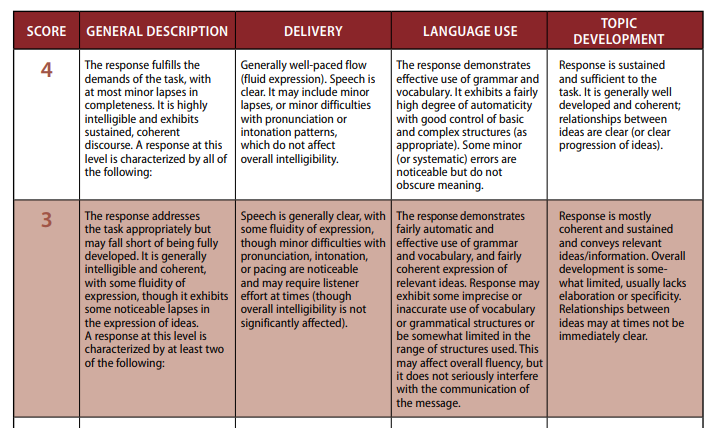
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| logo UEU kecil | |  | | | | | | | | |
|  | | **COURSE PROGRAM OF ACADEMIC YEAR 2018/2019** | | | | | | | | |
|  | | **ENGLISH LANGUAGE EDUCATION DEPARTMENT** | | | | | | | | |
|  | | **ESA UNGGUL UNIVERSITY** | | | | | | | | |
|  | | | | | | | | | | |
| **Course** | | | **:** | Basic Listening | | | **Course Code** | | **:** | PBI 161 |
| **Prerequisite course** | | | **:** | - | | | **Credit** | | **:** | 3 SKS |
| **Lecturer** | | | **:** | Noni Agustina, M.Pd. | | | **Lecturer Code** | | **:** | 7218 |
| **Time Allocation** | | | **:** | 14 session X 150 minutes | | | | | | |
| **Learning Achievement** | | | **:** | 1. Understand general and specific information on various genres 2. Identify what should do or not do based on the information 3. Recognize speakers’ attitudes in conversation 4. Summarize main ideas | | | | | | |
|  | | |  |  | | | | | | |
| **SESION** | **LEARNING OUTCOME** | | **INSTRUCTIONAL MATERIALS** | | **TEACHING ACTIVITIES** | **REFERENCES** | | **ACHIEVEMENT INDICATORS** | | |
| **1** | Students are able to recognize language elements in the songs. | | 1. Course outline 2. Class regulations 3. Introduction to the Course 4. Songs | | Lecturing and discussion  Media : class, computer, *LCD* and *whiteboard* | Course Outline  1. Tanka and Baker. 2010. *Interactions Listening/Speaking.4th edition*.Singapore: McGraw-Hill  2. Hanreddy and Whalley. 2006. *Mosaic Listening/speaking.4th editio*n. Singapore: McGraw-Hill | | 1. Recognize language elements 2. Analyze language elements in the songs | | |
| **2-3** | Students are able to listen for phonological details. | | 1. Sound 2. Stress 3. Intonation | | Lecturing and discussion | 1. Tanka and Baker. 2010. *Interactions Listening/Speaking.4th edition*.Singapore: McGraw-Hill  2. Hanreddy and Whalley. 2006. *Mosaic Listening/speaking.4th editio*n. Singapore: McGraw-Hill | | 1. Identify sound, stress, and intonation  2. Reproduce utterances based on the texts heard  3. Identify the meanings of utterances with different stress and intonation | | |
| **4** | Students are able to identify main and supporting details and speakers’ attitudes and feelings in short texts. | | Short texts (dialogues) | | Lecturing and discussion  Media : computer, speaker, LCD and whiteboard | 1. Helgesen, et.al. 2007. *Practical English Language Teaching. Listening*. NY: McGraw-Hill.  2. Tanka and Baker. 2010. *Interactions Listening/Speaking.4th edition*.Singapore: McGraw-Hill. | | 1. Recognize main and supporting details 2. Recognize speakers’ attitudes and feelings | | |
| **5** | Students are able to identify specific information and make inferences. | | Dialogues and narrative texts | | Lecturing and discussion  Media : computer, speaker, LCD and whiteboard | 1. Helgesen, et.al. 2007. *Practical English Language Teaching. Listening*. NY: McGraw-Hill.  2. Tanka and Baker. 2010. *Interactions Listening/Speaking.4th edition*.Singapore: McGraw-Hill. | | 1. Recognize specific information 2. Use information to make inferences | | |
| **6** | Students are able to identify speakers’ opinions and attitudes whether they are stated implicitly and explicitly in monologues. | | Descriptive and narrative texts | | Information inference, discussion and lecturing  Media : computer, speaker, LCD and whiteboard | 1. Helgesen, et.al. 2007. *Practical English Language Teaching. Listening*. NY: McGraw-Hill.  2. Tanka and Baker. 2010. *Interactions Listening/Speaking.4th edition*.Singapore: McGraw-Hill. | | 1. Recognize speakers’ attitudes and opinions | | |
