

## Module/Course Description

### ENGLISH (IPB 108)

A. Module Identity		
1.	Name	English
2.	Code	IPB 108
3.	Credit	3 (2-2)
4.	Semester	2
5.	Coordinator	Tatie Sadewo
6.	Lecturers	Alfa Chasanah, Nilawati, Irma Rasita Gloria Barus, Muhammad Thonthowi Djauhari, Gatot Widodo, Ahmad Ridha, Amita Nucefera Nida Silma, Raden Adjeng Sri Sugyaningsih, Gifta Firdiana, Harries Marithasari, Lukman Gandarmaya, Rizdika Mardiana, Yose Eduar Muda, Reny Astiyarini Umas, Widharto
7.	Language	English
8.	Program(s) in which the course is offered	Internal department: - Other departments: <i>Common First Year Program (Education of general competency) by University</i>
9.	Type of teaching	a. Traditional classroom: 100 % b. Blended system: Traditional classroom....%, Online....% c. e-Learning system: .....% d. Others: .....%

B. Workload of course components (total contact hours and credits per semester)								
Credit		Contact Hours				Self-Study	Other	Total
SKS *)	ECTS	Lecture	Exercise	Laboratory	Practice			
<b>3</b>		<b>28</b>	<b>28</b>			<b>56</b>		<b>112</b>

\*) Semester credit unit according to the Indonesian higher educational system

1 credit unit lecture = 2 hours/ week for lecture and 2 hours/ week for self-study within 14 weeks/ semester

1 credit unit class exercise or laboratory or field practice = 3 hours/week within 12-14 weeks/semester

\*\*) 1 hour for lecture= 50 minutes; 1 hour for class exercise or laboratory or field practice = 60 minutes

<b>C. Module Objective (Learning Outcomes)</b>
Students having the ability to mastering the structure of English and to apply "reading skills" in understanding texts in English.

<b>D. Detailed Course Learning Outcomes (LO) in Relation to Learning Domains, Teaching Strategies, and Assignment Methods</b>			
<b>No.</b>	<b>LO in Learning Domains</b>	<b>Teaching Strategies</b>	<b>Assessment Methods</b>
<b>a.</b>	<b>Knowledge</b>		
1.	Students are able <b>to comprehend</b> in general all reading skills material that will be given in one semester and how to use of Tenses in sentences structure	Presentation of teaching materials Debriefing sessions	Midterm Exam
2.	Students <b>are able</b> to analyse the kinds of ideas in English texts based on markers	Presentation of teaching materials Debriefing sessions Group Discussion	Midterm Exam; Final Exam; Quiz
3.	Students are able <b>to explain</b> graphs, tables, and charts and <b>to interpret</b> information from the text to graphs, tables or charts based on the conjunctions contained in the text	Presentation of teaching materials Debriefing sessions Group Discussion	Final Exam; Quiz
<b>b.</b>	<b>Skills</b>		
1.	Students are able <b>to use</b> skimming and scanning techniques to understand the topics and content of reading generally and to use Noun Phrases and Noun Clauses to reading comprehension	Presentation of teaching materials Debriefing sessions Group Discussion	Midterm Exam
2.	Students are able <b>to apply</b> the appropriate references in the text and to use the expletive 'there' and 'it' in sentences, as well as to identify the meaning of words based on context, type of words and other punctuation marks	Presentation of teaching materials Debriefing sessions Group Discussion	Midterm Exam; Quiz

3.	Students are able <b>to apply</b> all the reading skills that have been learned before	Presentation of teaching materials Debriefing sessions Group Discussion	Midterm Exam; Structured Assignment
4.	Students are able <b>to identify</b> the topic of the previous and subsequent paragraphs from a paragraph in the reading material and <b>to generate</b> the conclusions from implicit meaning, as well as <b>to distinguish</b> texts that contain facts and opinions.	Presentation of teaching materials Debriefing sessions Group Discussion	Final Exam; Quiz
5.	Students are able <b>to apply</b> all reading skills and grammatical items that have been given in previous materials	Presentation of teaching materials Debriefing sessions Group Discussion	Final Exam; Structured Assignment

