


**INTEGRATED ENGLISH SKILLS IV
SEMESTER STUDY PLAN & COURSE CONTRACT**



**By
Angela Asri Purnamasari, S.Pd., M.Ed. in TESOL**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LETTERS AND LANGUAGE
UNIVERSITAS KRISTEN INDONESIA
JAKARTA 2021**

	SEMESTER STUDY PLAN THE CHRISTIAN UNIVERSITY OF INDONESIA	Document Number	01/EED.FSB.UKI/IESIV/AAP/2021
		Start From	01/03/2021
		Revision Number	1
		Revision Date	01/03/2021
		Page	1-21

A. SUBJECT IDENTITY

Faculty : Letters and Language
 Study Programme : English Education
 Subject : Integrated English Skills IV
 Code : 12124122
 Semester : 4
 Credits : 4
 Lecturer : Angela Asri Purnamasari, S.Pd., M.Ed. in TESOL
 Schedule : Tuesday, 14.00-16.00 WIB
 Room : Microsoft Teams

Course Description : This course deepens knowledge of learning English and the main principles of English in Use. It discusses various types of English language elements and skills, their functions for English users, the way to implement English, as well as various topics for English in Use. It puts an emphasis on the various ways to apply English (spoken and written), covering two language elements (grammar and vocabulary) and four language skills (listening, speaking, reading, and writing) as the class is intended to train English in their practices for Pre-Service Teachers based on their fields of study. In addition, students will be exposed to different criteria and techniques of using English through those language elements and skills. They are also assigned to do some projects and develop their English through the language elements and skills during the coursework.

B. STUDY OBJECTIVES

1. Attitudes Parameter

- SK-01 : Bertaqwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius.
- SK-02 : Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral, dan etika.
- SK-03 : Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan kemajuan peradaban berdasarkan Pancasila.
- SK-04 : Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggung jawab pada negara dan bangsa.
- SK-05 : Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain.
- SK-06 : Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan.
- SK-07 : Taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara.
- SK-08 : Menginternalisasi nilai, norma, dan etika akademik.
- SK-09 : Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri.
- SK-10 : Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan.
- SK-11 : Memiliki budi pekerti yang berlandaskan nilai-nilai kristiani: rendah hati, berbagi dan peduli, disiplin, professional dan bertanggung jawab dalam melaksanakan tugas yang dipercayakan.

2. Christian Values Parameter

1. **Rendah hati (Filipi 2:3b).** Memberikan rasa aman bagi orang lain, dan tercermin dalam perilaku yang ramah, baik, murah senyum, sabar, siap menolong, komunikatif, pengertian, menghormati satu sama lain, dan melayani dengan hati.
2. **Berbagi dan peduli (Ibrani 10:2).** Menciptakan rasa empati melalui perilaku bersedia untuk mendengar, menghargai orang lain, penuh pengertian, murah hati, bersedia memberikan waktu dan perhatian dan bersedia memberi informasi yang diperlukan.
3. **Disiplin (Efesus 5:16).** Menciptakan proses dan hasil yang konsisten dalam perilaku kerja yang tepat waktu, taat pada peraturan dan konsisten.

4. **Profesional (Matius 25:21).** Menciptakan rasa puas bagi orang lain, yang tercermin dalam perilaku cepat dan tepat waktu dalam memberi respon, akurat, dapat yang terbaik, dapat dijamin, membawa terobosan-terobosan dan membawa perbaikan yang terus-menerus.
5. **Bertanggung jawab (Bilangan 4:49).** Menciptakan sikap bertanggung jawab untuk membangun kepercayaan dan tercermin dalam perilaku yang dapat dipercaya, transparan, adil, taat pada peraturan, mampu mempertimbangkan resiko dan terbuka terhadap masukan.
6. **Jujur (Ayub 33:3; Amsal 20:11, 23:16; Lukas 20:21; Kolose 4:1)** Berbicara dari hati yang jujur, bertindak dan bekerja dengan jujur, tidak mencari muka, tidak menjilat, mengajar dengan jujur, tidak menerima suap dan anti korupsi.