| **7** | Students are able to identify the communicative functions of utterances based on situations, participants, and goals. | | Dialogues | | Discussion and lecturing  Media : computer, speaker, LCD and whiteboard | 1. Helgesen, et.al. 2007. *Practical English Language Teaching. Listening*. NY: McGraw-Hill.  2. Tanka and Baker. 2010. *Interactions Listening/Speaking.4th edition*.Singapore: McGraw-Hill. | | 1. Identify the communication functions of the dialogues 2. Recognize the settings, participants, and goals in the dialogues | | |
| **8** | Students are able to make connections between events and facts.  Students are able to identify cause and effect relationship | | Instructions | | Discussion and lecturing  Media : computer, speaker, LCD and whiteboard | 1. Helgesen, et.al. 2007. *Practical English Language Teaching. Listening*. NY: McGraw-Hill  2. Tanka and Baker. 2010. *Interactions Listening/Speaking.4th edition*.Singapore: McGraw-Hill  3. Hanreddy and Whalley. 2006. *Mosaic Listening/speaking.4th editio*n. Singapore: McGraw-Hill | | 1. Use events and facts to make inferences 2. Deduce cause and effect | | |
| **9** | Students are able to understand different word classes and systems | | Dialogues | | Lecturing, discussion  Media : computer, speaker, LCD and whiteboard | 1. Helgesen, et.al. 2007. *Practical English Language Teaching. Listening*. NY: McGraw-Hill  2. Tanka and Baker. 2010. *Interactions Listening/Speaking.4th edition*.Singapore: McGraw-Hill  3. Hanreddy and Whalley. 2006. *Mosaic Listening/speaking.4th editio*n. Singapore: McGraw-Hill. | | 1. Classify word classes 2. Describe the use of tenses (past, present, and future) | | |
| **10** | Students are able to identify the main and supporting details in recorded conversation.  Students are able to infer speakers’ attitudes. | | Long conversation | | Lecturing, discussion  Media : computer, speaker, LCD and whiteboard | 1. Helgesen, et.al. 2007. *Practical English Language Teaching. Listening*. NY: McGraw-Hill  2. Tanka and Baker. 2010. *Interactions Listening/Speaking.4th edition*.Singapore: McGraw-Hill  3. Hanreddy and Whalley. 2006. *Mosaic Listening/speaking.4th editio*n. Singapore: McGraw-Hill. | | 1. Recognize main and supporting details 2. Interpret speakers’ attitudes 3. Categorize information | | |
| **11-12** | Students are able to explain the information in news. | | News | | Lecturing, discussion, presentation  Media : computer, speaker, LCD and whiteboard | 1. Helgesen, et.al. 2007. *Practical English Language Teaching. Listening*. NY: McGraw-Hill  2. Tanka and Baker. 2010. *Interactions Listening/Speaking.4th edition*.Singapore: McGraw-Hill  3. Hanreddy and Whalley. 2006. *Mosaic Listening/speaking.4th editio*n. Singapore: McGraw-Hill | | 1. Recognize the purpose of the texts 2. Identify main and supporting details 3. Interpret based on information in the text 4. Distinguish facts from opinions | | |
| **13** | Students are able to summarize information in short texts. | | Short texts such as documentary movies, news | | Lecturing, Discussion | 1. Helgesen, et.al. 2007. *Practical English Language Teaching. Listening*. NY: McGraw-Hill | | 1. Identify the goal of the texts 2. Write a summary | | |
| **14** | Students are able to do note-taking while listening to presentation. | | Presentation | | Lecturing and discussion | 1. Helgesen, et.al. 2007. *Practical English Language Teaching. Listening*. NY: McGraw-Hill  2. Tanka and Baker. 2010. *Interactions Listening/Speaking.4th edition*.Singapore: McGraw-Hill  3. Hanreddy and Whalley. 2006. *Mosaic Listening/speaking.4th editio*n. Singapore: McGraw-Hill | | 1. Identify main and supporting details 2. Recognize the purpose of the texts 3. Categorize information | | |

