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| **COURSE PROGRAM OF ACADEMIC YEAR 2018/2019** |
| **ENGLISH EDUCATION DEPARTMENT** |
| **ESA UNGGUL UNIVERSITY** |
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| **Course** | **:** | Advance Grammar | **Course Code** | **:** | PBI 453 |
| **Prerequisite** | **:** | - | **Credit** | **:** | 2 credits |
| **Lecturer** | **:** | Noni Agustina, M.Pd. | **Lecturer Code** | **:** | 7218 |
| **Time Allocation** | **:** | 2 x 50 minutes |
| **Learning Objectives** | **:** | After completing this course, students are expected to be able to use inversion the negative adverbials, mixed conditionals (in past, present, and future), modals in the past, passive forms, phrasal verbs especially splitting, and wish use; identify the grammar pattern in TOEFL; analyze the perspective of grammar instruction from the research paper; identify the grammatical pattern of research journal articles; and analyze the grammatical use of student’s writing appropriately. |
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| **WEEK** | **LEARNING OUTCOMES** | **TOPIC/SUB-TOPICS** | **LEARNING METHOD AND MEDIA** | **REFERENCES** | **INDICATOR FOR ASSESSMENT** |
| 1 | Students are able to elaborate the course outline and the class regulations | 1. Course outline
2. Class regulations
 | Method: Lecturing and discussionMedia: Projector and whiteboard | Course Outline | Students’ comprehension to explain course outline  |
| 2 | Students are able to accomplish the inversion the negative adverbials and identify it in some texts.  | Inversion the negative adverbials | Method: Lecturing, discussion, demonstrationMedia: Projector, whiteboard, and internet | * Murphy, R. (2012). *English grammar in use* (Fourth). UK: Cambridge University Press.
* Side, R., & Wellman, G. (1999). *Grammar and vocabulary for Cambridge advanced and proficiency*. England: Pearson Education Limited.
* Common European Framework of Reference (CEFR).
* https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-88760.php
 | Students’ competence to accomplish the problem related to inversion the negative adverbials |
| 3 | Students are able to use mixed conditionals (in past, present, and future) and apply them in some short story. | Mixed conditionals (in past, present, and future) | Method: Presentation, lecturing, discussion, demonstrationMedia: Projector, whiteboard, and video | * Murphy, R. (2012). *English grammar in use* (Fourth). UK: Cambridge University Press.
* Side, R., & Wellman, G. (1999). *Grammar and vocabulary for Cambridge advanced and proficiency*. England: Pearson Education Limited.
* Common European Framework of Reference (CEFR).
 | Students’ competence to accomplish the problem related to mixed conditionals (in past, present, and future)  |
| 4 | Students can analyze the modals in the past and passive forms in news articles and research journal articles.  | Modals in the past and passive forms | Method: Presentation, lecturing, discussion, demonstrationMedia: Projector, whiteboard, news articles and research journal articles | * Murphy, R. (2012). *English grammar in use* (Fourth). UK: Cambridge University Press.
* Side, R., & Wellman, G. (1999). *Grammar and vocabulary for Cambridge advanced and proficiency*. England: Pearson Education Limited.
* Common European Framework of Reference (CEFR).
 | Students’ competence to accomplish the problem related to modals in the past and passive forms |
| 5 | Students can analyze phrasal verbs especially splitting and wish use in news articles and research journal articles.  | Phrasal verbs especially splitting, and wish use | Method: Presentation, lecturing and discussionMedia: Projector, whiteboard, news articles and research journal articles | * Murphy, R. (2012). *English grammar in use* (Fourth). UK: Cambridge University Press.
* Side, R., & Wellman, G. (1999). *Grammar and vocabulary for Cambridge advanced and proficiency*. England: Pearson Education Limited.
* Common European Framework of Reference (CEFR).
 | Students’ competence to accomplish the problem related to phrasal verbs especially splitting, and wish use |
| 6-7 | Students can identify the grammatical pattern in TOEFL | Grammatical pattern in TOEFL | Method: Presentation, lecturing and discussionMedia: Projector, whiteboard, and TOEFL Book. | * Phillips, D. (2001). *Longman complete course for the TOEFL test*. New York: Pearson Education Company.
* Sharpe, P. J. (2004). *Barron’s. How to prepare the TOEFL*. New York: Barron’s Educational Series.
 | Students’ competence to identify the grammatical pattern in TOEFL |
| MID-TERM TEST |
