency and communication skill in oral and written with English   proficiency equivalent to TOEFL score of 500/IELTS6
b. Able to use linguistic basic concepts in language learning.
c. Able to use basic concepts of literary type in English learning.
d. Have a positive understanding and attitude towards the differences between cultures
e. Able to develop learning tools that are consistent with the characteristics of learners.
f. Able to apply the design of learning in varied learning situations.
g. Able to manage classes effectively based on behavior modification principles.
h. Able to do research in learning English.
i. Able to use information and communication technology (ICT) in learning English.
j. Have the ability to think and critical literacy

C. Lesson Plan Description

Sessions	Indicators of Course Learning Outcomes	Core Materials	Learning Activities	Time	Assessment and Assignment	Resources & Media
1	1.1.Understand the description of the course 1.2.Understand the objectives of the course understand the procedures of the course	1.1.Introduction to the course 1.2.Syllabus overview 1.3.Course procedures	a. Students are introduced to the course through discussions with the instructor b. Students are introduced to the course syllabus and discuss it with the instructor. c. Students are introduced to the course procedures and discuss them with the instructor.	2x50"	a. Asking and answering questions about the course description b. Asking and answering question about the course syllabus c. Asking and answering questions about the course procedure	Syllabus
2	2.1.Understanding some basic concepts of research 2.2.Understand basic concepts in educational research	2.1.Basic concepts research 2.2.Basic concepts in educational research	b. Through discussion, students are introduced to some basic concepts of research and explain the concepts to the class. b. Through discussion, students are introduced to some basic concepts of in educational research and explain the concepts to the class	2x50"	a. Asking and answering questions about basic concepts of research b. Asking and answering questions about basic concepts in educational research	Cohen,L., Manion,L., &Morrison, K.(2007) Schreiber,J. ,& Asner-Self,K.(201 1)
3	1.1.Explain the general framework of research in education 1.2.Explain the similarities and	1.1. General framework of research 1.2. Quantitative and	a. Students discuss the general framework of research in education b. Students explain the similarities and differences of	2x50"	a. Asking and answering questions about the general framework of research in	

	differences of quantitative and qualitative designs in educational research	Qualitative research designs	quantitative and qualitative designs in educational research		education b. Asking and answering questions about the general framework of research in education c. Reporting the summary of readings on quantitative and qualitative designs in educational research	
4-6	3.1.Explain different characteristics and types of research in education 3.2.Provide examples of different types of research in education	4.1.Different characteristics and types of research in education 4.2.Example of different types of research in education	a. Students explain and discuss the different characteristics and types of research in education b. Students provides examples of different types of research in education	2x50"	a. Asking and answering questions about the different characteristics and types of research in education b. Reporting the summary of readings on the different characteristics and types of research in education c. Reporting the summary of readings on the examples of different types of research in education	

7	7.1. Explain general concepts and examples of research in education and ELT 7.2. Explain principles and relationships of educational research and research and research on ELF	Research in education and English language Teaching	a. Students explain and discuss the general concepts of research in education and ELT b. Students discuss the principles of educational research and the applications of the applications of the principles in research on ELT	2x250"	a. Asking and answering questions about concepts and examples of research in education and ELT b. Reporting the summary of readings on the relationship and applications of principles of research in education and ELT c. Providing examples of different types of research on ELT in SL/FL contexts	
8	**Mid Term Assessment**			2x50"	In the midterm evaluation, students will be assessed constructed response type of assessment covering the materials they have learned	
9	9.1. Identify research problems in educational settings and ELT 9.2. Identifying topics for research in ELT	9.1. Identifying research problems and topics for research	b. Guided by the instructor, students identify and discuss research problems in educational settings and ELT c. Students identity and discuss possible topics for research in ELT	2x50"	a. Asking and answering questions about possible research problems in educational settings and ELT b. Writing research	Creswell,J. W. (2009).

					problems and topics possible for research in education and ELT	
10	10.1. Licate literature relevant to problems and topics of the research 10.2. Review literature relevant to problems and topic of the research	10.1.Locating and reviewing the literature	a. Guided by the instructor, students identify and locate literature relevant to problems and topics of the research in ELT b. Students review the literature relevant to problems and topics of the research in ELT	2x50"	a. Asking and answering questions about how to identify and locate literature relevant to problems and topics of the research in ELT b. Writing a summary of literature reviews relevant to problems and topics of the research in ELT	Creswell,J. W.(2009)
11-12	11.1. Formulate research designs for a specific topic for research in ELT 11.2. Formulate research questions for a specific topic for research in ELT 11.3. Formulate research hypotheses for a specific topic for research in ELT	11.1. Formulating research designs 11.2. Formulating research questions 11.3. Formulating research hypotheses	a. Guided by the instructor, students identify and formulate appropriate research designs for a specific topic for research in ELT b. Guided by the instructor, students identify and formulate appropriate research questions for a specific topic for research in ELT c. Guided by the instructor, students identify and formulate appropriate research hypotheses for a specific topic	2x50"	a. Asking and answering questions about how to identify and formulate research designs,research questions,and hypotheses for a specific topic for research in ELT b. Writing appropriate research questions and hypotheses for a specific topic for	Creswell,J. W.(2009)

				for research in ETL		research in ELT	
13	13.1. Explain general principles of data collection and instrumentation in educational research 13.2. Explain different sources and types of data for research in ELT	13.1. Data collection and instrumentation: sources and types of data	a. Guided by the instructor, students identify and discuss general principles of data collection in educational research b. Students explain different sources and types of data for research in ELT	2x50"	a. Asking and answering questions about general principles of data collection in educational research b. Writing a summary of different sources and types of data for research in ELT	Creswell,J. W.(2009)
14	14.1 .Explain general principles of data analysis in educational research 14.2. Explain different types of statistical tests and statistical programs for research in ELT 14.3. Explain general principles in interpreting data for research in ELT	14.1. Data analysis: introduction to statistical tests and data interpretation	a. Guided by the instructor, students identify and discuss general principles of data analysis in educational research b. Students discuss and explain different types of statistical test and programs for research in ELT c. Students discuss and explain general principles in interpreting data for research in ELT	2x50"	a. Asking and answering questions about general principles of data analysis, different types of statistical test and programs, and general principles in data interpretation b. Writing a summary of general principles of data analysis, different types of statistical test and programs, and general principles in data interpretation for research in ELT	Creswell,J. W.(2009)

| 15 | 15.1. Explain general principles in using internet and other resources for research
15.2. Appropriately use internet and other resources for research
15.3. Draft a proposal of research in ELT | 15.1. Using internet and other resources for research
15.2. Drafting an educational research proposal | a. Guided by the instructor, students identify and discuss general principles of using internet for research
d. Students appropriately use internet and other resources for research
e. Students write a draft of a research proposal in ELT | 2x50" | a. Asking and answering questions about general principles of using internet for research
b. Writing a summary of available resources on internet and other sources for research purposes
c. Writing a draft of a research proposal in ELT | Fraenkel, J. R., Wallen,N.E .,& Hyun,H. (2011).Mc Kay, S. L. (2006) |
| 16 | **Final Semester Assessment** | | | | | |

D. ASSESSMENTS (Criteria, Indicator, Scoring)

A. Process Assesment (60%)
1. Attitude (referring to the general description)
2. Participation and activities in the learning process (lectures,laboratory,practices,workshops)
3. Completion of tasks

B. Product Assessment (40%)
1. Mid- Semester Exam
2. Final Semester Exam

C. Scoring Reference
Scoring reference uses the following range*:

Range	Final Score
3.60 – 4.00	A
3.00 – 3.59	B
2.00 – 2.99	C
1.00 – 1.99	D
0 – 0.99	E

3) Second Language Acquisition and Language Learning

A. Course Identity

Study Program	:	English Education
Level	:	S2
Course	:	Second Language Acquisition and Language Learning
Course Code	:	81022105
Semester	:	I
Credit hours	:	2
Pre-requisite	:	
Course Status	:	Compulsory
Lecturer	:	Nihta V.F. Liando M.A., Ph.D.

B. Learning Outcomes

a. Attitude
- Strongly believe in the Almighty God and able to demonstrate the religious attitude by promoting honesty;
- Uphold the values of humanity in carrying out lectures abased on religion, morals and ethics by being patient, meticulous, and through;
- Internalize academic values, norms, and ethics through reflection on statistical utilization steps in language learning.

b. Knowledge
- Mastering the basic principles of second language acquisition and various studies on SLA;
- Able to examine the naturalistic first language environment and the instructed one;
- Able to review crucial issues, concepts, findings and theories on SLA.

c. Skills
- Able to use the scientific work of English to communicate both oral and written in the academic context in smoothly, accurately, and acceptably.

General competencies for Master

1. Able to develop logical, critical, systematic, and relative thinking through scientific research, creation of design or artwork in science and technology that pay attention and apply humanity value according to their expertise, compile scientific conception and result of study based on rules, and scientific ethics in the form of a thesis published, articles in accredited scientific journals;
2. Able to perform academic validation or assessment in accordance with their areas of expertise in solving problems in relevant communities or industries through the development of knowledge and expertise;
3. Able to formulate ideas, ideas and scientific arguments in a responsible and based on academic ethics, and communicate them through the media to the academic community and wider community;

4. Able to identify the scientific field that became the object of his research and position it into a research map developed through inter or multidisciplinary approach;
5. Able to take decisions in the context of solving problems of science and technology development that concerns and implements the value of humanities based on the study, analysis or experiment toward information and data;
6. Able to manage, develop and maintain networking with colleagues within institutions and the broader research community;
7. Able to increase the capacity of learning independently;
8. Capable of documenting, storing, securing, and rediscovering data research results in order to ensure validity and prevent plagiarism;

Main Competencies

b. Have English language proficiency and communication skill in oral and written with English proficiency equivalent to TOEFL score of 500 / IELTS 6.
c. Able to sue linguistic basic concepts in language learning.
d. Able to use basic concepts of literary type in English learning.
e. Have a positive understanding and attitude towards the differences between cultures.
f. Able to develop learning tools that are consistent with the characteristics of learners.
g. Able to apply the design of learning in varied learning situations.
h. Able to manage classes effectively based on behavior modification principles.
i. Able to do research in learning English.
j. Able to use information and communication technology (ICT) in learning English.
k. Have the ability to think and critical literacy.

C. Lesson Plan Description

Sessions	Indicators of Course Learning Outcomes	Course Materials	Learning Activities	Assessments and Assignments	Time	References
1	a. Understand the description of the course b. Understand the objectives of the course c. Understand the procedures of the course	a. Introduction to the course b. Syllabus overview c. Course procedures	a. Students are introduced to the course through discussion with the instructor. b. Students are introduced to the course syllabus and discuss it with the instructor. c. Students are introduced to the course procedures and discuss them with the instructor.	a. Asking and answering questions about the course description b. Asking answering questions about the course syllabus c. Asking and answering questions about the course procedures	2x50'	Syllabus
2	Understand some basic concepts of language, acquisition, instruction	Basic concepts: Language, Acquisition, Instruction	Through discussion, students are introduced to some basic concepts of language, acquisition, instruction	Asking and answering questions about basic concepts of language, acquisition, instruction	2x50'	Ellis, R. (1987). Gass, Susan; Selinker, Larry (2008)
3	Explains the history of SLA	History of SLA	Students discuss the history of SLA	a. Asking and answering questions about the history of SLA b. Reporting the summary of readings on the history of SLA c. Reporting the summary of readings on the	2x50'	Ellis, R. (1987). Gass, Susan; Selinker, Larry (2008)

				history of SLA		
4-6	a. Explain linguistic approach to the study of language acquisition b. Explain linguistic based studies on language acquisition	a. Linguistic approach to the study of language acquisition b. Linguistic based studies on language acquisition	a. Students explain and discuss the linguistic approach to the study of language acquisition and linguistic based studies on language acquisition b. Students provides examples of linguistic based studies on language acquisition	a. Asking and answering questions about the linguistic approach to the study of language acquisition and linguistic based studies on language acquisition and linguistic based studies on language acquisition b. Reporting the summary of readings on linguistic approach to the study of language acquisition and linguistic based studies on language acquisition and linguistic based studies on language acquisition	2x50'	Ellis, R. (1987). Gass, Susan; Selinker, Larry (2008)
7	a. Explain the psychology & Language learning b. Explain the cognitive approaches to L2	a. Psychology & language learning; b. Cognitive	a. Students explain and discuss the psychology & language learning b. Students discuss the	a. Asking and answering questions about the psychology & language learning, the cognitive	2x50'	Ellis, R. (1987). Gass, Susan;

	learning; c. Explain the cognitive styles/strategies and affective factors	approaches to L2 learning c. Cognitive styles/strategies, and affective factors	approaches to L2 learning c. Students discuss the cognitive styles/strategies, affective factor	approaches to L2 learning, the cognitive styles/strategies, and affective factors b. Reporting the summary of readings on the psychology & language learning, the cognitive approaches to L2 learning, the cognitive styles/strategies, and affective factors c. Providing examples of the cognitive approaches to L2 learning, the cognitive styles/strategies, affective factor		Selinker, Larry (2008)
8	**Mid Term Assessment**			In the midterm evaluation, students will be assessed constructed response type of assessment covering the materials they have learned	2x50'	
9	Explain the psychology oriented studies on language acquisition	Psychology oriented studies on language acquisition	Guided by the instructor, students identify and discuss the psychology oriented studies on language acquisition	a. Asking and answering questions about the psychology oriented studies on language acquisition b. Writing research problems and topics on the psychology oriented	2x50'	Ellis, R. (1987). Gass, Susan; Selinker, Larry (2008)

				studies on language acquisition		
10	Explain the socio cultural approach to the study of language acquisition	Socio cultural approach to the study of language acquisition	a. Guided by the instructor, students identify and elaborate the socio cultural approach to the study of language acquisition b. Students review the literature relevant to the socio cultural approach to the study of language acquisition	a. Asking and answering questions about the socio cultural approach to the study of language acquisition b. Writing a summary of the socio cultural approach to the study of language acquisition	2x50'	Ellis, R. (1987). Gass, Susan; Selinker, Larry (2008)
11-12	Explain he socio-culturally oriented studies on language acquisition	Socio-culturally oriented studies on language acquisition	Guided by the instructor, students identify and elaborate the socio-culturally oriented studies on language acquisition	a. Asking and answering questions about the socio-culturally oriented studies on language acquisition b. Writing a summary of the socio-culturally oriented studies on language acquisition	2x50'	Ellis, R. (1987). Gass, Susan; Selinker, Larry (2008).
13-14	Explain the implicit vs explicit learning of language	Implicit vs explicit learning of language	Guided by the instructor, students identify and discuss implicit vs explicit learning of language	a. Asking and answering questions about implicit vs explicit learning of language b. Writing a summary of implicit vs explicit learning of language	2x50	Ellis, R. (1987). Gass, Susan; Selinker, Larry (2008).
15-16	**Presentation of final project**					

