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|  | **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
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| **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 discussionMedia : class, computer, *LCD* and *whiteboard* | Course Outline1. Tanka and Baker. 2010. *Interactions Listening/Speaking.4th edition*.Singapore: McGraw-Hill2. Hanreddy and Whalley. 2006. *Mosaic Listening/speaking.4th editio*n. Singapore: McGraw-Hill | 1. Recognize language elements
2. Analyze language elements in the songs
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| **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-Hill2. Hanreddy and Whalley. 2006. *Mosaic Listening/speaking.4th editio*n. Singapore: McGraw-Hill | 1. Identify sound, stress, and intonation2. Reproduce utterances based on the texts heard3. 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 discussionMedia : 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

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| **5** | Students are able to identify specific information and make inferences. | Dialogues and narrative texts | Lecturing and discussionMedia : 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 lecturingMedia : 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
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| **7** | Students are able to identify the communicative functions of utterances based on situations, participants, and goals. | Dialogues | Discussion and lecturingMedia : 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 lecturingMedia : computer, speaker, LCD and whiteboard | 1. Helgesen, et.al. 2007. *Practical English Language Teaching. Listening*. NY: McGraw-Hill2. Tanka and Baker. 2010. *Interactions Listening/Speaking.4th edition*.Singapore: McGraw-Hill3. 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, discussionMedia : computer, speaker, LCD and whiteboard | 1. Helgesen, et.al. 2007. *Practical English Language Teaching. Listening*. NY: McGraw-Hill2. Tanka and Baker. 2010. *Interactions Listening/Speaking.4th edition*.Singapore: McGraw-Hill3. 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, discussionMedia : computer, speaker, LCD and whiteboard | 1. Helgesen, et.al. 2007. *Practical English Language Teaching. Listening*. NY: McGraw-Hill2. Tanka and Baker. 2010. *Interactions Listening/Speaking.4th edition*.Singapore: McGraw-Hill3. 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, presentationMedia : computer, speaker, LCD and whiteboard | 1. Helgesen, et.al. 2007. *Practical English Language Teaching. Listening*. NY: McGraw-Hill2. Tanka and Baker. 2010. *Interactions Listening/Speaking.4th edition*.Singapore: McGraw-Hill3. 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-Hill2. Tanka and Baker. 2010. *Interactions Listening/Speaking.4th edition*.Singapore: McGraw-Hill3. 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 ProgramEsa Unggul UniversityPrayogo Hadi Sulistio, M. Pd.  |  |   | Jakarta, September 2018Lecturer, 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** |

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| **Understand the course outline and class regulation** |

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| **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**

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

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| Approved by,Head of Study ProgramEsa Unggul UniversityPrayogo Hadi Sulistio, M. Pd.  |  |   | Jakarta, September 2018Lecturer, Noni Agustina, M. Pd. |