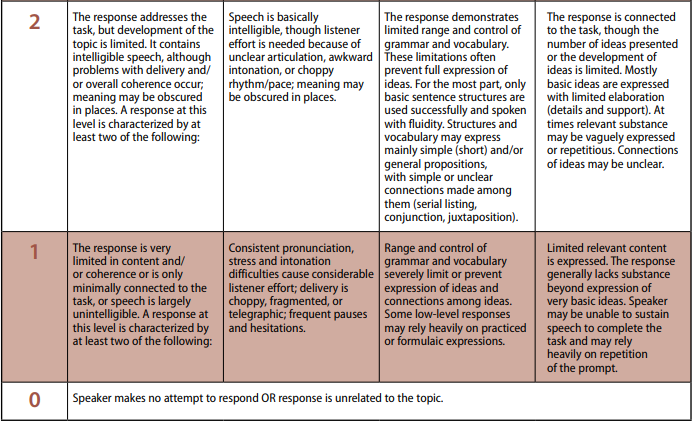
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| Approved by,  Head of Study Program  Esa Unggul University  Prayogo Hadi Sulistio, M. Pd. |  |  | Jakarta, September 2018  Lecturer,  Noni Agustina, M. Pd. |

**ASSESSMENT**

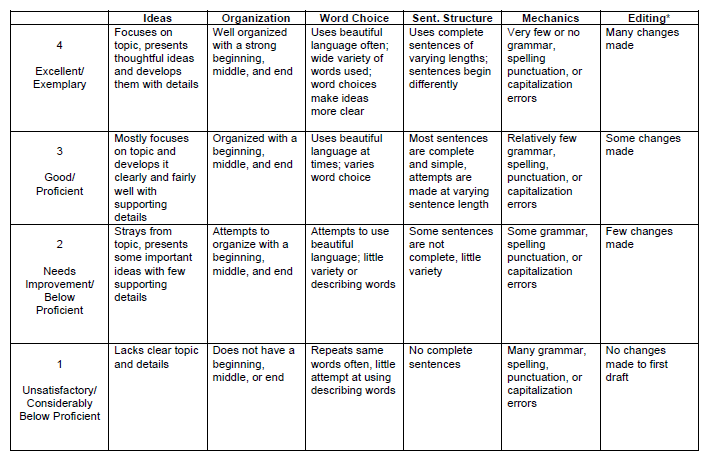
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| **WEEK** | **PROCEDURE** | **FORM** | **SCORE > 77**  **( A / A-)** | **SCORE> 65**  **(B- / B / B+ )** | **SCORE > 60**  **(C / C+ )** | **SCORE> 45**  **( D )** | **SCORE < 45**  **( E )** | **WEIGHT** |
| **1** | |  | | --- | | **Understand the course outline and class regulation** | | | | | | | | **0** | |
| **2-3** | **Performance Assessment** | **Demonstaration** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **10 %** |
| **4** | **Performance assessment** | **Presentation** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **5 %** |
| **5** | **Performance assessment** | **Presentation** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **5 %** |
| **6** | **Performance assessment** | **Presentation** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **5 %** |
| **7** | **Performance assessment** | **Presentation** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **5 %** |
| **8** | **Performance assessment** | **Presentation** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **5 %** |
| **9** | **Performance assessment** | **Presentation** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **5 %** |
| **10** | **Performance assessment** | **Presentation** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **5 %** |
| **11-12** | **Performance assessment** | **Presentation** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **10 %** |
| **13** | **Written assessment** | **Essay item** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **25 %** |
| **14** | **Written assessment** | **Essay item** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **\* See rubric** | **25 %** |

Assessment Rubric





<https://www.ets.org/s/toefl/pdf/toefl_speaking_rubrics.pdf>



https://www.learner.org/workshops/middlewriting/images/pdf/W5LS-M-Rubric.pdf

**GRADING SYSTEM COMPONENTS**

|  |  |  |
| --- | --- | --- |
| Attendance | : | 10 % |
| Assignments and class paricipation | : | 20 % |
| Mid-Term Test | : | 30 % |
| Final Test | : | 40 % |

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| Approved by,  Head of Study Program  Esa Unggul University  Prayogo Hadi Sulistio, M. Pd. |  |  | Jakarta, September 2018  Lecturer,  Noni Agustina, M. Pd. |