D. Assessments (Criteria, Indicator, Scoring)

    A. Process Assessment (60%)
1. Attitude (Referring to the general description)
2. Participation and activities in the learning process (lecturers, laboratory practices, workshops)
3. Completion of tasks (Identity/Adaptation paper/ journal reviews)

    B. Product Assessment (40%)
1. Mid-Semester Exam
2. Final Semester Exam

    C. Scoring Reference
Scoring reference uses the following range*:

Range	Final Score
3.60-4.00	A
3.00-3.59	B
2.00-2.99	C
1.00-1.99	D
0-0.99	E

*Based on the Faculty Circular and UNIMA Guidelines 2016

4) Integrated English Skills
5) Modern English Grammar

A. Course Identity

Study Program   : English Education
Level   : S2
Course   : Modern English Grammar
Course Code   : 81022104
Semester   : I
Credit hours   : 2
Pre-requisite   :
Course Status   : Compulsory
Lecturer   : Prof. Golda J. Tulung, M.A., Ph.D

B. Learning Outcomes

a. Attitude

- Strongly believe in the Almighty God and able to demonstrate the religious attitude by promoting honesty;
- Uphold the values of humanity in carrying out lectures based on religion, morals and ethics by being patient, meticulous and thorough;
- Internalize academic values, norms, and ethics through reflection on statistical utilization steps in language learning.

b. Knowledge

- Use both reference and pedagogical grammars appropriately
- Become familiar with different types of grammar instruction
- Examine the results of research in grammar instruction
- Evaluate the role of grammar instruction in the acquisition of a second of foreign language

c. Skill

C. Lesson Plan Description

Sessions	Indicators of Course Learning Outcomes	Course Materials	Learning Activities	Assesment and Assignment	Time	References
1	Students identify the course content, activities, learning supports and its assesment.	Overview of the course	- Lecturer's presentation - Discussion and question-answer - Negotiation between the lecturer and students on the course-related aspects	Participation	2x50'	Syllabus
2	Students understand about grammar and pedagogical grammar	What is grammar? What is pedagogical grammar?	Through discussion, students are explained about grammar and pedagogical grammar	a. Asking and answering questions about grammar and pedagogical grammar b. Reporting the summary of readings on the concepts of grammar and pedagogical grammar	2x50'	Heinkel, E., & Fotos, S. (2002)
3	Students understand whose grammar is?	Whose grammar is it anyway?	Through discussion students are explained about whose grammar is it anyway	Asking and answering questions about whose grammar is it anyway	2x50'	Heinkel, E., & Fotos, S. (2002)
4	Students have the ability to explain why we should teach grammar	Why should we teach grammar?	Through discussion, students are explained about why should teach grammar	Asking and answering questions about why should teach grammar	2x50'	Heinkel, E., & Fotos, S. (2002)

5	Students have the ability to explain where in the learning process grammar instruction fits	Where in the learning process does grammar instruction fit?	Through discussion, students are explained where in the learning process grammar instruction fits	Asking and answering questions about where in the learning process grammar instruction fits	2x50'	Heinkel, E., & Fotos, S. (2002)
6	Students have the ability to explain the justification for a pedagogical grammar of the spoken language	Justification for a pedagogical grammar of the spoken language	Through discussion, students are explained the justification for a pedagogical grammar of the spoken language	Asking and answering questions about the justification for a pedagogical grammar of the spoken language	2x50'	Heinkel, E., & Fotos, S. (2002)
7	Students understand and can explain alternatives to traditional grammar	Alternatives to traditional grammar	Through discussion, students are explained to alternatives to traditional grammar	Asking and answering questions about alternatives to traditional grammar	2x50'	Heinkel, E., & Fotos, S. (2002)
8	Mid Semester Test			In the midterm evaluation, students will be assessed constructed response type of assessment covering the materials they have learned	2x50'	
9	Students understand and can explain the choice in grammar	Choice in grammar	Through discussion, students are explained to the choice in grammar	Asking and answering questions about the choice in grammar	2x50'	Heinkel, E., & Fotos, S. (2002)
10	Students understand and can explain why we should teach grammar through discourse	Why we should teach grammar through discourse?	Through discussion, students are explained why we should teach grammar through discourse	Asking and answering questions about why we should teach grammar through discourse	2x50'	Heinkel, E., & Fotos, S. (2002)
11	Students understand and can explain what is in a task	What's in a task? Why use tasks to	Through discussion, students are explained	Asking and answering questions about what is	2x50'	Heinkel, E., & Fotos, S. (2002)

		and why use tasks to teach grammar	teach grammar?	what is in a task and why use tasks to teach grammar	in a task and why use tasks to teach grammar		
12	Students understand and can explain how we should teach grammar and focus of different pedagogical grammars	How we should teach grammar? Focus of different pedagogical grammars	Through discussion, students are explained how we should teach grammar and focus of different pedagogical grammars	Asking and answering questions about how we should teach grammar and focus of different pedagogical grammars	2x50'	Heinkel, E., & Fotos, S. (2002)
13	Students understand and can explain how should we teach grammar in a writing class	How should we teach grammar in a writing class?	Through discussion, students are explained how should we teach grammar in a writing class	Asking and answering questions about how should we teach grammar in a writing class	2x50'	Heinkel, E., & Fotos, S. (2002)
14-16	**Final Exam: Article/Paper Presentation**				2x50'	

D. Assesments (Criteria, Indicator, Scoring)

A. Process Assessment (60%)
1. Attitude (referring to the general description)
2. Participation and activities in the learning process (lecture, labotary practices, workshops)
3. Completion of tasks (Identity/Adaptation paper/Journal reviews)

B. Product Assessment (40%)
1. Mid-Semester Exam
2. Final Semester Exam

C. Scoring Reference

Scoring reference uses the following range*:

Final Scoring Conversion

Range	Final Score
3.60-4.00	A
3.00-3.59	B
2.00-2.99	C
1.00-1.99	D
0 – 0.99	E

*Based on the Faculty circular and UNIMA Guideliness 2016

6) Advanced Linguistics

A. Course Identity

Study Program	:	English Education
Level	:	S2
Course	:	Advanced Linguistics
Course Code	:	81022201
Semester	:	II
Credit hours	:	3
Pre-requisite	:	
Course Status	:	Compulsory
Lecturer	:	Prof. Dr. A.G. Senduk, M.Pd

B. Learning Outcomes

a. Attitude
- Strongly believe in the Almighty God and able to demonstrate the religious attitude by promoting honesty;
- Uphold the values of humanity in carrying out lectures based on religion, morals and ethics by being patient, meticulous, and thorough;
- Internalize academic values, norms, and ethics through reflection on statistical utilization steps in language learning.

b. Knowledge
- Demonstrate knowledge about the language as a reflection of the structure of human thought and culture
- Demonstrate the understanding of various levels of linguistic structure (phonology, morphology, syntax, and semantics, pragmatics)
- Expand the knowledge and understanding of the psycholinguistic view of language, language acquisition, language and thought, and the contribution of language to language planning and teaching, as well as the study of language use problems (speech, pragmatic, and discourse analysis), and the problem of language as a social phenomenon (dialect, pragmatics, language changes, etc.).

c. Skills
- Able to use the scientific work of English to communicate both oral and written in the academic context in smoothly, accurately, and acceptably.

General competencies for Master

1. Able to develop logical, critical, systematic, and creative thinking through scientific research, creation of design or artwork in science and technology that pay attention and apply humanity value according to their expertise, compile scientific conception

and result of study based on rules, and scientific ethics in the form of a thesis published, articles in accredited scientific journals;

2. Able to perform academic validation or assessment in accordance with their areas of expertise in solving problems in relevant communities or industries through the development of knowledge and expertise;
3. Able to formulate ideas, ideas and scientific arguments in a responsible and based on academic ethics, and communicate them through the media to the academic community and wider community;
4. Able to identify the scientific field that became the object of his research and position it into a research map developed through inter or multidisciplinary approach;
5. Able to take decisions in the context of solving problems of science and technology development that concerns and implements the value of humanities based on the study, analysis or experiment toward information and data;
6. Able to manage, develop and maintain networking with colleagues within institutions and the broader research community;
7. Able to increase the capacity of learning independently;
8. Capable of documenting, storing, securing, and rediscovering data research result in order to ensure validity and prevent plagiarism;

Main competencies

a. Have English language proficiency and communication skill in oral and written with English proficiency equivalent to TOEFL score of 500 / IELTS 6
b. Able to use linguistic basic concept in language learning.
c. Able to use basic concepts of literary type in English learning.
d. Have a positive understanding and attitude towards the differences between cultures
e. Able to develop learning tools that are consistent with the characteristics of learners.
f. Able to apply the design of learning in varied learning situations.
g. Able to manage classes effectively based on behavior modification principles.
h. Able to do research in learning English
i. Able to use information and communication technology (ICT) in learning English.
j. Have the ability to think and critical literacy.

C. Lesson Plan Description

Sessions	Indicators of course Learning Outcomes	Course Materials	Learning Activities	Assessment and Assignments	Time	References
1	Students identify the course content, activities, learning supports, and its assessment.	Overview of the course	- Lecturer's presentation - Discussion and question-answer - Negotiation between the lecturer and students on the course-related aspects	Participation	2x50'	Syllabus
2	Students understand language as a reflection of the structure of human though and culture	Language as a reflection of the structure of human though and culture.	Through discussion, students are explained about language as a reflection of the structure of human though and culture	Asking and answering question about language as a reflection of the structure of human though and culture	2x50'	Chomsky (2006) Cook & Newson (2014) Crystal (1987)
3-4	Students understand various levels of linguistic structure: phonology, morphology, syntax	Various levels of linguistic structure: phonology, morphology, syntax	Though discussion, students are explained about various levels of linguistic structure : phonology, morphology, syntax	Asking and answering question about various levels of linguistic structure : phonology, morphology, syntax	2x50'	Chomsky (2006) Cook & Newson (2014) Crystal (1987)
5-7	Students understand various levels of linguistic structure: semantics and pragmatics	Various levels of linguistic structure: semantics and pragmatics	Though discussion, students are explained about various levels of linguistic structure : semantics and pragmatics	Asking and answering question about various levels of linguistic structure : semantics and pragmatics	2x50'	Chomsky (2006) Cook & Newson (2014) Crystal (1987)
8	Mid Semester Test			In the midterm	2x50'	

			evaluation, student will be assessed constructed response type of assessment covering the materials they have learned		
9-11	Students understand and can explain the psycholinguistic view of language, language acquisition, language and though, and the contribution of language to language planning and teaching	Psycholinguistic view of language, language acquisition, language and thought, and the contribution of language to language planning and teaching	Through discussion, students are explained the psycholinguistic view of language, language acquisition, language and thought, and the contribution of language to language planning and teaching	Asking and answering question about the psycholinguistic view of language, language acquisition, language and thought, and the contribution of language to language planning and teaching	2x50'	Chomsky (2006) Cook & Newson (2014) Crystal (1987)
12-13	Students understand and can explain about the study of language use problem : speech, pragmatic, and discourse analysis	The study of language use problems : speech, pragmatic, and discourse analysis	Through discussion, student are explained about the study of language use problems : speech, pragmatic, and discourse analysis	Asking and answering question about the study of language use problems : speech, pragmatic, and discourse analysis	2x50'	Chomsky (2006) Cook & Newson (2014) Crystal (1987)
14-15	Students understand and can explain about problems of language as a social phenomenon : dialect, pragmatics, language changes	Problems of language as a social phenomenon : dialect, pragmatics, language changes	Through discussion, student are explained about problems of language as a social phenomenon : dialect, pragmatics, language changes	Answer and asking question problem of language as a social phenomenon : dialect, pragmatics, language changes.	2x50'	Chomsky (2006) Cook & Newson (2014) Crystal (1987)
16	**Final Exam**				2x50'	

D. ASSESSMENTS (Criteria, Indicator, Scoring)

A. Process Assessment (60%)
1. Attitude (referring to the general description)
2. Participation and activities in the learning process (lectures, laboratory practices, workshop)
3. Completion of tasks (Identity/Adaptation paper/ journal reviews)

B. Product Assessment (40%)
1. Mid-Semester Exam
2. Final Semester Exam

C. Scoring References Scoring reference uses the following range* :
Final Scoring Conversion

Range	Final Score
3.60 – 4.00	A
3.00 – 3.59	B
2.00 – 2.99	C
1.00 – 1.99	D
0 – 0.99	E

* Based on the Faculty circular and UNIMA Guidelines 2016.