3. General Skills Parameter

- KU-01 : Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya.
- KU-02 : Mampu menunjukkan kinerja mandiri, bermutu, dan terukur.
- KU-05 : Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data.
- KU-07 : Mampu bertanggung jawab atas pencapaian hasil kerja kelompok dan melakukan supervisi dan evaluasi terhadap penyelesaian pekerjaan yang ditugaskan kepada pekerja yang berada di bawah tanggung jawabnya.
- KU-08 : Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada di bawah tanggung jawabnya, dan mampu mengelola pembelajaran secara mandiri.
- KU-09 : Mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan dan mencegah plagiasi.
- KU-10 : Mampu mengungkapkan ide, opini, dan simpulan yang diperoleh dari berbagai sumber ke dalam karya ilmiah untuk menunjang dan mengembangkan kegiatan belajar dan pembelajaran.
- KU-11 : Mampu menerapkan teknologi informasi dan komunikasi sebagai media atau sumber pembelajaran, mendukung proses dan pengembangan pembelajaran.
- KU-14 : Mampu melakukan evaluasi dan pembelajaran mandiri dalam rangka meningkatkan kualitas pembelajaran dan pengajaran.
- KU-15 : Adaptif terhadap perbedaan budaya dan menunjukkan respons yang positif terhadap perbedaan tersebut dalam menunjang keberhasilan pembelajaran.

- KU-16 : Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam pengembangan atau implementasi ilmu pendidikan.
- KU-17 : Mampu menghasilkan solusi alternatif dalam rangka menyelesaikan masalah-masalah dalam pendidikan melalui identifikasi, analisis, dan deskripsi data.
- KU-18 : Mampu memanfaatkan teknologi informasi dan komunikasi dalam mengolah, menganalisis, mendokumentasikan, mengamankan dan menemukan kembali data dan hasil kajian ilmiah dalam bidang pembelajaran Bahasa Inggris.

4. Specific Skills Parameter

- a. Menguasai teori, konsep, prinsip, dan kompetensi Bahasa Inggris.
- b. Mampu memahami ranah, standar dan peran pengguna Bahasa Inggris.
- c. Mampu melaksanakan perencanaan dan pembelajaran Bahasa Inggris dengan terstruktur
- d. Menunjukkan sikap dan perilaku pengguna Bahasa Inggris profesional dalam profesi di bidangnya.
- e. Mampu berkomunikasi efektif dalam Bahasa Inggris kepada teman sejawat, pimpinan, organisasi profesi, dan masyarakat.
- f. Mampu bekerjasama dalam tim atau kelompok untuk memecahkan masalah nyata dan memberikan solusi atas masalah yang dihadapi.
- g. Mampu berkreasi dalam dan menguasai pembelajaran Bahasa Inggris yang adaptif pada perkembangan IPTEKS.
- h. Mampu mengembangkan peran, pengelolaan, dan melaksanakan pembelajaran dalam pelajaran yang diampu.
- i. Mampu mengorganisir dan melaksanakan kegiatan ilmiah dalam bidang yang diampu.
- j. Masiswa mampu memanfaatkan Perpustakaan (online/offline) untuk mengembangkan diri sebagai peserta didik.

5. Knowledge Parameter

- PG-01 : Knowing and understanding the concept and principles of General English.
- PG-02 : Knowing and understanding how to use General English in learning process as well as in daily life activities.
- PG-03 : Mampu menerapkan konsep/ilmu Bahasa Inggris secara umum dan terapannya untuk meningkatkan kualitas belajar dan pembelajaran Bahasa Inggris atau sebagai solusi terhadap masalah yang dihadapi.
- PG-04 : Menguasai konsep teoritis ilmu Bahasa Inggris secara terpadu sesuai dengan jenjang.

- PG-05 : Mahasiswa dapat memahami bacaan melalui reading passage, penggunaan Grammar, pemahaman terhadap pemecahan masalah, dan juga penerjemahan teks yang berkaitan dengan bidang ilmu masing-masing.
- PG-06 : Menguasai pengetahuan linguistik Bahasa Inggris, tata bahasa dan kosa kata Bahasa Inggris dalam konteks umum dan akademik.
- PG-07 : Menguasai pengetahuan mengenai budaya penutur asli dan non-penutur asli bahasa Inggris dan pengaruh budaya tersebut terhadap cara berkomunikasi secara lisan maupun tertulis dalam konteks umum, akademik, dan pembelajaran Bahasa Inggris.

C. STUDY PLAN TABLE

Week	Goals and Objectives (Cognitive, Psych motoric, Affective)	Learning Sources (Materials)	Learning Model/Strategy /Method/Technique	Learning Experiences (Tasks)	Assessment Indicators	Assessment Technique/Form	Mar
1	Able to understand Semester Study Plan	Theme: Introduction	<ul style="list-style-type: none"> - Class Discussion - Group project - Group presentation - Collaborative Learning - Small Group Discussion and project - Discovery - Lecture 	Writing about a blueprint of Being A Brilliant English Language Teacher or Lecturer or Professor or other Career Path	Understand semester study plan	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	1%
2	- Able to discuss	Theme 1: People and Places	- Class	- Grammar	- Discussing	- Grammar	1.5%