#### E. Module Content

List of Topic	Number of Weeks	Contact Hours
Overview of Reading Skills & Review of Tenses	1	2
Skimming, Scanning, Noun Phrases, and Noun Clauses	2	4
Reference and Vocabulary Building	2	4
Text Organization I: Listing, Process, Cause-Effect, Comparison, Contrast, Definition, Exemplification and Classification	3	6
Review	1	2
Reading Tables, Charts, and Graphs; Transferring Information and Identifying Transitional Markers	2	4
Making Inferences and Predicting; Distinguishing Facts from Opinion	2	4
Review of all the skills learned	1	2

#### F. Course Assessments

No.	Assessment Type *)	Schedule (Week Due)	Proportion of the Final Mark
1.	Mid-term examination	8 <sup>th</sup> week	30 %
2.	Final examination	16 <sup>th</sup> week	40 %
3.	Quiz	3 <sup>th</sup> , 6 <sup>th</sup> , 10 <sup>th</sup> , 13 <sup>th</sup> week	20 %
4.	Structured Assignment	7 <sup>th</sup> , 15 <sup>th</sup> week	10 %

\*) Example: mid-term examination, final examination, quiz, homework, project, etc.

## G. Media Employed

- Classroom
- Laptop
- LCD
- Microphone (loudspeaker)
- Whiteboard

## H. Learning Resources

### h1. Textbooks:

1. Abdulaziz, Helen Taylor, & Alfred D. Stover. 1980. Academic Challenges in Reading. Prentice-Hall, Inc. Englewood
2. Anson M. Chris, Schwegler A. Robert. 2001. The Longman Handbook for Writers and Readers, An Imprint of Addison Wesley Longman, Inc.
3. Dobbs, Carrie. 1989. Reading for a Reason. Prentice Hall Regents Englewood Cliffs, N.J.
4. Feverstein, Tamar and Miriam S. 1995. Enhancing Reading Comprehension in the Language Learning Classroom. Alta Book Center Pub. San Fransisco, California.
5. Grellet, Francois. 1981. A Practical Guide to Reading Comprehension Exercises. Cambridge University Press.
6. Hornby, A.S. 1991. Oxford Advanced Learner's Dictionary. Oxford UP.
7. Karen Blanchard et.al. 1997. For Your Information 3. Longman.
8. Kranhlee, Karl. 1976. Reading Together: A Reading Activities Text. St. Martin Press.
9. Labarca. Angela and James M. Hendrickson. 1984. Our Global Village. Harcourt Brace Jovanovich, Inc.
10. Latulippe, L.D. 1987. Developing Academic Reading Skills. Prentice Hall Regents, Englewood Cliffs, N.J.
11. Maingay, S. 1983. Making Sense of Reading: An Introduction to Reading Skills in English. Australia Nelson.
12. Marcelino, M. 1999. Materials for Foundations of Academic Writing Course. AMINEF, Jakarta.
13. Mickulecky, Beatrice S. 2004. More Reading Power, Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster. Pearson Education, Inc.
14. Oshima, Alice, and Ann Hogue. 1999. Writing Academic English. Longman.
15. Praninkas, Jean. 1975. Rapid Review of English Grammar. Prentice Hall.
16. Rowland, Black S. and Lisa Rosenthal. 1986. Academic English and Study Skills for International Students. Prentice Hall. N.J.
17. Skykes, J.B. 1989. The Concise Oxford Dictionary. Oxford UP.
18. The British Council. 1979. Reading and Thinking: Exploring Functions. Oxford UP.
19. Torres G, Eunice. Smith L. Michael. English for Fisheries Technology. National Bookstore, Inc.
20. Valerie Kay. 1985. Biological Sciences "Developing Reading Skill in English". Pergamon Press.
21. Woods, Enid Nolan and David Foll. 1986. Penguin Advanced Reading Skills. Penguin Book Ltd. England.

### h3. Magazine/Report/Website/Video

1. <https://en.wikipedia.org/wiki/Chart>
2. <https://en.wikipedia.org/wiki/Graph>
3. <https://www.ncsu.edu/labwrite/res/tablevsgraph/res-tablevsgraph.html>
4. [http://www.diffen.com/difference/Communism vs Fascism](http://www.diffen.com/difference/Communism_vs_Fascism)
5. [http://www.diffen.com/difference/DNA vs RNA](http://www.diffen.com/difference/DNA_vs_RNA)