7) Comparative and Contemporary Literature

A. Course Identity

Study Program   :   English Education
Level   :   S2
Course   :   Comparative and Contemporary Literature
Course Code   :   81022216
Semester   :   II
Credit hours   :   2
Pre-requisite   :
Course Status   :   Compulsory
Lecture   :   Dr. Gidion Maru, M.Hum

B. Learning Outcomes

a. Attitude
 * Strongly believe in the Almighty Cod and able to demonstrate the religious attitude by promoting honesty.
 * Uphold the values of humanity in carrying out lectures based on religion, morals, and ethics by being patient, meticulous, and thorough.
 * Internalize academic values, norms, and ethics though reflection on statistical utilization step in language learning.

b. Knowledge
 * Trace and comprehend the history of Comparative Literature as a discipline and as a critical perspective.
 * Understand the need for the comparative study of literature
 * Be familiar with the concepts, approaches, problems and techniques of the study of comparative language.
 * Define the various schools of comparative literature
 * Relate literary works of the different countries as potential teaching material.
 * Demonstrate a firm grasp of the essentials of comparative methodology and be able to develop independent critical arguments concerning a wide variety of literary material of varied linguistic and cultural origin.

c. Skills
 * Able to use the scientific work of English to communicate both oral and written in the academic context in smoothly, accurately, and acceptably.

General Competencies for Master

1. Able to develop logical, critical, systematic, and creative thinking through scientific research, creation of design or artwork in science and technology that pay attention and apply humanity value according to their expertise, compile scientific conception

and result of study based on rules, and scientific ethics in the form of a thesis published, articles in accredited scientific journals;

2. Able to perform academic validation or assessment in accordance with their areas of expertise in solving problems in relevant communities or industries through the development of knowledge and expertise;

3. 3.Able to formulate ideas, ideas and scientific arguments in a responsible and based on academic ethics, and communicate them through the media to the academic community and wider community;

4. Able to identify the scientific field that became the object of his research and position it into a research map developed through inter or multidisciplinary approach;

5. Able to take decisions in the context of solving problems of science and technology development that concerns and implements the value of humanities based on the study, analysis or experiment toward information and data;

6. Able to manage, develop and maintain networking with colleagues within institutions and the broader research community;

7. Able to increase the capacity of learning independently;

8. Capable of documenting, storing, securing, and rediscovering data research results in order to ensure validity and prevent plagiarism;

Main competencies

a. Have English language proficiency and communication skill in oral and written with English proficiency equivalent to TOEFL score of 500/IELTS 6

b. Able to use linguistic basic concepts in language learning.

c. Able to use basic concepts of literary type in English learning.

d. Have a positive understanding and attitude towards the differences between cultures

e. Able to develop learning tools that are consistent with the characteristics of learners.

f. Able to apply the design of learning in varied learning situations.

g. Able to manage classes effectively based on behavior modification principles.

h. Able to do research in learning English.

i. Able to use information and communication technology (ICT) in Iearning English.

j. Have the ability to think and critical literacy.

C. Lesson Plan Description

Sessions	Indicators of Course Learning Outcomes	Course Materials	Learning Activities	Assessment and Assignment	Time	References
1	Students identify the course content, activities, learning, supports, and its assessment.	Overview of the course	- Lecturer's presentation - Discussion and question-answer - Negotiation between on the course-related aspect.	Participants	2x50''	Syllabus
2	Students understand about definition and scope of comparative literature.	Comparative Literature: Definition and Scope. What is comparative literature?; Different Definitions.	a. Through discussion, students are introduced to definition and scope of comparative b. Students explain the differences among definition of comparative literature.	a. Asking and answering questions about the definition and scope of comparative literature. b. Reporting the summary of readings on the concepts of definition and scope of comparative literature.	2x50''	Basnet (1993) Guillen (1993)

3	a. Students understand the theoretical component of the comparative literature; general, literature, how this differs from the study of a single literature. b. Students discuss the scope and relevance of the subject in the Indonesian context including in English learning.	The theoretical component of the comparative literature; general literature, how this differs from the study of a single literature. The scope and relevance of the subject in the Indonesian context including In English Learning	a. Through discussion, students examine the theoretical component of the comparative literature; general literature, how this differs from the study of a single literature b. Students discuss the scope and relevance of the subject in the Indonesian context including in English Learning.	a. Asking and answering questions about the theoretical component of the comparative literature; general literature, how this differs from the study of a single literature. b. Reporting the summary of readings on the scope and relevance of the Indonesian context including English learning	2x50''	Basnet (1993)
4-5	a. Students have the ability to explain how origins of comparative literature as a discipline. b. Students are able to write a paper based on reference reviews based on the concepts.	How Origins of Comparative literature as a discipline.	a. Trough discussion, students are introduced to how origins of comparative literature as a discipline. b. Students discuss how origins of comparative literature as a discipline.	a. Asking and answering question about how origins of comparative literature as a discipline Students present the paper about looking at their personal life based on concepts. b. Using the concepts, write a paper based on reference reviews. Length: 1500-2000	2x50''	Guillen (1993)

6-7	a. Students have the ability to compare National Literature, General Literature, World Literature, as well as the scope and relevance with language learning material.	Comparing National Literature, General Literature, World Literature, the scope and relevance with language learning material.	Through discussion, students are able to compare National Literature, General	a. Asking and answering questions about National Literature, General		Basnet (1993)
8-9	Students have the ability to explain the study of genres; major genres in world literature identified and compared, how genres originate and spread.	Methodology of the study of genres; major genre in world literature identified and compared, how genres originate and spread.	a. Through discussion, students are explained about the study of genres; major genres in world literature identified and compared, how genres originate and spread.	a. Asking and answering questions about the study of genres; major genres in world literature identified and compared, how genres originate and spread. b. Students are asked to find related articles and write a journal review. Length: 1000-1500 words.	2x50''	Guillen (1993)
10-12	Students understand and can explain the American Schools of Comparative Literature, influence and reception studies.	American Schools of comparative Literature; influence and reception studies.	a. Through discussion, students are introduced to the American Schools of Comparative Literature; influence and reception studies.	a. Asking and answering questions about American Schools of Comparative Literature; influence and reception studies.	2x50''	Basnet (1993)

				b. Find related articles, analyze literary works bridging and picturing a comparative literature.		
13-15	Students understand and can explain the postcolonial approaches to Comparative Literature.	Postcolonial approaches to Comparative Literature.	a. Through discussion, students are introduced to the postcolonial approaches to Comparative Literature. b. Find related articles; analyze literary works bridging and picturing a comparative language.	a. Asking and answering questions about the Postcolonial approaches to Comparative Literature. b. Design a project to overcome the potential of implementing comparative literature studies to contribute to the language learning process in schools or university level.	2x50''	Guillen (1993)
16	**Final Semester Exam**				2x50''	

D. ASSESSMENTS (Criteria, Indicator, Scoring).

A. Process Assessment (60%)
1. Attitude (referring to the general description)
2. Participants and activities in the learning process (lecturers, laboratory, practices, workshop)
3. Completion of tasks (Identify/Adaptation paper/ journal reviews).

B. Product Assessment (40%)
1. Mid-Semester Exam

2. Final Semester Exam

3. Research project-based paper

C. Scoring Reference

Scoring reference uses the following range*:

Final scoring Conversion

Range	Final Score
3.60 – 4.00	A
3.00 – 3.59	B
2.00 – 2.99	C
1.00 – 1.99	D
0 – 0.99	E

*Based on the Faculty circular and UNIMA Guidelines 2016.

8) Cross Cultural Communication

A. Course Identity

Study Program   : English Education
Level   : S2
Course   : Cross Cultural Communication
Course Code   : 81032207
Semester   : II
Credit hours   : 2
Pre-requisite   :
Course Status   : Compulsory
Lecturer   : Dr. Ceisy Wuntu, M.Hum

B. Learning Outcomes

a. Attitude
   - Strongly believe in the Almighty God and able to demonstrate the religious attitude by promoting honesty;
   - Uphold the values of humanity in carrying out lectures based on religion, morals and ethics by being patient, meticulous, and thorough;
   - Internalize academic values, norms, and ethics through reflection on statistical utilization steps in language learning.
b. Knowledge
   - Understand of general barriers in cross-cultural interaction;
   - Comprehend and define how their own cultural background and identities influence their approach to teaching and perspectives on communication
   - Share and incorporate knowledge of the history, culture and experiences of specific linguistically diverse communities found in teaching situations;
   - Describe and implement ways that different students' cultural identities influence classroom interaction, communication and learning;
   - Gain cross-cultural competence through interpersonal experiences and simulated exercises
c. Skills
   - Able to use the scientific work of English to communicate both oral and written in the academic context in smoothly, accurately, and acceptably.

General competencies for Master

1. Able to develop logical, critical, systematic, and creative thinking through scientific research, creation of design or artwork in science and technology that pay attention and apply humanity value according to their expertise, compile scientific conception and result of study based on rules, and scientific ethics in the form of a thesis published, articles in accredited scientific journals;
2. Able to perform academic validation or assessment in accordance with their areas of expertise in solving problems in relevant communities or industries through the development of knowledge and expertise;
3. Able to formulate ideas, ideas and scientific arguments in a responsible and based on academic ethics, and communicate them through the media to the academic community and wider community;

4. Able to identify the scientific field that became the object of his research and position it into a research map develop through inter or multidisciplinary approach;
5. Able to take decisions in the context of solving problems of science and technology development that concerns and implements the value of humanities based on the study analysis or experiment toward information and data;
6. Able to manage, develop and maintain networking with colleagues within institutions and the broader research community;
7. Able to increase the capacity of learning independently;
8. Capable of documenting, storing, securing, and rediscovering data research results in order to ensure validity and prevent plagiarism;

Main competencies

a. Have English language proficiency and communication skill in oral and written with English proficiency equivalent to TOEFL score of 500 / IELTS 6
b. Able to use linguistic basic concepts in language learning.
c. Able to use basic concepts of literary type in English learning
d. Have a positive understanding and attitude towards the differences between cultures
e. Able to develop learning tools that are consistent with the characteristics of learners.
f. Able to apply the design of learning in varied learning situations
g. Able to manage classes effectively based on behavior modification principles.
h. Able to do research in learning English.
i. Able to use information and communication technology (ICT) in learning English.
j. Have the ability to think and critical literacy

C. Lesson Plan Description

Sessions	Indicators of Course Learning Outcomes	Course Materials	Learning Activities	Assessment and Assignments	Time	References
1	Students identify the course content, activities, learning supports, and its assessment.	Overview of the course	- Lecturer's presentation. - Discussion and question-answer. - Negotiation between the lecturer and students on the course-related aspects.	Participation	2x50'	Syllabus
2	Students understand about culture, communication, cross-cultural understanding, intercultural competence	What does "culture" mean? What is communication? What is cross-cultural communication? What is intercultural competence; What positive/negative cross-cultural experiences have you had	a. Through discussion, students are introduced to concepts of culture, communication, cross-cultural understanding, intercultural competence b. Students explain the differences among culture, communication, cross-cultural understanding, intercultural competence	a. Asking and answering questions about the concepts culture, communication, cross-cultural understanding, intercultural competence b. Reporting the summary of readings on the concepts of culture, communication, cross-cultural understanding, intercultural competence	2x50'	
3	a. Students understand one's own culture and influences	a. Examining one's own culture and	a. Through discussion, students examine one's	a. Asking and answering questions about one's	2x50'	

	b. Students discuss relevant terms: enculturation, acculturation, assimilation, visible culture, invisible culture	influences. b. Discussing relevant terms: enculturation, acculturation, assimilation, visible culture, invisible culture	own culture and influences. b. Students discuss relevant terms: enculturation, acculturation, assimilation, visible culture, invisible culture.	own culture and influences relevant terms; enculturation, acculturation, assimilation, visible culture, invisible culture. b. Reporting the summary of readings on the concepts enculturation, acculturation, assimilation, visible culture and invisible culture.		
4-5	a. Students have the ability to explain cultural theories/themes b. Students are able to differentiate stereotypes of culture including English speaking and heritage cultures	a. What are cultural theories/themes, and how might we benefit from this study? b. Different stereotypes of culture including English speaking and heritage cultures.	a. Through discussion, students are introduced to cultural theories/themes b. Students discuss different stereotypes of culture including English speaking and heritage cultures	a. Asking and answering question about the cultural theories/themes, different stereotypes of culture including English speaking and heritage cultures. b. Students present the paper about looking at their personal life based on concepts.	2x50'	
6-7	c. Students have the ability to explain the intercultural communication d. Students are able to	a. The intercultural communication b. Barriers and models of	a. Through discussion, students are introduced to intercultural communication	a. Asking and answering question about the intercultural communication,		

	differentiate barriers and models of communication competence; verbal and nonverbal communication	communication competence; verbal and nonverbal communication	b. Students discuss different barriers and models of communication competence; verbal and nonverbal communication	different b. Students find related articles and write an adaptation 1000-1500 words then discuss the adaptation paper		
8-9	Students have the ability to explain who	Who are English Language Learners?	a. Through discussion, students are explained	a. Asking and answering questions	2x50'	
	English language learners are the connection between language and culture, cultural differences.	What is the connection between language and culture?	Who English language learners are, the connection between language and culture and the culture differences	a. About who English language learners are, the connection between language and culture, and the cultural differences b. Students `are asked to find related articles and write an adaptation paper Length: 1000-1500 words		
10-12	Students understand and can explain in what ways do students' communication abilities affect teachers' perceptions of students? Which are positive or negative?	In what ways do students communication abilities affect teachers' perceptions of students? Which are positive/negative, and discuss reasons for this, Find related articles, share your	a. Through discussion, students are introduced to the notion in what ways do students' communication abilities affect teachers' perception of students? Which are positive or negative?	Asking and answering question about what ways students' communication abilities affect teachers' perceptions of students? Which are positive or negative	2x50'	

		ideas to establish the teacher-student cultural communication				
13-15	Students understand and can explain ways	Ways of teacher of culturally diverse	Through discussion, students are introduced	a. Asking and answering	2x50'	
	Of teacher of culturally diverse students would advocate the students	Students would advocate the students. Design your project to overcome the potential cultural challenge of communication in the language learning process or in your workplace	To the ways teachers of culturally diverse students would advocate the students.	b. Question about what ways teachers of culturally diverse students would advocate the students c. Design a project to overcome the potential cultural challenge of communication in the language learning process		
16	**Final Semester Exam**				2x50'	