	<p>reasons</p> <ul style="list-style-type: none"> - Able to explain choices - Able to describe a new place - Able to examine problems 	<p>Grammar:</p> <ul style="list-style-type: none"> - Present Perfect Tense vs. Present Continuous Tense - So + adjective + that <p>Vocabulary</p> <ul style="list-style-type: none"> - Migration, climate <p>Listening</p> <ul style="list-style-type: none"> - Interview <p>Speaking and Pronunciation</p> <ul style="list-style-type: none"> - Discussing reasons - Contractions with have and be <p>Reading and Writing</p> <ul style="list-style-type: none"> - Pioneers of the Pacific - Writing a traveller's journal 	<p>Discussion</p> <ul style="list-style-type: none"> - Group project - Group presentation - Collaborative Learning - Small Group Discussion and project - Discovery - Lecture 	<ul style="list-style-type: none"> - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	<p>reasons</p> <ul style="list-style-type: none"> - Explaining choices - Describing a new place - Examining problems 	<ul style="list-style-type: none"> - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	
3	<ul style="list-style-type: none"> - Able to talk about remembering and forgetting - Able to talk about senses - Able to talk about fears - Able to describe an emotional experience 	<p>Theme 2: The Mind</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Gerunds as subjects and after prepositions - May, might, and could for possibility <p>Vocabulary</p> <ul style="list-style-type: none"> - Thought processes, scientific, investigations <p>Listening</p> <ul style="list-style-type: none"> - General understanding and specific information - Unusual condition <p>Speaking and Pronunciation</p>	<p>- Class Discussion</p> <ul style="list-style-type: none"> - Group project - Group presentation - Collaborative Learning - Small Group Discussion and project - Discovery - Lecture 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	<ul style="list-style-type: none"> - Talking about remembering and forgetting - Talking about senses - Talking about fears - Describing an emotional experience 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	1.5%

		<ul style="list-style-type: none"> - Talking about sensations <p>Reading and Writing</p> <ul style="list-style-type: none"> - In Your Face - Writing about a personal experience 					
4	<ul style="list-style-type: none"> - Able to discuss causes and effects - Able to suggest solutions to the climate change problem - Able to understand the complex problem - Able to consider the ways present action affect the future 	<p>Theme: Changing Planet</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Passive voice – all tenses - Past perfect tense <p>Vocabulary</p> <ul style="list-style-type: none"> - Environmental changes - Large numbers <p>Listening</p> <ul style="list-style-type: none"> - General and focused listening - Climate change <p>Speaking and Pronunciation</p> <ul style="list-style-type: none"> - Discussing cause and effect - Linking words <p>Reading and Writing</p> <ul style="list-style-type: none"> - The carbon connection - Writing a letter about life in the future 	<ul style="list-style-type: none"> - Class Discussion - Group project - Group presentation - Collaborative Learning - Small Group Discussion and project - Discovery - Lecture 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	<ul style="list-style-type: none"> - Discussing causes and effects - Suggesting solutions to the climate change problem - Understanding the complex problem - Considering the ways present action affect the future 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	1.5%
5	<ul style="list-style-type: none"> - Able to describe money habits - Able to discuss things that people value 	<p>Theme: Money</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Gerund vs. infinitive - Review of the passive voice <p>Vocabulary</p>	<ul style="list-style-type: none"> - Class Discussion - Group project - Group presentation 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation 	<ul style="list-style-type: none"> - Describing money habits - Discussing things that people value 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation 	1.5%

	<ul style="list-style-type: none"> - Able to talk about banking - Able to talk about wealth 	<ul style="list-style-type: none"> - Money transactions - Banking <p>Listening</p> <ul style="list-style-type: none"> - General and focused listening - The history of money <p>Speaking and Pronunciation</p> <ul style="list-style-type: none"> - Giving suggestions - Reduction of 'to' <p>Reading and Writing</p> <ul style="list-style-type: none"> - Big Winners or Big Losers? - Writing a personal opinion 	<ul style="list-style-type: none"> - Collaborative Learning - Small Group Discussion and project - Discovery - Lecture 	<ul style="list-style-type: none"> - Reading and Writing 	<ul style="list-style-type: none"> - Talking about banking - Talking about wealth 	<ul style="list-style-type: none"> - Reading and Writing 	
6	<ul style="list-style-type: none"> - Able to talk about emergency situations - Able to evaluate survival methods - Able to consider animal survival - Able to describe a survival school 	<p>Theme: Survival</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Unreal conditional - Wish <p>Vocabulary</p> <ul style="list-style-type: none"> - Survival skills - Environmental conservation <p>Listening</p> <ul style="list-style-type: none"> - General understanding - Interviewing survivors <p>Speaking and Pronunciation</p> <ul style="list-style-type: none"> - Simulation - Reduced sounds <p>Reading and Writing</p> <ul style="list-style-type: none"> - Survival School - Writing an advertising brochure 	<ul style="list-style-type: none"> - Class Discussion - Group project - Group presentation - Collaborative Learning - Small Group Discussion and project - Discovery - Lecture 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	<ul style="list-style-type: none"> - Talking about emergency situations - Evaluating survival methods - Considering animal survival - Describing a survival school 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	1.5%
7	<ul style="list-style-type: none"> - Able to report 	<p>Theme: Art</p>	<ul style="list-style-type: none"> - Class 	<ul style="list-style-type: none"> - Grammar 	<ul style="list-style-type: none"> - Reporting 	<ul style="list-style-type: none"> - Grammar 	1.5%