D. ASSESSMENTS (Criteria, Indicator, Scoring)

A. Process Assessment (60%)
2. Attitude (referring to the general description)
3. Participation and activities in the learning process (lectures, laboratory practices, workshops)
4. Completion of tasks (Identity/Adaptation paper/Journal reviews)

B. Product Assessment (40%)
2. Mid-Semester Exam
3. Final Semester Exam
4. Research project-based paper

C. Scoring Reference

Scoring reference uses the following range*

Final Scoring Conversion

Range	Final Score
3.60 – 4.00	A
3.00 – 3.59	B
2.00 – 2.99	C
1.00 – 1.99	D
0 – 0.99	E

*Based on the Faculty circular and UNIMA Guidelines 2016

9) CURRICULUM AND MATERIAL DEVELOPMENT

A. Course Identity

Study Program	: English Education
Level	: S2
Course	: Curriculum and Material Development
Course Code	: 81032206
Semester	: II
Credit hours	: 2
Pre-requisite	: -
Course Status	: Compulsory
Lecturer	: Prof. Golda J. Tulung, M.A., Ph.D.

B. Learning Outcomes

a. Attitude
- Strongly believe in the Almighty God and able to demonstrate the religious attitude by promoting honesty;
- Uphold the values of humanity in carrying out lectures based on religion, morals and ethics by being patient, meticulous, and thorough;
- Internalize academic values, norms, and ethics through reflection on statistical utilization steps in language learning.

b. Knowledge

- Apply the steps in designing a syllabus/curriculum;
- Critically analyze language curricula/syllabi.
- Apply the ways in developing teaching materials
- Critically analyze course material

c. Skills

- Able to use the scientific work of English to communicate both oral and written in the academic context in smoothly, accurately, and acceptably.

General competencies for Master

1. Able to develop logical, critical, systematic, and creative thinking through scientific research, creation of design or artwork in science and technology that pay attention and apply humanity value according to their expertise, compile scientific conception and result of study based on rules, and scientific ethics in the form of a thesis published, articles in accredited scientific journals;

2. Able to perform academic validation or assessment in accordance with their areas of expertise in solving problems in relevant communities or industries through the development of knowledge and expertise;
3. Able to formulate ideas, ideas and scientific arguments in a responsible and based on academic ethics, and communicate them through the media to the academic community and wider community;
4. Able to identify the scientific field that became the object of his research and position it into a research map developed through inter or multidisciplinary approach;
5. Able to take decisions in the context of solving problems of science and technology development that concerns and implements the value of humanities based on the study, analysis or experiment toward information and data;
6. Able to manage, develop and maintain networking with colleagues within institutions and the broader research community;
7. Able to increase the capacity of learning independently;
8. Capable of documenting, storing, securing, and rediscovering data research results in order to ensure validity and prevent plagiarism;

Main Competencies

a. Have English language proficiency and communication skill in oral and written with English proficiency equivalent to TOEFL score of 500 / IELTS 6
b. Able to use linguistic basic concepts in language learning.
c. Able to use basic concepts of literary type in English learning.
d. Have a positive understanding and attitude towards the differences between cultures
e. Able to develop learning tools that are consistent with the characteristics of learners.
f. Able to apply the design of learning in varied learning situations.
g. Able to manage classes effectively based on behavior modification principles.
h. Able to do research in learning English.
i. Able to use information and communication technology (ICT) in learning English
j. Have the ability to think and critical literacy.

C. LESSON PLAN DESCRIPTION

Sessions	Indicators of Course Learning Outcomes	Course Materials	Learning Activities	Assessment and Assignment	Time	Resources and Media
1	1.1 Understand the description of the course 1.2 Understand the objectives of the course 1.3 Understand the procedures of the course	1.1 Introduction to the course 1.2 Syllabus overview 1.3 Course procedures	a. Students are introduced to the course through discussion with the instructor b. Students are introduced to the course syllabus and discuss it with the instructor c. Students are introduced to the course procedures and discuss it with the instructor	a. Asking and answering questions about the course description b. Asking and answering questions about the course syllabus c. Asking and answering questions about the course procedures	2x50'	Syllabus
2	Understand an overview of language and curriculum design	Language and curriculum design: an overview	Through a discussion, students are introduced to an overview of language and curriculum design	Asking and answering questions about an overview of language and curriculum design	2x50'	Brown (2007)
3	3.1 Explain the environment analysis 3.2 Explain the need analysis	Environment analysis and need analysis	a. Students discuss the environment analysis b. Students explain the need analysis	a. Asking and answering questions about environment analysis and need analysis b. Reporting the summary of reading on environment	2x50'	Nation, I.S.P., & Macalister, J. (2010)

				analysis and need analysis		
4-5	Explain the principles, goals, content and sequencing	Principles, goals, content and sequencing	Students explain an discuss the principles, goals, content and sequencing	a. Asking and answering question about the principles, goals, content and sequencing b. Reporting the summary of reading on the principles, goals, content and sequencing	2x50'	Brown (2007)
6-7	Explain the format and presentation, monitoring and assessment	Format and presentation, monitoring and assessment	Students explain and discuss format and presentation, monitoring and assessment	a. Asking and answering question about format and presentation, monitoring and assessment b. Reporting the summary of reading on the format and presentation, monitoring and assessment c. Providing example of different types format and presentation, monitoring and assessment	2x50'	Nation, I.S.P., & Macalister, J. (2010)
8	**Mid Semester Test**	In midterm evaluation, students			2x50'	

		will be assessed constructive response type of assessment covering the materials they have learned				
9-10	Explain approaches to curriculum design and negotiated syllabuses	Approaches to curriculum design and negotiated syllabuses	Guided by the instructor, students discuss and identify approaches to curriculum design and negotiated syllabuses	Asking and answering question about approaches to curriculum design and negotiated syllabuses	2x50'	Brown (2007)
11	Explain adopting and adapting an existing coursebook	Adopting and adapting an existing coursebook	Guided by the instructor, students discuss and identify adopting and adapting an existing coursebook	a. Asking and answering question about adopting and adapting an existing coursebook b. Providing example of adopting and adapting an existing coursebook	2x50'	Nation, I.S.P., & Macalister, J. (2010)
12	Explain material development	Introducing change: material development	Guided by the instructor, students discuss and identify about material development	a. Asking and answering question about material development b. practice developing materials	2x50'	Brown (2007)
13-14	Explain how to plan an in-service course and create a teaching material	Planning an in-service course and create a teaching material	Guided by the instructor, students discuss and identify about how to plan an in-service course and create a teaching material	a. Asking and answering question about the general principles of planning an in-service course and create a teaching material	2x50'	Nation, I.S.P., & Macalister, J. (2010)
15	Explain how to design curriculum and evaluate teaching	Teaching and curriculum design: evaluating teaching	Guided by the instructor, students discuss and identify about how to	Asking and answering question about the general principles of how to	2x50'	Brown (2007) Nation,

	materials	materials	design curriculum and evaluate teaching materials	design curriculum and evaluate teaching materials		I.S.P., & Macalister, J. (2010)
16	**Final Semester Assessment**				2x50'

E. ASSESSMENTS (Criteria, Indicator, Scoring)

A. Process Assessment (60%)

1. Attitude (referring to the general description)
2. Participation and activities in the learning process (lectures, laboratory practices, workshops)
3. Completion of tasks

B. Product Assessment (40%)

2. Mid-Semester Exam
3. Final Semester Exam
4. Final project: design a syllabus on language course and create teaching material related to one meeting/lesson of syllabus

C. Scoring Reference
   Scoring reference uses the following range*:

Final Scoring Conversion

Range	Final Score
3.60 - 4.00	A
3.00 - 3.59	B
2.00 - 2.99	C
1.00 - 1.99	D
0 - 0.99	E

*Based on the Faculty circular and UNIMA Guidelines 2016.

10) English for Young Learners

E.   **Course Identity**

Study Program	:	English Education
Level	:	S2
Course	:	English for Young Learners
Course Code	:	81032108
Semester	:	II
Credit hours	:	2
Pre-requisite	:	
Course Status	:	Compulsory
Lecture	:	Prof. Dr. Noldy Palengkahu M.Pd

F.   **Learning Outcomes**

a.   Attitude
*   Strongly believe in the Almighty God and able to demonstrate the religious attitude by promoting honesty
*   Uphold the values of humanity in carrying out lectures based on religion, morals and ethics by being patient, meticulous, and thorough;
*   Internalize academic values, norms, and ethics through reflection on statistical utilization steps in language learning

b.   Knowledge
*   Demonstrate knowledge about the basic principles of learning English for young learners
*   Demonstrate the knowledge and skills regarding skill learning and language aspects, using games, songs and stories in learning on youth learning.
*   Demonstrate the ability to make materials and evaluate learning

c.   Skills
*   Able to use the scientific work of English to communication both oral and written in the academic context in smoothly, accurately, and acceptably.

General competencies for Master

1.   Able to develop logical, critical, systematic, and creative thinking through scientific research, creation of design or artwork in science and technology that pay attention and apply humanity value according to their expertise, compile scientific conception and result of study based on rules, and scientific ethics in the form of a thesis published, articles in accredited scientific journals;

2. Able to perform academic validation or assessment in accordance with their areas of expertise in solving problems in relevant communities or industries through the development of knowledge and expertise;
3. 3.Able to formulate ideas, ideas and scientific arguments in a responsible and based on academic ethics, and communicate them through the media to the academic community and wider community;
4. Able to identify the scientific field that became the object of his research and position it into a research map developed through inter or multidisciplinary approach;
5. Able to take decisions in the context of solving problems of science and technology development that concerns and implements the value of humanities based on the study, analysis or experiment toward information and data;
6. Able to manage, develop and maintain networking with colleagues within institutions and the broader research community;
7. Able to increase the capacity of learning independently;
8. Capable of documenting, storing, securing, and rediscovering data research results in order to ensure validity and prevent plagiarism;

Main competencies

a. Have English language proficiency and communication skill in oral and written with English proficiency equivalent to TOEFL score of 500/IELTS 6
b. Able to use linguistic basic concepts in language learning.
c. Able to use basic concepts of literary type in English learning.
d. Have a positive understanding and attitude towards the differences between cultures
e. Able to develop learning tools that are consistent with the characteristics of learners.
f. Able to apply the design of learning in varied learning situations.
g. Able to manage classes effectively based on behavior modification principles.
h. Able to do research in learning English.
i. Able to use information and communication technology (ICT) in Learning English.
j. Have the ability to think and critical literacy.

G. Lesson Plan Description

Sessions	Indicators of Course Learning Outcomes	Course Materials	Learning Activities	Assessment and Assignment	Time	References
1	Students identify the course content, activities, learning, supports, and its assessment.	Overview of the course	- Lecturer's presentation - Discussion and question-answer - Negotiation between on the course-related aspect.	Participants	2x50''	Syllabus
2	Students understand basic principles of learning English for Young Learners	Basic principles of learning English for Young Learners	Through discussion, students are explained the basic principles of learning English for Young Learners	Asking and answering questions about the basic principles of learning English for Young Learners	2x50''	Celce and Macintosh (1979), Lee (1984), Taylor (2014)
3-4	Students understand skill learning and language aspects	Skill learning and language aspects	Through discussion, students are explained about skill learning and language aspects	Asking and answering questions about skill learning and language aspects	2x50''	Celce and Macintosh (1979), Lee (1984), Taylor (2014
5-7	Students have the ability to explain the use of games, songs, and stories in learning	Games, songs, and stories in learning	Through discussion, students are explained about the use of games, songs, and stories in learning	Asking and answering question about the use of games, songs, and stories in learning	2x50''	Celce and Macintosh (1979), Lee (1984), Taylor (2014
8	Mid Semester Test			In the midterm evaluation, students will be assessed contracted response	2x50''	

				type of assessment converting the materials they have learned.		
9-11	Students understand and can explain the use of visual aids and digital learning	Visual aids and digital learning	Through discussion, students are explained the use of visual aids and digital learning	Asking and answering questions about the use of visual aids and digital learning	2x50''	Celce and Macintosh (1979), Lee (1984), Taylor (2014
12-13	Students understand and can explain about how to make materials and evaluate learning.	Make materials and evaluate learning.	Through discussion, students are explained about how to make materials and evaluate learning.	Asking and answering questions about how to make materials and evaluate learning.	2x50''	Celce and Macintosh (1979), Lee (1984), Taylor (2014
14-15	Students understand and can explain about other issue emerging from the discussion	Other issue emerging from the discussion	Through discussion, students are explained about other issue emerging from the discussion	Asking and answering question about other issue emerging from the discussion	2x50''	Celce and Macintosh (1979), Lee (1984), Taylor (2014
16	Final semester exam.				2x50''	

D. ASSESSMETS (Criteria, Indicator, Scoring)

A. Process Assessment (60%)
1. Attitude (referring to the general description)
2. Participants and activities in the learning process (lecturers, laboratory, practices, workshop)
3. Completion of tasks (Identify/Adaptation paper/ journal reviews).