	<ul style="list-style-type: none"> - Able to express opinions - Able to describe favourite arts - Able to talk about public art 	<p>Grammar:</p> <ul style="list-style-type: none"> - Reported speech: statements - Subject adjective clauses <p>Vocabulary</p> <ul style="list-style-type: none"> - Art terminology - Art materials <p>Listening</p> <ul style="list-style-type: none"> - General understanding - Conversation <p>Speaking and Pronunciation</p> <ul style="list-style-type: none"> - Personal selections - Quotes and indirect speech <p>Reading and Writing</p> <ul style="list-style-type: none"> - Saving a City's Public Art - Writing a detailed description 	<p>Discussion</p> <ul style="list-style-type: none"> - Group project - Group presentation - Collaborative Learning - Small Group Discussion and project - Discovery - Lecture 	<ul style="list-style-type: none"> - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	<ul style="list-style-type: none"> - Expressing opinions - Describing favourite arts - Talking about public art 	<ul style="list-style-type: none"> - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	
8	Mid-term Assessment	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	<ul style="list-style-type: none"> - Class Discussion - Group project - Group presentation - Collaborative Learning - Small Group Discussion and project - Discovery - Lecture 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	Mid-term Assessment	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	30%

9	<ul style="list-style-type: none"> - Able to talk about new developments in transportation - Able to talk about choices in transportation - Able to use English to get around - Able to make recommendations for improving transportation 	<p>Theme: Transportation</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Passive voice: present continuous tense and present perfect tense - Indirect questions <p>Vocabulary</p> <ul style="list-style-type: none"> - Modern transportation - Public transportation <p>Listening</p> <ul style="list-style-type: none"> - Focused listening - Subway system <p>Speaking and Pronunciation</p> <ul style="list-style-type: none"> - Role-play - Reduced 'are' <p>Reading and Writing</p> <ul style="list-style-type: none"> - The Rickshaws of Kolkata - Writing a letter 	<ul style="list-style-type: none"> - Class Discussion - Group project - Group presentation - Collaborative Learning - Small Group Discussion and project - Discovery - Lecture 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	<ul style="list-style-type: none"> - Talking about new developments in transportation - Talking about choices in transportation - Using English to get around - Making recommendations for improving transportation 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	1.5%
10	<ul style="list-style-type: none"> - Able to give opinion about sports - Able to choose the best sport - Able to talk about competition - Able to discuss competitive 	<p>Theme: Competition</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Negative questions - Object adjective clause <p>Vocabulary</p> <ul style="list-style-type: none"> - Sportsmanship - Sports <p>Listening</p> <ul style="list-style-type: none"> - General understating and specific information 	<ul style="list-style-type: none"> - Class Discussion - Group project - Group presentation - Collaborative Learning - Small Group Discussion and project 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	<ul style="list-style-type: none"> - Giving opinion about sports - Choosing the best sport - Talking about competition - Discussing competitive advantages 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	1.5%

	advantages	<ul style="list-style-type: none"> - interviews <p>Speaking and Pronunciation</p> <ul style="list-style-type: none"> - Matching sports to personalities - Rising intonation for surprise <p>Reading and Writing</p> <ul style="list-style-type: none"> - In Sports, Red is the Winning Colour - Writing a list of competition tips 	<ul style="list-style-type: none"> - Discovery - Lecture 				
11	<ul style="list-style-type: none"> - Able to discuss ways to stay safe - Able to talk about dangerous work - Able to discuss personal emergencies - Able to discuss taking risks 	<p>Theme: Danger</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Tag questions - Adverbial clauses of time <p>Vocabulary</p> <ul style="list-style-type: none"> - Dangerous things - Expressions for emergencies <p>Listening</p> <ul style="list-style-type: none"> - Focused and General understanding - An unusual job <p>Speaking and Pronunciation</p> <ul style="list-style-type: none"> - A newspaper interview - Intonation of tag questions <p>Reading and Writing</p> <ul style="list-style-type: none"> - A Delicacy to Die For - Writing about a risk situation 	<ul style="list-style-type: none"> - Class Discussion - Group project - Group presentation - Collaborative Learning - Small Group Discussion and project - Discovery - Lecture 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	<ul style="list-style-type: none"> - Discussing ways to stay safe - Talking about dangerous work - Discussing personal emergencies - Discussing taking risks 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	1.5%