B. Product Assessment (40%)
1. Mid-Semester Exam
2. Final Semester Exam

C. Scoring Reference
Scoring reference uses the following range*:

Final scoring Conversion

Range	Final Score
3.60 – 4.00	A
3.00 – 3.59	B
2.00 – 2.99	C
1.00 – 1.99	D
0 – 0.99	E

*Based on the Faculty circular and UNIMA Guidelines 2016.

11) Discourse Analysis

A. Course Identity

Study Program	:	English Education
Level	:	S2
Course	:	Discourse Analysis
Course Code	:	81022202
Semester	:	II
Credit hours	:	3
Pre-requisite	:	
Course Status	:	Compulsory
Lecture	:	Nitha V. F. Liando, M.A., Ph.D

B. Learning Outcomes

a. Attitude
  * Strongly believe in the Almighty God and able to demonstrate the religious attitude by promoting honesty;
  * Uphold the values of humanity in carrying out lectures based on religion, morals, and ethics by being patient, meticulous, and thorough;
  * Internalize academic values, norms, and through reflection on statistical utilization steps in language learning.

b. Knowledge
  * Become familiar with theoretical frameworks and currents issues in discourse analysis
  * Demonstrate the relevance and usefulness of discourse studies to the field of applied linguistics
  * Evaluate the practical application of the course instruction

c. Skills
  * Able to use the scientific works of English to communicate both oral and written in the academic context in smoothly, accurately, and acceptably.

General competencies for Master

1. Able to develop logical, critical, systematic, and creative thinking through scientific research, creation of design or artwork in science and technology that pay attention and apply humanity value according to their expertise, compile scientific conception and result of study based on rules, and scientific ethics in the form of a thesis published, articles in accredited scientific journals;

2. Able to perform academic validation or assessment in accordance with their areas of expertise in solving problems in relevant communities or industries through the development of knowledge and expertise;
3. 3.Able to formulate ideas, ideas and scientific arguments in a responsible and based on academic ethics, and communicate them through the media to the academic community and wider community;
4. Able to identify the scientific field that became the object of his research and position it into a research map developed through inter or multidisciplinary approach;
5. Able to take decisions in the context of solving problems of science and technology development that concerns and implements the value of humanities based on the study, analysis or experiment toward information and data;
6. Able to manage, develop and maintain networking with colleagues within institutions and the broader research community;
7. Able to increase the capacity of learning independently;
8. Capable of documenting, storing, securing, and rediscovering data research results in order to ensure validity and prevent plagiarism;

Main competencies

a. Have English language proficiency and communication skill in oral and written with English proficiency equivalent to TOEFL score of 500/IELTS 6
b. Able to use linguistic basic concepts in language learning.
c. Able to use basic concepts of literary type in English learning.
d. Have a positive understanding and attitude towards the differences between cultures
e. Able to develop learning tools that are consistent with the characteristics of learners.
f. Able to apply the design of learning in varied learning situations.
g. Able to manage classes effectively based on behavior modification principles.
h. Able to do research in learning English.
i. Able to use information and communication technology (ICT) in Iearning English.
j. Have the ability to think and critical literacy.

C. Lesson Plan Description

Sessions	Indicators of Course Learning Outcomes	Course Material	Learning Activities	Assessment and Assignments	Time	Reference
1	Students identify the course content, activities, learning, supports, and its assessment.	Overview of the course	- Lecturer's presentation - Discussion and question-answer - Negotiation between on the course-related aspect.	Participants	2x50''	Syllabus
2	Students understand the study of discourse	The study of discourse	a. Through discussion, students are explained about the study of discourse	a. Asking and answering questions about the study of discourse b. Reporting the summary of readings on the study of discourse	2x50''	Brian Paltridge (2006).
3	Students understand pragmatics and approaches to pragmatics	Pragmatics and approaches to pragmatics	Through discussion, students are explained about pragmatics and approaches to pragmatics	a. Asking and answering question about pragmatics and approaches to pragmatics	2x50''	Brian Paltridge (2006).
4	Students have the ability to explain about speech acts	Speech Acts	Through discussion, students are explained about speech acts	b. Asking and answering questions about speech acts	2x50''	Brian Paltridge (2006).
5	Students have the ability to explain conversational implicature	Conversational Implicature	Through discussion, students are explained conversational implicature	Asking and answering question about conversational implicature		Brian Paltridge (2006).
6	Students have the ability to explain about	Indirectness	Trough discussion, students are explained	a. Asking and answering question	2x50''	Brian Paltridge

	indirectness		about indirectness	about indirectness		(2006).
7	Students understand and can explain theories of politeness	Theories of politeness	a. Through discussion, students are explained theories of politeness	Asking and answering questions about theories of politeness	2x50''	Brian Paltridge (2006).
8	**Mid Semester Test**			In the midterm evaluation, students will be assessed constructed response type of assessment covering the materials they have learned	2x50''	
9	Students understand and can explain about construction of meaning	Construction meaning	Through discussions, students are explained about construction of meaning.	a. Asking and answering questions about construction of meaning	2x50''	Brian Paltridge (2006).
10	Students understand and can explain genre analysis	Genre analysis	Through discussion, students are explained genre analysis	a. Asking and answering questions about genre abalysis	2x50''	Brian Paltridge (2006).
11	Students understand and can explain Critical discourse analysis	Critical discourse analysis	Through discussion, students are explained about Critical discourse analysis	a. Asking and answering question about critical discourse analysis	2x50''	Brian Paltridge (2006).
12	Students understand and can explain about gender in discourse	Gender in discourse	Through discussion, students are explained about gender in discourse	a. Asking and answering question about gender in discourse	2x50''	Brian Paltridge (2006).
13	Students understand and can explain discourse and culture	Discourse and culture	Through discussions, students are explained about discourse and culture	a. Asking and answering questions about discourse and culture	2x50''	Brian Paltridge (2006).

14	Students understand and can explain applied discourse analysis	Applied discourse analysis	Through discussion, students are explained about applied discourse analysis	a. Asking and answering questions about applied discourse analysis	2x50''	Brian Paltridge (2006).
15-16	**Final Exam : Article/Paper Presentation**				2x50''	

c. ASSESSMENTS (Criteria, Indicator, Scoring)

A. Process Assessment (60%)
12) Attitude (referring to the general description)
13) Participants and activities in the learning process (lecturers, laboratory, practices, workshop)
14) Completion of tasks (Identify/Adaptation paper/ journal reviews).

B. Product Assessment (40%)
1. Mid-Semester Exam
2. Final Semester Exam
3. Research project-based paper

C. Scoring Reference
Scoring reference uses the following range*:

Final scoring Conversion

Range	Final Score
3.60 – 4.00	A
3.00 – 3.59	B
2.00 – 2.99	C
1.00 – 1.99	D
0 – 0.99	E

*Based on the Faculty circular and UNIMA Guidelines 2016.

12) Methods of Teaching Foreign Language

A. Course Identity

Study Program	:	English Education
Level	:	S2
Course	:	Methods of Teaching Foreign Languages
Course Code	:	81033309
Semester	:	III
Credit hours	:	3
Pre-requisite	:	
Course Status	:	Compulsory
Lecture	:	Prof. Dr. A. G. Senduk, M.Pd

B. Learning Outcomes

a. Attitude
- Strongly believe in the Almighty God and able to demonstrate the religious attitude by promoting honesty
- Uphold the values of humanity in carrying out lectures based on religion, morals and ethics by being patient, meticulous, and thorough;
- Internalize academic values, norms, and ethics through reflection on statistical utilization steps in language learning

b. Knowledge
- Demonstrate knowledge about the roles of interaction and classroom relationship, in particular in foreign language classroom management.

General competencies for Master

1. Able to develop logical, critical, systematic, and creative thinking through scientific research, creation of design or artwork in science and technology that pay attention and apply humanity value according to their expertise, compile scientific conception and result of study based on rules, and scientific ethics in the form of a thesis published, articles in accredited scientific journals;
2. Able to perform academic validation or assessment in accordance with their areas of expertise in solving problems in relevant communities or industries through the development of knowledge and expertise;
3. Able to formulate ideas, ideas and scientific arguments in a responsible and based on academic ethics, and communicate them through the media to the academic community and wider community;

4. Able to identify the scientific field that became the object of his research and position it into a research map developed through inter or multidisciplinary approach;
5. Able to take decisions in the context of solving problems of science and technology development that concerns and implements the value of humanities based on the study, analysis or experiment toward information and data;
6. Able to manage, develop and maintain networking with colleagues within institutions and the broader research community;
7. Able to increase the capacity of learning independently;
8. Capable of documenting, storing, securing, and rediscovering data research results in order to ensure validity and prevent plagiarism;

Main competencies

a. Have English language proficiency and communication skill in oral and written with English proficiency equivalent to TOEFL score of 500/IELTS 6
b. Able to use linguistic basic concepts in language learning.
c. Able to use basic concepts of literary type in English learning.
d. Have a positive understanding and attitude towards the differences between cultures
e. Able to develop learning tools that are consistent with the characteristics of learners.
f. Able to apply the design of learning in varied learning situations.
g. Able to manage classes effectively based on behavior modification principles.
h. Able to do research in learning English.
i. Able to use information and communication technology (ICT) in Learning English.
j. Have the ability to think and critical literacy.

C. Lesson Plan Description

Sessions	Indicators of Course Learning Outcomes	Course Materials	Learning Activities	Assessment and Assignment	Time	References
1	Students identify the course content, activities, learning, supports, and its assessment.	Overview of the course	- Lecturer's presentation - Discussion and question-answer - Negotiation between on the course-related aspect.	Participants	2x50''	Syllabus
2	Students understand the language classroom, role and interaction relationship	Language classroom, role and interaction relationship	a. Through discussion, students are explained about the language classroom, role and interaction relationship	a. Asking and answering questions about the language classroom, role and interaction relationship b. Reporting the summary of readings on the language classroom, role and interaction relationship	2x50''	Hall and Hewings (2001)
3	Students understand about intervening in language classroom, classroom management, interaction learning opportunities	Intervening in language classroom, classroom management, interaction learning opportunities	Through discussion, students are explained about intervening in language classroom, classroom management, interaction learning opportunities	a. Asking and answering questions about intervening in language classroom, classroom management, interaction learning opportunities	2x50''	Hall and Hewings (2001)
4	Students have the ability to explain the	The language classroom in theory	Through discussion, students are explained	Asking and answering question about the	2x50''	Hall and Hewings

	language classroom in theory and practices: complex, diversity and local	and practices: complex, diversity and local	about the language classroom in theory and practices: complex, diversity and local	language classroom in theory and practices: complex, diversity and local		(2001)
5	Students have the ability method, post method and methodology	Method, post method and methodology	Through discussion students are explained about method, post method and methodology	Asking and answering question about method, post method and methodology		Hall and Hewings (2001)
6	Student have the ability to explain institutional and frameworks and social context	institutional and frameworks and social context	Through discussion, students are explained about institutional and frameworks and social context	a. Asking and answering question about institutional and frameworks and social context	2x50''	Hall and Hewings (2001)
7	Student understand and can explain the adapting individualization techniques for large classes	Adapting individualization techniques for large classes	a. Through discussion, students are explained about individualization techniques for large classes	Asking and answering question about individualization techniques for large classes	2x50''	Hall and Hewings (2001)
8	Mid Semester Test			In the midterm evaluation, students will be assessed contracted response type of assessment converting the materials they have learned.	2x50''	
9-11	Students understand and can explain about direction in	Direction in curriculum change	Through discussion, students are explained about direction in curriculum change	Asking and answering questions about direction in curriculum change	2x50''	Hall (2011)

	curriculum change					
12-13	Students understand and can explain about political and institutional constrains in curriculum development.	Political and institutional constrains in curriculum development.	Through discussion, students are explained about political and institutional constrains in curriculum development	Asking and answering questions about political and institutional constrains in curriculum development.	2x50''	Block and Cameron (2002)
14	Students understand and can explained about methods and materials	methods and materials	Through discussion students are explained about methods and materials	Asking and answering question about methods and materials	2x50''	Richards and Rodgers (1990)
14-15	Students understand and can explain about globalization method and practices in periphery classroom	globalization method and practices in periphery classroom	Through discussion, students are explained about globalization method and practices in periphery classroom	Asking and answering question about globalization method and practices in periphery classroom	2x50''	Block and Cameron (2002)
16	**Final semester exam.**				2x50''	

D. ASSESSMETS (Criteria, Indicator, Scoring)

A. Process Assessment (60%)
1. Attitude (referring to the general description)
2. Participants and activities in the learning process (lecturers, laboratory, practices, workshop)
3. Completion of tasks (Identify/Adaptation paper/ journal reviews).

B. Product Assessment (40%)
1. Mid-Semester Exam
2. Final Semester Exam

C. Scoring Reference
Scoring reference uses the following range*:

Final scoring Conversion

Range	Final Score
3.60 – 4.00	A
3.00 – 3.59	B
2.00 – 2.99	C
1.00 – 1.99	D
0 – 0.99	E

*Based on the Faculty circular and UNIMA Guidelines 2016.

13) Literary Theories and ELT

A. Course Identity

Study Program   : English Education
Level   : S2
Course   : Literary Theories and ELT
Code   : 81032211
Credit hours   III
Semester   2
Pre-requisite   : -
Course status   : Compulsory
Lecturer   : Dr. Gidion Maru, M. Hum.

B. Learning Outcomes

a. Attitude
   • Strongly believe in the Almight God and able to demonstrate the religious attitude by promoting honesty;
   • Uphold the values of humanity in carrying out lectures based on religion, morals and ethics by being patient, meticulous, and thorough;
   • Internalize academic values, norms, and ethics through reflection on statistical utilization steps in language learning.

b. Knowledge
   • Gain knowledge on literary theories relevant to the language learning
   • Implement theories such as New Criticism, Structuralism, Stylistics, Reader-Response, Language-based, Semiotics, Deconstruction, Critical literacy, and Jeremiad in the language classroom.
   • Engage and appreciate literary work/genres for the use of language teaching in the various levels.

c. Skills
   • Able to use the scientific work of English to communicate both oral and written in the academic context in smoothly, accurately, and acceptably.

General competencies for Master

1. Able to develop logical, critical, systematic, and creative thinking through scientific research, creation of design or artwork in science and technology that pay attention and apply humanity value according to their expertise, compile scientific conception and result of study based on rules, and scientific ethics in the form of a thesis published, articles in accredited scientific journals;
2. Able to perform academic validation or assessment in accordance with their areas of expertise in solving problems in relevant communities or industries through the development of knowledge and expertise;
3. Able to formulate ideas, ideas and scientific arguments in a responsible and based on academic ethics, and communicate them through the media to the academic community and wider community;
4. Able to identify the scientific field that became the object of his research and position it into a research map developed through inter or multidisciplinary approach;
5. Able to take decisions in the context of solving problems of humanities based on the study, analysis or experiment toward information and data;
6. Able to manage, develop and maintain networking with colleagues within institutions and the broader research community.
7. Able to increase the capacity of learning independently;
8. Capable of documenting, storing, securing, and radiscovering data research in order to ensure validity and prevent plagiarism;

Main competencies

a. Have English language proficiency and communication skill in oral and written with English proficiency equivalent to TOEFL score of 500/IELTS 6.
b. Able to use linguistic basic concepts in language learning.
c. Able to use basic concepts of literary type in English learning.
d. Have a positive understanding and attitude towards the differences between cultures.
e. Able to develop learning tools that are consistent with the characteristics of learners.
f. Able to apply the design of learning in varied learning situations.
g. Able to manage classes effectively based on behavior modification principles.
h. Able to do research in learning English.
i. Able to use information and communication technology (ICT) in learning English.
j. Have the ability to think and critical literacy.

C. Lesson Plan Description

Sessions	Indicators of Course Learning Outcomes	Course Materials	Learning Activities	Assessment and Assignments	Time	References
1	Students Identify the course content, activities, learning supports, and its assessment,	Overview of the course	- Lecturer's presentatation - Discussion and question –answer - Negatiation between the lecturer and students on the course-related aspects	Participation	2x50*	Syllabus
2	Students understand the connection of literature to the practice of language teaching: the use and impact	Connecting literature to the practice of language teaching: the use and impact	Through discussion, students are introduced to the connection of literature of language teaching: the use and impact	a. Asking and answering questions about the connection of literature to the practice of language teaching: the use and impact b. Reporting the summery of readings on the connection of literature to the practice of language teaching: the use and impact	2x50*	Chen (2014)

| 3 | a. Students have the ability to explain ideas of applying literary genres for language learning and their theories | ideas of applying literary genres for language learning and their theories | a. Through discussion, students examine the ideas of applying literary genres for language learning their theories
b. Students discuss the scope and relevance applying literary genres for language learning and their theories | a. Asking and answering questions about the ideas of applying literary genres for language learning and their theories
b. Reporting the summery of readings on the ideas of applying literary genres for language learning their theories | 2x50* | Thom (2008) |
| 4-5 | a. Students have the application of New Criticism in language classroom.
b. Students are able to write a paper based on reference reviews based on the concepts. | Elaborating the application of New Criticism in language classroom. | a. Through discussion, students are introduced to the application of New Criticism in language classroom.
b. Students discuss ideas of applying literary genres for language learning and their theories. | a. Asking and answering questions about the application of New Criticism in language classroom.
b. Using the concepts, write a paper based on reference reviews
Length: 1500- 2000 | 2x50* | Thom (2008) |

6-7	Students have the ability to elaborate the impacts of stylistic approach in the classroom	Impacts of stylistic approach in the classroom	Through discussion, students are able to elaborate the impacts of stylistic approach in the classroom	a. Asking and answering questions about elaborate the impacts of stylistic approach in the classroom b. Students find related articles and write an adaptation paper. Length: 1000- 1500 words, then discuss the adaption paper	2x50*	Thom (2008)
8-9	Students have the ability to explain the implementation of Reader-Response for language learning	Implementing Reader-Response for language learning	Through discussion, students are explained about the implementation of Reader-Response for language learning	a. Asking and answering questions about the implementation of Reader-Response for language learning b. Students are asked to find related articles and write a journal review. Length: 1000- 1500 words	2x50*	Thom (2008)
10-11	Students understand and can explain the use of language-based theory and semiotics in the practice of ELT.	The use of language-based theory and semiotics in the practice of ELT.	a. Through discussion, students are introduced to the use of language-based theory and semiotics in the practice of ELT.	a. Asking and answering questions about the use of language-based theory and semiotics in the practice of ELT.	2x50*	

12-13	Students understand and can explain the deconstruction and critical lireracy for language learning	Bringing deconstruction and critical lireracy for for language learning	a. Through discussion, students are introduced to the deconstruction and critical lireracy for language learning b. Find related articles and write a journal review	a. Asking and answering questions about explain the deconstruction and critical lireracy for language learning	2x50*	Culler (1982)
14-15	Students understand and can explain the Jeremiad approach an literary genres in teaching language	Jeremiad approach an literary genres in teaching language	a. Through discussion, students are introduced to the Jeremiad approach an literary genres in teaching language	a. Asking and answering questions about Jeremiad approach an literary genres in teaching language	2x50*	Chen (2014)
16	**Final Semester Exam**					

D. ASSESSMENTS (Criteria, Indicator, Scoring)

A. Process Assessment (60%)
  a. Attitude (referring to the general description)
  b. Participation and activities in the learning process (lectures, laboratory practices, workshops)
  c. Completion of tasks (Identity/Adaptation paper/journal reviews)

B. Product Assessment (40%)
  1. Mid-Semester Exam
  2. Final Semester Exam
  3. Project-based paper

C. Scoring Reference
  Scoring reference uses the following range*Final Scoring Conversion

Range	Final Score
3.60 – 4.00	A
3.00 – 3.59	B
2.00 – 2.99	C
1.00 – 1.99	D
0 – 0.99	E

14) Current Issues on ELT

A. Course Identity

Study Program   : English Education
Level   : S2
Course   : Current Issue on ELT
Course Code   : 81042217
Semester   : III
Credit hours   : 2
Pre-requisite   :
Course Status   : Compulsory
Lecturer   : Prof. Dr. Noldy Pelengkahu, M.Pd

B. Learning Outcomes

15) Attitude
- Strongly believe in the Almighty God and able to demonstrate the religious attitude by promoting honesty;
- Uphold the values of humanity in carrying out lectures based on religion, morals and ethics by being patient, meticulous, and thorough;
- Internalize academic values, norms, and ethics through reflection on statistical utilization steps in language learning.

b. Knowledge

- Demonstrate knowledge about the latest issues in teaching English especially in the areas of curriculum application, teaching and learning process, teaching technique, communicative language teaching, and contextual teaching learning.
- Demonstrate the ability to identify various problems and issues as well as find solutions that match the theory, reference, and research results.

c. Skills

- Able to use the scientific work of English to communicate both oral and written in the academic context in smoothly, accurately, and acceptably.

General competencies for Master

2. Able to develop logical, critical, systematic, and creative thinking through scientific research, creation of design or artwork in science and technology that pay attention and apply humanity value according to their expertise, compile scientific conception and result of study based on rules, and scientific ethics in the form of a thesis published, articles in accredited scientific journals;
3. Able to perform academic validation or assessment in accordance with their areas of expertise in solving problems in relevant communities or industries through the development of knowledge and expertise;
4. Able to formulate ideas, ideas and scientific arguments in a responsible and based on academic ethics, and communicate them through the media to the academic community and wider community;

5. Able to identify the scientific field that became the object of his research and position it into a research map developed through inter or multidisciplinary approach;
6. Able to take decisions in the context of solving problems of science and technology development that concerns and implements the value of humanities based on the study, analysis or experiment toward information and data;
7. Able to manage, develop and maintain networking with colleagues within institutions and the broader research community;
8. Able to increase the capacity of learning independently;
9. Capable of documenting, storing, securing, and rediscovering data research results in order to ensure validity and prevent plagiarism;

Main competencies

b. Have English language proficiency and communication skill in oral and written with English proficiency equivalent to TOEFL score of 500 / IELTS 6
c. Able to use linguistic basic concepts in language learning.
d. Able to use basic concepts of literary type in English learning.
e. Have a positive understanding and attitude towards the differences between cultures
f. Able to develop learning tools that are consistent with the characteristics of learners.
g. Able to apply the design of learning in varied learning situations.
h. Able to manage classes effectively based on behavior modification principles.
i. Able to do research in learning English.
j. Able to use information and communication technology (ICT) in learning English
k. Have the ability to think and critical literacy.

C. Lesson Plan Description

Sessions	Indicators of Course Learning Outcomes	Course Materials	Learning Activities	Assessment and assignment	Time	Resources and media
1	Students identify the course content, activities, learning supports, and its assessment.	Overview of the course	• Lecturer's presentation • Discussion and question-answer • Negotiation between the lecturer and students on the course-related aspects	Participation	2x50'	Syllabus
2	Students understand current issues in teaching English especially in the areas of curriculum application	Current issues in teaching English especially in the areas of curriculum application	Through a discussion, students explain about current issue in teaching English especially in the areas of curriculum application	a. Asking and answering questions about current issue in teaching English especially in the areas of curriculum application	2x50'	Carter and Nunan(2011) Knapp and Seidlhofer (2009)
3-4	Students understand current issues in the areas of teaching and learning process and teaching techniques	Current issues in the areas of teaching and learning process and teaching techniques	Through a discussion, students explain about current issues in the areas of teaching and learning process and teaching techniques	Asking and answering questions about current issues in the areas of teaching and learning process and teaching techniques	2x50'	Carter and Nunan(2011) Knapp and Seidlhofer (2009)
5-7	Students have the ability to explain current issue in communicative language teaching	Current issue in communicative language teaching	Through a discussion, students explain about the current issues in communicative language teaching	Asking and answering question about the current issue in communicative language teaching	2x50'	Carter and Nunan (2011) Knapp and Seidlhofer (2009

8	**Mid Semester Test**	In midterm evaluation, students will be assessed constructive response type of assessment covering the materials they have learned			2x50'	
9-11	Students understand and can explain about current issues in contextual teaching learning	Current issues in contextual teaching learning	Through a discussion, students explain about current issues in contextual teaching learning	Asking and answering question about current issues in contextual teaching learning	2x50'	Kumaradivelu (2004) Widowson (2003)
12-13	Students understand and can explain about various problems and issues as well as solutions that match the theory, reference and research result	Various problems and issues as well as solutions that match the theory, reference and research result	Through a discussion, students explain about various problems and issues as well as solutions that match the theory, reference and research result	Asking and answering question about various problems and issues as well as solutions that match the theory, reference and research result	2x50'	Kumaradivelu (2004) Widowson (2003
14-15	Students understand and can explain about other issue emerging from the discussion	Other issue emerging from the discussion	Through a discussion, students explain about other issue emerging from the discussion	Asking and answering question about other issue emerging from the discussion	2x50'	Carter and Nunan (2011) Knapp and Seidlhofer (2009)
16	**Final Exam**				2x50'	

E. ASSESSMENTS (Criteria, Indicator, Scoring)

A. Process Assessment (60%)

1. Attitude (referring to the general description)
2. Participation and activities in the learning process (lectures, laboratory practices, workshops)
3. Completion of tasks (Identity/Adaptation paper/journal reviews)

B. Product Assessment (40%)

1. Mid-Semester Exam
2. Final Semester Exam

C. Scoring Reference

Scoring reference uses the following range*:

Final Scoring Conversion

Range	Final Score
3.60 - 4.00	A
3.00 - 3.59	B
2.00 - 2.99	C
1.00 - 1.99	D
0 - 0.99	E

*Based on the Faculty circular and UNIMA Guidelines 2016

15) Language Testing

A. Course Identity

Study Program	: English Education
Level	: S2
Course	: Language Testing
Course Code	: 81032310
Semester	: III
Credit hours	: 2
Pre-requisite	:
Course Status	: Compulsory
Lecturer	: Dr. Elizabeth Zuska Oroh, M.Hum.