<p>12</p>	<ul style="list-style-type: none"> - Able to speculate about mysteries - Able to discuss types of mysteries - Able to talk about plans - Able to explain a mysterious image 	<p>Theme: Mysteries</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Modals for speculating - Future in the past <p>Vocabulary</p> <ul style="list-style-type: none"> - Reactions to surprise - Investigating mysteries <p>Listening</p> <ul style="list-style-type: none"> - General understanding - Interview <p>Speaking and Pronunciation</p> <ul style="list-style-type: none"> - Two sides of a mystery - Intonation of tag questions <p>Reading and Writing</p> <ul style="list-style-type: none"> - Hand Across Time - Writing about mystery 	<ul style="list-style-type: none"> - Class Discussion - Group project - Group presentation - Collaborative Learning - Small Group Discussion and project - Discovery - Lecture 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	<ul style="list-style-type: none"> - Speculating about mysteries - Discussing types of mysteries - Talking about plans - Explaining a mysterious image 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	<p>1.5%</p>
------------------	---	--	---	---	--	---	--------------------

13	<ul style="list-style-type: none"> - Able to talk about educational plans and decisions - Able to discuss learning style - Able to talk about choosing a university major - Able to propose a new approach to teaching 	<p>Theme: Learning</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Should have, could have, would have - Noun Clause <p>Vocabulary</p> <ul style="list-style-type: none"> - Education - University major <p>Listening</p> <ul style="list-style-type: none"> - General understanding - Personal experiences <p>Speaking and Pronunciation</p> <ul style="list-style-type: none"> - Discussion quiz results - Past modals <p>Reading and Writing</p> <ul style="list-style-type: none"> - Game-Filled Park is School for South African Kids' - Writing about improving schools 	<ul style="list-style-type: none"> - Class Discussion - Group project - Group presentation - Collaborative Learning - Small Group Discussion and project - Discovery - Lecture 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	<ul style="list-style-type: none"> - Talking about educational plans and decisions - Discussing learning style - Talking about choosing a university major - Proposing a new approach to teaching 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	1.5%
----	--	--	---	---	---	---	------

14	<ul style="list-style-type: none"> - Able to talk about the future - Able to consider realities - Able to talk about future - Able to discuss ways to summarise a sequence of events 	<p>Theme: Space</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Future tenses with will and be going to, simple present tense, present continuous tense - Future modals <p>Vocabulary</p> <ul style="list-style-type: none"> - Space exploration - Future time expressions <p>Listening</p> <ul style="list-style-type: none"> - General and focused listening - Interview of an astronaut <p>Speaking and Pronunciation</p> <ul style="list-style-type: none"> - Role-play - Stress in compound nouns <p>Reading and Writing</p> <ul style="list-style-type: none"> - The Hubble Space Telescope - Writing about the future 	<ul style="list-style-type: none"> - Class Discussion - Group project - Group presentation - Collaborative Learning - Small Group Discussion and project - Discovery - Lecture 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	<ul style="list-style-type: none"> - Talking about the future - Considering realities - Talking about future - Discussing ways to summarise a sequence of events 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	1.5%
15	Summary	<p>Theme: Summary</p>	<ul style="list-style-type: none"> - Class Discussion - Group project - Group presentation - Collaborative Learning - Small Group 	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	Summary	<ul style="list-style-type: none"> - Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing 	1%

			Discussion and project - Discovery - Lecture				
16	Final-Term Assessment	Theme: Final-Term Assessment	- Class Discussion - Group project - Group presentation - Collaborative Learning - Small Group Discussion and project - Discovery - Lecture	- Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing	- Final-Term Project	- Grammar - Vocabulary - Listening - Speaking and Pronunciation - Reading and Writing	50%

D. REFERENCES

- Azar, B. S. (1989). *Understanding and Using English Grammar (2nd Ed.)*. New Jersey: Prentice-Hall, Inc.
- Edwards, L. (2012). *Gateway B2+ Workbook*: London: Macmillan Education
- Johannsen, K. L., & Chase, R. T. (2010). *World English 2: Real People, Real Places, Real Language*, Boston: Heinle
- Johannsen, K. L., & Chase, R. T. (2010). *World English 3: Real People, Real Places, Real Language*, Boston: Heinle
- Milner, M. (2010). *World English 1: Real People, Real Places, Real Language*, Boston: Heinle
- Murphy, R. (2004). *English Grammar in Use*, Cambridge: Cambridge University Press
- Treloar, F. (2012). *Gateway B2 Workbook*: London: Macmillan Education