B. Learning Outcomes

a. Attitude
- Strongly believe in the Almighty God and able to demonstrate the religious attitude by promoting honesty;
- Uphold the values of humanity in carrying out lectures based on religion, morals and ethics by being patient, meticulous, and thorough;
- Internalize academic values, norms, and ethics through reflection on statistical utilization steps in language learning.

b. Knowledge
- Demonstrate knowledge about types of test based on curriculum purpose
- Demonstrate the relevance and usefulness of types of tests based
- Demonstrate the practical application of the course instruction

c. Skills
- Able to use the scientific work of English to communicate both oral and written in the academic context in smoothly, accurately, and acceptably.

General competencies for Master
1. Able to develop logical, critical, systematic, and creative thinking through scientific research, creation of design or artwork in science and technology that pay attention and apply humanity value according to their expertise, compile scientific conception and result of study based on rules, and scientific ethics in the form of a thesis published,=articles in accredited scientific journals;
2. Able to perform academic validation or assessment in accordance with their areas of expertise in solving problems in relevant communities or industries through the development of knowledge and expertise;
3. Able to formulate ideas, ideas and scientific arguments in a responsible and based on academic ethics, and communicate them through the media to the academic community and wider community;

4. Able to identify the scientific field that became the object of his research and position it into a research map developed through inter or multidisciplinary approach;
5. Able to take decisions in the context of solving problems of science and technology development that concerns and implements the value of humanities based on the study, analysis or experiment toward information and data;
6. Able to manage, develop and maintain networking with colleagues within institutions and the broader research community;
7. Able to increase the capacity of learning independently;
8. Capable of documenting, storing, securing, and rediscovering data research results in order to ensure validity and prevent plagiarism;

Main competencies
   a. Have English language proficiency and communication skill in oral and written with English proficiency equivalent to TOEFL score of 500 / IELTS 6
   b. Able to use linguistic basic concepts in language learning.
   c. Able to use basic concepts of literary type in English learning.
   d. Have a positive understanding and attitude towards the differences between cultures
   e. Able to develop learning tools that are consistent with the characteristics of learners.
   f. Able to apply the design of learning in varied learning situations.
   g. Able to manage classes effectively based on behavior modification principles-
   h. Able to do research in learning English.
   i. Able to use information and communication technology (ICT) in learning English.
   j. Have the ability to think and critical literacy.

C. Lesson Plan Description

Sessions	Indicators of Course Learning Outcomes	Course Materials	Learning Activities	Assessment and Assignments	Time	References
1	Students Identify the course content, activities, learning supports, and its assessment,	Overview of the course	- Lecturer's presentatation - Discussion and question –answer - Negatiation between the lecturer and students on the course-related aspects	Participation	2x50*	Syllabus
2	Students understand the types of test based on purposes	Types of test based on purposes	Through discussion, students are explained about the types of test based on puposes	a. Asking and answering questions about the types of test based on purposes b. Reporting the summery of readings on the types of test based on purposes	2x50*	Nathan Carr (2011)
3	Students understand the ways of looking at tests	Ways of looking at tests	Through discussion, students are explained about the ways of looking at tests	Asking and answering question about the ways of looking at tests	2x50*	Nathan Carr (2011)
4	Student have the ability to explain what we want tests to tell us	What we want tests to tell us	Through discussion, students are about what we want to tell us	Asking and answering question about what we want to tell us	2x50*	Nathan Carr (2011)

					2x50*	Nathan Carr (2011)
5	Students have the ability to explained about task format	Task format	Through discussion, students are explained about task format	Asking and answering question about task format	2x50*	Nathan Carr (2011)
6	Student have the ability to explained about planning and designing the test	Planning and designing test	Through discussion, students are explained about planning and designing the test	Asking and answering question about planning and designing the test	2x50*	Nathan Carr (2011)
7	Students understand and can explain the specifications of the overall test structure	Specification of the overall test structure	Through discussion, students are explained about the specifications of the overall test structure	Asking and answering question about the specification of the specifications of the overall test structure	2x50	Nathan Carr (2011)
8	**Mid Term**	In the midterm evaluation, students will be assessed constructed response type of assessment covering the materials they have learned			2x50*	
9-10	Students understand and can explained about writing the specification for individual test tasks	Writing specification individual test tasks	Through discussion, students are explained about writing the specifications for individual test tasks	Asking and answering question about writing the specification for individual test tasks	2x50*	Nathan Carr (2011)
11-12	Students understand and can explained about writing test	Writing test	Through discussion, students are explained about writing test	Asking and answering question about writing the test	2x50*	Nathan Carr (2011)
11-12	Students understand and can explained about consistency of measurement	Consistency of measurement	Through discussion, students are explained about consistency of measurement	Asking and answering questions about consisitency of measurement	2x50*	Nathan Carr (2011)

13-14	Students understanding and can explained about rating scales for extended production tasks	Rating scales for extended production tasks	Through discussion, studenta are explained about rating scales for extended production tasks	Asking and answering questions about rating scales for extended production tasks	2x50*	Nathan Carr (2011)
15	Students understanding and can explained about validition	Validition	Through discussion, students are explained about validition	Asking and answering questions about validition	2x50*	Nathan Carr (2011)
16	**Final Semester Exam**				2x50*	

D. ASSESSMENTS (Criteria, Indicator, Scoring)

A. Process Assessment (60%)
 a. Attitude (referring to the general description)
 b. Participation and activities in the learning process (lectures, laboratory practices, workshops)
 c. Completion of tasks (Identity/Adaptation paper/journal reviews)

B. Product Assessment (40%)
 a. Mid-Semester Exam
 b. Final Semester Exam

C. Scoring Reference
Soring reference uses the following range*: Final Scoring Conversion

Range	Final Score
3.60 – 4.00	A
3.00 – 3.59	B
2.00 – 2.99	C
1.00 – 1.99	D
0 – 0.99	E

16) Translation in Language Teaching and Learning

A. Course Identity

Study Program   : English Education
Level   : S2
Course   : Translation
Course Code   : 81032314
Semester   : III
Credit hours   : 2
Pre-requisite   :
Course Status   : Compulsory
Lecturer   : Nihta V.F. Liando, M.A., Ph.D

B. Learning Outcomes

a. Attitude

- Strongly believe in the Almighty God and able to demonstrate the religious attitude by promoting honesty;
- Uphold the values of humanity in carrying out lectures based on religion, morals and ethics by being patient, meticulous, and thorough;
- Internalize academic values, norms, and ethics through reflection on statistical utilization steps in language learning.

1. Knowledge

- Demonstrate knowledge about translation studies as a separate discipline of knowledge
- Expand knowledge the awareness related to the nature of translations and arouse their interest to independently pursue translation theory issues
- Demonstrate the development of students' contrastive knowledge and their critical thinking skills, self-assessing and self-correcting techniques in monitoring their own progress

c. Skills

- Able to use the scientific work of English to communicate both oral and written in the academic context in smoothly, accurately, and acceptably.

General competencies for Master

1. Able to develop logical, critical, systematic, and creative thinking through scientific research, creation of design or artwork in science and technology that pay attention and apply humanity value according to their expertise, compile scientific conception and result of study based on rules, and scientific ethics in the form of a thesis published, articles in accredited scientific journals;
2. Able to perform academic validation or assessment in accordance with their areas of expertise in solving problems in relevant communities or industries through the development of knowledge and expertise;

3. Able to formulate ideas, ideas and scientific arguments in a responsible and based on academic ethics, and communicate them through the media to the academic community and wider community;
4. Able to identify the scientific field that became the object of his research and position it into a research map developed through inter or multidisciplinary approach;
5. Able to take decisions in the context of solving problems of science and technology development that concerns and implements the value of humanities based on the study, analysis or experiment toward information and data;
6. Able to manage, develop and maintain networking with colleagues within institutions and the broader research community;
7. Able to increase the capacity of learning independently;
8. Capable of documenting, storing, securing, and rediscovering data research results in order to ensure validity and prevent plagiarism;

Main Competencies

a. Have English language proficiency and communication skill in oral and written with English proficiency equivalent to TOEFL score of 500 / IELTS 6
b. Able to use linguistic basic concepts in language learning.
c. Able to use basic concepts of literary type in English learning.
d. Have a positive understanding and attitude towards the differences between cultures
e. Able to develop learning tools that are consistent with the characteristics of learners.
f. Able to apply the design of learning in varied learning situations.
g. Able to manage classes effectively based on behavior modification principles.
h. Able to do research in learning English.
i. Able to use information and communication technology (ICT) in learning English
j. Have the ability to think and critical literacy.

C. Lesson Plan Description

Sessions	Indicators of Course Learning Outcomes	Course Materials	Learning Activities	Assessment and Assignment	Time	Resources and Media
1	Students identify the course content, activities, learning supports, and its assessment.	Overview of the course	• Lecturer's presentation • Discussion and question-answer • Negotiation between the lecturer and students on the course-related aspects	Participation	2x50'	Syllabus
2	Students understand the history of translation: the rise and development of translation	History of translation: the rise and development of translation	Through a discussion, students explain about the translation, the rise and development of translation	a. Asking and answering questions about the history of translation: the rise and development of translation b. Reporting the summary of readings on the history of translation: the rise and development of translation	2x50'	Bassnett (1991)
3	Students understand about linguistic definition of translation; philological definition of translation, communicative definition of translation	Linguistic definition of translation, philological definition of translation, communicative definition of translation	Through a discussion, students explain about linguistic definition of translation, philological definition of translation, communicative definition of translation	Asking and answering questions about the linguistic definition of translation; philological definition of translation, communicative definition of translation	2x50'	Bassnett (1991)
4	Students have the ability to explain the nature of	The nature of translation	Through a discussion, students explain about the	Asking and answering question about the nature of	2x50'	Bassnett (1991)

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	translation		nature of translation	translation		
5	Students have the ability to explain the translation on word level	Translation on word level	Through a discussion, students explain about the translation on word level	Asking and answering question about the translation on word level	2x50'	Baker (2011)
6-7	Students have the ability to explain the translation above word level	Translation above word level	Through a discussion, students explain about the translation above word level	Asking and answering question about the translation above word level	2x50'	Baker (2011)
8	**Mid Semester Test**	In midterm evaluation, students will be assessed constructive response type of assessment covering the materials they have learned			2x50'	
9-10	Students understand and can explain about translation and grammar	Translation and grammar	Through a discussion, students explain about translation and grammar	Asking and answering question about translation and grammar	2x50'	Baker (2011)
12-13	Students understand and can explain about translation and pragmatic	Translation and pragmatic	Through a discussion, students explain about translation and pragmatic	Asking and answering question about translation and pragmatic	2x50'	Baker (2011)
14-15	Students understand and can explain about translation in context	Translation in context	Through a discussion, students explain about translation in context	Asking and answering question about translation in context	2x50'	Baker (2011)
16	**Final Exam**				2x50'	

D. ASSESSMENTS (Criteria, Indicator, Scoring)V.

A. Process Assessment (60%)

1. Attitude (referring to the general description)
2. Participation and activities in the learning process (lectures, laboratory practices, workshops)
3. Completion of tasks (Identity/Adaptation paper/journal reviews)

B. Product Assessment (40%)

4. Mid-Semester Exam
5. Final Semester Exam

C. Scoring Reference
Scoring reference uses the following range*:

Range	Final Score
3.60 – 4.00	A
3.00 – 3.59	B
2.00 – 2.99	C
1.00 – 1.99	D
0 – 0.99	E

17) Media Resources in English Teaching

A. Course Identity

Study Program	:	English Education
Level	:	S2
Course	:	Media Resources in ELT
Course Code	:	81042319
Semester	:	III
Credit hours	:	3
Pre-requisite	:	
Course Status	:	Compulsory
Lecture	:	Prof. Dr. Noldy Palengkahu M.Pd

B. Learning Outcomes

a. Attitude
- Strongly believe in the Almighty God and able to demonstrate the religious attitude by promoting honesty
- Uphold the values of humanity in carrying out lectures based on religion, morals and ethics by being patient, meticulous, and thorough;
- Internalize academic values, norms, and ethics through reflection on statistical utilization steps in language learning.

b. Knowledge
- Identify and learn about a wide variety of uses of technology in education and English language learning.
- Experience learning English language through the use of different types of media
- Access the internet and search useful online English learning resources
- Develop own English language learning source using blog
- Use other technologies to evaluate learning through media with some working knowledge on language teaching with special emphasis on teacher training and development, classroom management and practice, new technologies and language teaching and research on learner language.

c. Skills
- Able to use the scientific work of English to communicate both oral and written in the academic context in smoothly, accurately, and acceptably.