E. STUDY METHODS

1. Pendekatan pembelajaran dengan Student-Centered Learning (SCL).
2. Karakteristik SCL adalah sifat interaktif, holistik, integratif, saintifik, kontekstual, tematik, efektif, kolaboratif, dan berpusat pada mahasiswa.
3. Metode Pembelajaran: diskusi kelompok, simulasi, studi kasus, pembelajaran kolaboratif, pembelajaran kooperatif, pembelajaran berbasis proyek, pembelajaran berbasis masalah, atau metode pembelajaran lain, yang dapat secara efektif memfasilitasi pemenuhan capaian pembelajaran lulusan.
4. This course employs the blended e-learning strategy. The synchronous or virtual face-to-face (F2F) class is used to conduct group or whole class discussion/presentation and present case study projects. The asynchronous classes are conducted in Microsoft Teams. Thus, it is a must for every student to get into the class in Microsoft Teams not later than the first day of the class. The asynchronous sessions are used to facilitate individual and group communication and discussion, delivering announcements, doing quizzes, and submitting assignments. Since blended e-learning is based on constructivist and students-centered learning, every student must get involve and be active in both synchronous and asynchronous learning processes.

F. STUDY EVALUATION

1. Prasyarat mengikuti ujian 80% kehadiran (3 times for absence) of the blended e-learning strategy.
2. Nilai UTS: 30%
3. Nilai UAS: 50%
4. Nilai kehadiran, tugas, kuis & praktek : 20%
5. Nilai Akhir: Nilai UTS (30%) + Nilai UAS (50%) + Nilai kehadiran, tugas, kuis & praktek (20%)

NO	INDIKATOR	BOBOT (B)	NILAI (N)	B x N
1	UTS	30%		

2	UAS	50%		
3	Nilai kehadiran, tugas, kuis & praktek	20%		
	Jumlah			

6. Evaluasi dilakukan setiap tahap pembelajaran.

Tahap-1 : Lembar Kerja (Nilai kehadiran, tugas, kuis & praktek) Folder Bahasa Inggris (Online through Google Drive)

Tahap-2 : Partisipasi Aktif Mahasiswa (Nilai kehadiran, tugas, kuis & praktek) Class Performance (the blended e-learning strategy)

Tahap-3 : Project/Tugas Individu Hotseat/Blog/Poster/Presentation/PPT/Prayer

Tahap-4 : Project/Tugas Kelompok YouTube

Tahap-5 : Project/Tugas Individu (UAS) Small Research Paper/Final Term Paper (Reading and Writing Product – Written Language)
Poster

7. Nilai

Angka	0-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80-100
Huruf	E	D	C	C+	B-	B	B+	A-	A
Bobot	0,0	1,0	2,0	2,3	2,7	3,0	3,3	3,7	4

F. COURSE CONTRACT

1. Hak dan Kewajiban Mahasiswa

- Hak Mahasiswa:
 - a. Setiap mahasiswa berhak mendapatkan kembali hasil ujian
 - b. Setiap mahasiswa berhak mendapat penjelasan dan feedback atas hasil penilaian dosen

- c. Setiap mahasiswa berhak mendapatkan referensi yang digunakan pada perkuliahan ini
 - d. Mahasiswa yang mendapat nilai 30 s/d 60 berhak mendapat kesempatan ujian perbaikan satu kali pada tes formatif berjalan dengan ketentuan bahwa nilai yang akan digunakan ialah nilai terakhir; bukan rata-rata dari hasil kedua ujian tersebut, dan bukan juga nilai tertinggi di antara kedua hasil ujian tersebut.
 - e. Hanya mahasiswa yang hadir pada saat penyerahan tugas yang berhak mendapat penilaian atas tugas yang diserahkan (mahasiswa yang mengirimkan tugasnya tidak berhak mendapat penilaian) online melalui Google Drive.
 - f. Dalam hal kealpaan yang tidak terelakkan, mahasiswa berhak mengajukan ujian ulangan satu minggu setelah mahasiswa tersebut kuliah kembali.
- Kewajiban Mahasiswa:
 - a. Setiap mahasiswa wajib hadir pada setiap pertemuan perkuliahan, kecuali karena alasan yang tidak dapat dielakkan (the blended e-learning strategy)
 - b. Dalam hal tidak dapat hadir karena sesuatu yang tidak terelakkan, mahasiswa wajib menunjukkan bukti kuat bahwa sesuatu yang tidak terelakkan terjadi.
 - c. Dalam hal kealpaan yang tidak terelakkan, mahasiswa wajib mengajukan permintaan ujian ulangan pada pertemuan berikutnya terhitung dari saat pertama mahasiswa dapat mengikuti kembali perkuliahan dalam rentang waktu perkuliahan.
 - d. Setiap mahasiswa wajib menyerahkan sendiri (tidak boleh mengirimkan) tugas sebelum perkuliahan dimulai.
 - e. Mahasiswa yang mendapat nilai 30 s/d 60 dan ingin memperbaiki nilai tersebut wajib mengajukan permintaan maksimum satu minggu setelah ujian formatif tersebut berlalu.

2. Hak dan Kewajiban Dosen

- Hak Dosen:
 - a. Dosen berhak meneliti bukti yang diajukan sebagai penyebab kealpaan yang tidak terelakkan.
 - b. Dosen berhak menolak bukti atas kealpaan yang tidak terelakkan berdasarkan hasil evaluasi yang kuat terhadap bukti yang diajukan.
 - c. Dosen berhak menolak tugas yang dikirimkan oleh mahasiswa yang absen tanpa bukti yang kuat bahwa kealpaan disebabkan kejadian yang tidak terelakkan atau dengan bukti kealpaan tidak terelakkan tetapi menurut evaluasi dosen

- bukti tersebut tidak kuat.
- d. Dosen berhak menolak pengajuan ujian ulangan formatif yang diajukan lebih dari satu minggu setelah mahasiswa yang bersangkutan kuliah kembali.
 - e. Dosen berhak menolak permintaan perbaikan ujian yang diajukan lebih dari satu bulan setelah ujian formatif selesai.
 - f. Dosen berhak menolak bukti atas kealpaan yang tidak terelakkan berdasarkan hasil evaluasi yang kuat terhadap bukti yang diajukan.
 - g. Dosen berhak menolak tugas yang dikirimkan oleh mahasiswa yang absen tanpa bukti yang kuat bahwa kealpaan disebabkan kejadian yang tidak terelakkan atau dengan bukti kealpaan tidak terelakkan tetapi menurut evaluasi dosen bukti tersebut tidak kuat.
 - h. Dosen berhak menolak pengajuan ujian ulangan formatif yang diajukan lebih dari satu minggu setelah mahasiswa yang bersangkutan kuliah kembali.
 - i. Dosen berhak menolak permintaan perbaikan ujian yang diajukan lebih dari satu bulan setelah ujian formatif selesai.
- Kewajiban Dosen:
 - a. Dosen wajib mengembalikan kertas ujian.
 - b. Dosen wajib memberikan penjelasan (feedback) atas hasil penilaiannya terhadap ujian mahasiswa.
 - c. Dosen wajib memberi referensi atau memberitahu informasi di mana referensi perkuliahan dapat diperoleh.
 - d. Dosen wajib memberi jawaban atau keputusan terhadap permintaan ujian perbaikan yang diajukan mahasiswa.
 - e. Dosen wajib memberi jawaban atau keputusan terhadap permintaan ujian ulangan yang diajukan mahasiswa.
 - f. Dosen wajib memberi penjelasan kepada mahasiswa yang tugasnya ditolak.

Pernyataan Persetujuan RPS dan Kontrak Perkuliahan

Saya telah membaca dan memahami kontrak kuliah ini secara komprehensif dan jelas, dengan ini saya nyatakan bahwa saya menerima seluruh kontrak ini secara sadar.

Nama: _____ NIM: _____ Tanggal: _____

Date: Approved by, Head of English Education Department	Date: Corrected by, Koord. Mata kuliah/ Bidang Keahlian	Date: February 18, 2021 Made by, Dosen Pengampu
Hendrikus Male, S.Pd., M.Hum.	Asri Purnamasari, M.Ed. in TESOL	Asri Purnamasari, M.Ed. in TESOL