General competencies for Master

1. Able to develop logical, critical, systematic, and creative thinking through scientific research, creation of design or artwork in science and technology that pay attention and apply humanity value according to their expertise, compile scientific conception and result of study based on rules, and scientific ethics in the form of a thesis published, articles in accredited scientific journals;
2. Able to perform academic validation or assessment in accordance with their areas of expertise in solving problems in relevant communities or industries through the development of knowledge and expertise;
3. Able to formulate ideas, ideas and scientific arguments in a responsible and based on academic ethics, and communicate them through the media to the academic community and wider community;
4. Able to identify the scientific field that became the object of his research and position it into a research map developed through inter or multidisciplinary approach;
5. Able to take decisions in the context of solving problems of science and technology development that concerns and implements the value of humanities based on the study, analysis or experiment toward information and data;
6. Able to manage, develop and maintain networking with colleagues within institutions and the broader research community;
7. Able to increase the capacity of learning independently;
8. Capable of documenting, storing, securing, and rediscovering data research results in order to ensure validity and prevent plagiarism;

Main competencies

a. Have English language proficiency and communication skill in oral and written with English proficiency equivalent to TOEFL score of 500/IELTS 6
b. Able to use linguistic basic concepts in language learning.
c. Able to use basic concepts of literary type in English learning.
d. Have a positive understanding and attitude towards the differences between cultures
e. Able to develop learning tools that are consistent with the characteristics of learners.
f. Able to apply the design of learning in varied learning situations.
g. Able to manage classes effectively based on behavior modification principles.
h. Able to do research in learning English.
i. Able to use information and communication technology (ICT) in Learning English.
j. Have the ability to think and critical literacy.

C. Lesson Plan Description

Sessions	Indicators of Course Learning Outcomes	Course Materials	Learning Activities	Assessment and Assignment	Time	References
1	Students identify the course content, activities, learning, supports, and its assessment.	Overview of the course	- Lecturer's presentation - Discussion and question-answer - Negotiation between on the course-related aspect.	Participants	2x50''	Syllabus
2	Students understand the development of educational technology	Getting started: Lern&Live (Video): the development of educational technology	Through discussion, students are explained the development of educational technology	Asking and answering questions about the development of educational technology	2x50''	Smaldino, S.E., Lowther, D. L. & Rusell, J.D. (2008)
3-4	Students understand non-projected and projected media	Non-projected and projected media	Through discussion, students are explained about non-projected and projected media	Asking and answering questions about non-projected and projected media	2x50''	Smaldino, S.E., Lowther, D. L. & Rusell, J.D. (2008)
5-7	Students have the ability to explain the computer-based multimedia & networks	Audio – Video; computer-based multimedia & networks	Through discussion, students are explained about computer-based multimedia & networks	Asking and answering question about computer-based multimedia & networks	2x50''	Smaldino, S.E., Lowther, D. L. & Rusell, J.D. (2008)
8	Mid Semester Test			In the midterm evaluation, students will be assessed contracted response	2x50''	

				type of assessment converting the materials they have learned.		
9-11	Students understand and can explain the online learning strategies and distance learning type.	online learning strategies an distance learning type.	Through discussion, students are explained the online learning strategies and distance learning type.	Asking and answering questions about the online learning strategies and distance learning type.	2x50''	Smaldino, S.E., Lowther, D. L. & Rusell, J.D. (2008)
12-13	Students understand and can explain about ESL/EFL learning resources	Search for ESL/EFL learning resources	Through discussion, students are explained about ESL/EFL learning resources	Asking and answering questions about ESL/EFL learning resources	2x50''	Smaldino, S.E., Lowther, D. L. & Rusell, J.D. (2008)
14-15	Students understand and can explain about the copyright Law, virtual reality & other issues;	the copyright Law, virtual reality & other issues;	Through discussion, students are explained about the copyright Law, virtual reality & other issues;	Asking and answering question about the copyright Law, virtual reality & other issues;	2x50''	Smaldino, S.E., Lowther, D. L. & Rusell, J.D. (2008)
16	Final semester exam.				2x50''	

D. ASSESSMETS (Criteria, Indicator, Scoring)

Process Assessment (60%)

1. Attitude (referring to the general description)
2. Participants and activities in the learning process (lecturers, laboratory, practices, workshop)
3. Completion of tasks (Identify/Adaptation paper/ journal reviews).

Product Assessment (40%)
1. Mid-Semester Exam
2. Final Semester Exam

Scoring Reference
Scoring reference uses the following range*:

Final scoring Conversion

Range	Final Score
3.60 – 4.00	A
3.00 – 3.59	B
2.00 – 2.99	C
1.00 – 1.99	D
0 – 0.99	E

*Based on the Faculty circular and UNIMA Guidelines 2016.

<div align="center">**18) Academic Writing**</div>

A. Course Identity

Study Program	: English Education Level
Level	: S2
Course	: Academic Writing
Code	: 81042315
Credit hours	2
Semester	3
Prerequisite	: -
Course status	: Compulsory
Lecturer	: Dr. Ceisy Nita Wuntu, M. Hum

B. Learning Outcomes

a. Attitude
   - Strongly believe in the Almighty God and able to demonstrate the religious attitude by promoting honesty ;
   - Uphold the values of humanity in carrying out lectures based on religion, morals and ethics by being patient, meticulous, and thorough;
   - Internalize academic values, norms, and ethics through reflection on statistical utilization steps in language learning.

b. Knowledge
   - Able to distinguish different types of research, their audiences and how research material might be effectively presented;
   i. Able to prepare scientific and technical papers, and presentations.

c. Skill
   - Able to use the scientific work of English to communicate both oral and written in the academic context in smoothly, accurately, and acceptably.

General Competencies for Master

1. Able to develop logical, critical, systematic, and creative thinking through scientific research, creation of design or artwork in science and technology that pay attention and apply humanity value according to their expertise, compile scientific conception and result of study based on rules, and scientific ethics in the form of a thesis published, articles in accredited scientific journals;
2. Able to perform academic validation or assessment in accordance with their areas of expertise in solving problems in relevant communities or industries through the development of knowledge and expertise;
3. Able to formulate ideas, ideas and scientific arguments in a responsible and based on academic ethics, and communicate them through the media to the academic community and wider community;
4. Able to identify the scientific field that became the object of his research and position it into a research map developed through inter or multidisciplinary approach;

5. Able to take decisions in the context of solving problems of humanities based on the study, analysis or experiment toward information and data;
6. Able to manage, develop and maintain networking with colleagues within institutions and the broader research community.
7. Able to increase the capacity of learning independently;
8. Capable of documenting, storing, securing, and radiscovering data research in order to ensure validity and prevent plagiarism;

Main Competencies

a. Have English language proficiency and communication skill in oral and written with English proficiency equivalent to TOEFL score of 500/IELTS 6.
b. Able to use linguistic basic concepts in language learning.
c. Able to use basic concepts of literary type in English learning.
d. Have a positive understanding and attitude towards the differences between cultures.
e. Able to develop learning tools that are consistent with the characteristics of learners.
f. Able to apply the design of learning in varied learning situations.
g. Able to manage classes effectively based on behavior modification principles.
h. Able to do research in learning English.
i. Able to use information and communication technology (ICT) in learning English.
j. Have the ability to think and critical literacy.

C. Lesson Plan Description

Sessions	Indicators of Course Learning Outcomes	Core Materials	Learning Activities	Time	Assessment and Assignment	Resources & Media
1	d. Understand the description of the course **e.** Understand the objectives of the course understand the procedures of the course	1.1. Introduction to the course 1.2. Syllabus overview 1.3. Course procedures	a. Students are introduced to the course through discussion with the instructor. b. Students are introduced to the course syllabus and discuss it with the instructor. c. Students are introduced to the course procedures and discuss them with the instructor.	2x50"	a. Asking and answering questions about the course description b. Asking and answering questions about the course syllabus c. Asking and answering questions about the course procedures	Syllabus
2	2.1. Explain types of scientific communication. 2.2. Examining examples of different types of scientific communication.	2.1. Types of scientific communication 2.2. Examples of different types of scientific communication	a. Through discussion, students are introduced to types of scientific communication. b. Through discussion, students are introduced to examples of different types of scientific communication.		a. Asking and answering questions about types of scientific communication b. Asking and answering questions about examples of different types of scientific	Bailey, Stephen. (2006).

						communication	
3	3.1. Explain the scientific literature: searching the scientific literature using online search engines; 3.2. Explain what is refereed journal 3.3 Explain plagiarism and how to avoid it.	3.3. Scientific Literature: Searching the scientific literature using online search engines; 3.4. What is a refereed journal? 3.5. Plagiarism and how to avoid it.	a. Students discuss the scientific literature: searching the scientific literature using online search engines; b. Students explain what is a refereed journal c. Students explain Plagiarism and how to avoid it.	2x50"	a. Asking and answering questions about the general scientific literature: searching the scientific literature using online search engines; b. Reporting the summery of readings on what is a refereed journal c. Reporting the summery of readings on plagiarism and how to avoid it.	Bailey, Stephen. (2006).
4-6	4. Explain how to begin writing; 5. Explain the content 6. Explain style and grammar	4. Beginning to Write: Establishing your constraints; Organizing your writing; Preparing outlines;	a. Students explain how to begin writing; b. Students explain and give examples about the content c. Students explain about style and grammar	2x50"	a. Asking and answering questions about how to begin writing; b. Asking and answering questions about creating	Bailey, Stephen. (2006).

		Standard formats for scientific papers, research projects and theses; Style guides		and content c. Asking and answering questions about style and grammar	
		5. Content: Creating a literature review; Preparing other sections of a research report (abstract, introduction, materials and methods, results and discussion, conclusions); Including and summarizing research data			
		6. Style and grammar: Scientific writing style First-person vs. Third-person;			

		Passive vs. active voice; Avoiding excessive wording; Avoiding misuse of words; When to use footnotes.				
7	7.1. Explain reference citations 7.2. Explain revising, accepting criticism and making changes	7.1 Reference citations: How to use reference: Within the next; How to make lists of reference 7.2 Revising: Dealing with revisions; Accepting criticism; Making sense of reviewers' comments; Making the changes; What to do if you don't agree with reviewers comments	a. Students explain reference citations b. Students discuss revising, accepting criticism and making changes	2x50"	a. Asking and answering questions about reference citations, revising, accepting criticism and making changes b. Reporting the summery of readings on the reference citations, revising, accepting criticism and making changes c. Providing examples of reference citations, revising, accepting criticism and making changes	Bailey, Stephen. (2006).

				2x50"	In the midterm evaluation, students will be assessed constructed response type of assessment covering the materials they have learned	
8	**Mid Term Assessment**					
9	9.1. Identify research problems in educational settings and ELT 9.2. Identify topics for research in ELT	9.1. Other types of scientific writing- research proposal- creating a factsheet/bulletin- articles for popular press-memos, letters and emails	a. Guided by the instructor, students identify and discuss research problems in educational settings and ELT b. Students identify and discuss possible topics for research in ELT	2x50"	a. Asking and answering questions about possible research problems in educational settings and ELT b. Writing research proposal and topics possible for research in educational and ELT	Bailey, Stephen. (2006).
10	10.1. Explain using computer technology: Microsoft Word: Formatting (including margins, tabs, indents, justification, etc.); Using the table feature; Creating tables of content	10.1. Computer skills: using Computer technology: Microsoft Word: Formatting (including margins, tabs,	a. Guided by the instructor, students perform Using Computer technology: Microsoft Word: : Formatting (including margins, tabs, indents, Justification, etc.); Using the table feature;	2x50"	a. Asking and answering questions about Using Computer technology: Microsoft Word: : Formating (including margins, tabs,	Bailey, Stephen. (2006).

		indents, Justification, etc.); Using the table feature; Creating tables of content	Creating tables of content		indents, Justification, etc.); Using the table feature; Creating tables of content b. Perform Microsoft Word: Formating (including margins, tabs, indents, Justification, etc.); Using the table feature; Creating tables of content	
11-12	11. Explain Computer skills Microsoft Excel, creating tables, charts, graphs 12. Explain Poster Presentations Organization and formats for posters Using Microsoft Power point	11. Computer skills Microsoft Excel, creating tables, charts, graphs 12. Poster Presentations Organization and formats for posters Using Microsoft Power point	a. Guided by the instructor, students can perform Computer skills Microsoft Excel, creating tables, charts, graphs b. Guided by the instructor, students can organize and format poster using Microsoft PPt	2x50"	a. Asking and answering questions about Microsoft Excel, creating tables, charts, graphs, creating PPt b. Creating tables, charts, graphs, creating PPt	Bailey, Stephen. (2006).

13-15	13. Explain Oral Presentations; Designing and preparing slides for an oral presentation. 14. Explain Importing tables, charts and graphs from Excel. 15. Optimizing pictures for use in presentations and using visual aids without over doing it	13. Oral Presentations; Designing and preparing slides for an oral presentation 14. Importing tables, charts and graphs from Excel 15. Optimizing pictures for use in presentations and using visual aids without overdoing it	a. Guided by the instructor, students identify and discuss Oral Presentations; Designing and preparing slides for and oral presentation b. Students explain Importing tables, charts and graphs from Excel c. Students discuss Optimizing pictures for use in presentation sand using visual aids without overdoing it	2x50"	a. Asking and answering questions about Oral Presentations, designing slides, importing tables, charts visual aids b. Practicing oral presentation, designing slides, importing tables, charts visual aids	Bailey, Stephen. (2006).
16	**Final Semester Assessment**					

D. **ASSESSMENTS (Criteria, Indicator, Scoring) Process Assessment (60%)**

    f. Attitude (referring to the general description)
    g. Participation and activities in the learning process (lectures, laboratory practices, workshops)
    h. Completion of tasks

Product Assessment (40%)

      1. Mid-Semester Exam
      2. Final Semester Ex

19) Language in Use