No	Mata_Kuliah	Kelas	NIM	Nama	Tidak_Hadir	Sakit	Izin	Hadir	TotalPertemuan	Persentase_Kehadiran_%
1	12124122 - Integr A		1912150025	AFANTI ROSALINA TAMOES	0	0	0	15	15	100
2	12124122 - Integr A		1912150021	ESAF AMANIT	1	0	0	14	15	93,33
3	12124122 - Integr A		1912150020	IMAN SETIA HAREFA	0	0	4	24	28	100
4	12124122 - Integr A		1912150014	WIRA DIW SILITONGA	1	1	0	26	28	96,43
5	12124122 - Integr A		1912150004	VALENTINA SANDRYANI SIRAIT	0	0	0	28	28	100
6	12124122 - Integr A		1912150015	TIARA LASRINA MANIK	0	0	0	30	30	100
7	12124122 - Integr A		1912150024	MEYDREL BORU	2	0	0	13	15	86,67
8	12124122 - Integr A		1912150011	STEFANUS WISEN	3	1	0	26	30	90
9	12124122 - Integr A		1912150009	ANDREAS YOBEL HOTMAN	1	0	0	27	28	96,43
10	12124122 - Integr A		1912150023	JAMILTRIOT DJRIEL KRISHA LAKAPU	2	0	0	13	15	86,67
11	12124122 - Integr A		1912150019	PINSENSIUS RICHARD ZENO	1	0	0	27	28	96,43
12	12124122 - Integr A		1912150010	LIDYA TIA AMANDA	0	0	0	30	30	100
13	12124122 - Integr A		1812150002	RUTH NATASYA TIURMA	9	0	0	20	29	68,97
14	12124122 - Integr A		1912150013	PRISKA SINTIA GINTING	0	0	0	29	29	100
15	12124122 - Integr A		1912150012	PITAU LI TAMPUBOLON	4	0	0	23	27	85,19
16	12124122 - Integr A		1912150005	KEZIA PRISILA	0	0	0	30	30	100
17	12124122 - Integr A		1912150026	DESMA IRMA DJUMETAN	0	0	0	15	15	100
18	12124122 - Integr A		1912150017	JOHANITA JULIANA MANALU	0	0	0	30	30	100
19	12124122 - Integr A		1912150003	AGNES CHYTO OKTAVIANO SIMANJUNTAK	4	0	0	26	30	86,67
20	12124122 - Integr A		1912150006	LIA MONIKA CATHERIN SIMAMORA	0	0	0	30	30	100
21	12124122 - Integr A		1912150002	NADYA RESITA RITONGA	1	0	0	29	30	96,67
22	12124122 - Integr A		1912150008	VIONA REGINA SEMBIRING	0	0	1	27	28	100
23	12124122 - Integr A		1912150001	DHARMASARI PADMA	0	1	0	29	30	100
24	12124122 - Integr A		1912150007	RADOT GISELA SIMATUPANG	4	0	0	26	30	86,67

NIM	Nama_Mahasiswa	Tugas	UTS	UAS	Class Performance, Tasks, and			Mid-Term	Final-Term	Nilai_Akhir	Grade
					Quizzes	Blogs	Hot Seat	Project	Project		
1812150002	RUTH NATASYA TIURMA										Nilai belum n
1812150011	TABITA MARDOHAR AFRILIA										Nilai belum n
1912150001	DHARMASARI PADMA	71	75	70	82	85	81	78	75	75,03	A-
1912150002	NADYA RESITA RITONGA	65	62	66	83	84	82	85	81	73,63	B+
1912150003	AGNES CHYTO OKTAVIANO SIMANJUNTAK	70	68	73	75	70	80	60	60	68,2	B
1912150004	VALENTINA SANDRYANI SIRAIT	77	79	79	81	90	75	85	80	80,1	A
1912150005	KEZIA PRISILA	70	68	73	85	92	90	90	92	80,7	A
1912150006	LIA MONIKA CATHERIN SIMAMORA	75	76	76	82	83	85	88	84	80,33	A
1912150007	RADOT GISELA SIMATUPANG	68	65	68	81	85	70	71	80	71,97	B+
1912150008	VIONA REGINA SEMBIRING	77	78	79	90	89	88	91	92	84,48	A
1912150009	ANDREAS YOBEL HOTMAN	77	78	70	90	88	87	89	91	81,65	A
1912150010	LIDYA TIA AMANDA	70	64	70	85	88	90	87	89	78,17	A-
1912150011	STEFANUS WISEN	77	78	78	85	75	83	81	89	81,05	A
1912150012	PITAU LI TAM PUBLON	67	62	69	82	85	70	81	75	71,97	B+
1912150013	PRISKA SINTIA GINTING	76	79	77	90	91	89	92	90	83,92	A
1912150014	WIRA DIW SILITONGA	73	78	70	75	80	82	81	85	77,53	A-
1912150015	TIARA LASRINA MANIK	70	72	71	82	80	81	83	87	77,5	A-
1912150016	VAWUNI GRACE RUMBRAPUK										Nilai belum n
1912150017	JOHANITA JULIANA MANALU	75	75	80	87	83	83	80	85	80,47	A
1912150019	PINSENSIUS RICHARD ZENO	72	63	72	89	80	77	85	78	75,1	A-
1912150020	IMAN SETIA HAREFA	82	80	84	93	90	89	92	95	87,53	A
1912150021	ESAF AMANIT	74	62	69	80	70	65	75	60	67,7	B
1912150023	JAMILTRIOT DJRIEL KRISHA LAKAPU										Nilai belum n
1912150025	AFANTI ROSALINA TAMOES	74	78	69	90	89	87	89	90	80,95	A
1912150026	DESMA IRMA DJUMETAN	72	62	68	90	89	87	80	90	76,97	A-

nasuk.
nasuk.

nasuk.

nasuk.