| 8-9 | Students are able to analyze and make summary about perspective of grammar instruction in the research paper | Perspective of grammar instruction in the research paper | Method: Presentation, lecturing and discussionMedia: Projector, whiteboard and research journal articles | * Basoz, T. (2014). Through the eyes of prospective teachers of English : Explicit or implicit grammar instruction ? In *Procedia Social and Behavioral Sciences* (Vol. 158, pp. 377–382). https://doi.org/10.1016/j.sbspro.2014.12.103
* Murphy, R. (2012). *English grammar in use* (Fourth). UK: Cambridge University Press.
* Nazari, N. (2013). The effect of implicit and explicit grammar instruction on learners achievements in receptive and productive modes. In *Procedia Social and Behavioral SciencesSocial and Behavioral Sciences* (Vol. 70, pp. 156–162). Elsevier B.V. https://doi.org/10.1016/j.sbspro.2013.01.051
* Robertson, M., Macdonald, S., Starks, D., & Nicholas, H. (2018). Enabling change in EFL teachers ’ ideologies about grammar and grammar teaching through alternative pedagogies. *System*, *72*, 75–84. https://doi.org/10.1016/j.system.2017.11.002
* Side, R., & Wellman, G. (1999). *Grammar and vocabulary for Cambridge advanced and proficiency*. England: Pearson Education Limited.
* Uysal, N. D., & Yavuz, F. (2015). Pre- service teachers ’ attitudes towards grammar teaching. In *Procedia Social and Behavioral Sciences* (Vol. 191, pp. 1828–1832). https://doi.org/10.1016/j.sbspro.2015.04.353
* Vooren, V. Van, Casteleyn, J., & Mottart, A. (2012). The impact of teachers ’ beliefs on grammar instruction and students ’ grammar competences. *Procedia Social and Behavioral Sciences*, *69*, 641–648. https://doi.org/10.1016/j.sbspro.2012.11.456
 | Students’ performance to show his analysis about perspective of grammar instruction in the research paper |
| 10-11 | Students are able to identify the grammatical pattern of research journal articles | The grammatical pattern of research journal articles | Method: Presentation, lecturing and discussionMedia: Projector and whiteboard | * Basoz, T. (2014). Through the eyes of prospective teachers of English : Explicit or implicit grammar instruction ? In *Procedia Social and Behavioral Sciences* (Vol. 158, pp. 377–382). https://doi.org/10.1016/j.sbspro.2014.12.103
* Murphy, R. (2012). *English grammar in use* (Fourth). UK: Cambridge University Press.
* Nazari, N. (2013). The effect of implicit and explicit grammar instruction on learners achievements in receptive and productive modes. In *Procedia Social and Behavioral SciencesSocial and Behavioral Sciences* (Vol. 70, pp. 156–162). Elsevier B.V. https://doi.org/10.1016/j.sbspro.2013.01.051
* Robertson, M., Macdonald, S., Starks, D., & Nicholas, H. (2018). Enabling change in EFL teachers ’ ideologies about grammar and grammar teaching through alternative pedagogies. *System*, *72*, 75–84. https://doi.org/10.1016/j.system.2017.11.002
* Side, R., & Wellman, G. (1999). *Grammar and vocabulary for Cambridge advanced and proficiency*. England: Pearson Education Limited.
* Uysal, N. D., & Yavuz, F. (2015). Pre- service teachers ’ attitudes towards grammar teaching. In *Procedia Social and Behavioral Sciences* (Vol. 191, pp. 1828–1832). https://doi.org/10.1016/j.sbspro.2015.04.353
* Vooren, V. Van, Casteleyn, J., & Mottart, A. (2012). The impact of teachers ’ beliefs on grammar instruction and students ’ grammar competences. *Procedia Social and Behavioral Sciences*, *69*, 641–648. https://doi.org/10.1016/j.sbspro.2012.11.456
 | Students’ competence to identify the grammatical pattern in research journal articles. |
| 12 | Students are able to analyze the grammatical use of student’s writing appropriately. | Grammatical use of students’ writing | Method: Presentation, lecturing and discussionMedia: Projector and whiteboard | * Murphy, R. (2012). *English grammar in use* (Fourth). UK: Cambridge University Press.
* Side, R., & Wellman, G. (1999). *Grammar and vocabulary for Cambridge advanced and proficiency*. England: Pearson Education Limited.

Common European Framework of Reference (CEFR). | Students’ competence to identify the grammatical pattern of students’ writing. |
| 13-14 | Students are able toobserve the class and report how the language teachers teach grammar in the class | Report of grammar instruction in the class | Method: Group discussion, class observation and presentation.Media: Projector and whiteboard | * Murphy, R. (2012). *English grammar in use* (Fourth). UK: Cambridge University Press.
* Side, R., & Wellman, G. (1999). *Grammar and vocabulary for Cambridge advanced and proficiency*. England: Pearson Education Limited.

Common European Framework of Reference (CEFR). | Students’ report of grammar instruction conducted by language teacher in the class  |
| FINAL TEST |

**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** | Standardized test | Written test | Shows excellent understanding of inversion the negative adverbials and identify it in some texts. | Shows good understanding of inversion the negative adverbials and identify it in some texts. | Shows fair understanding of inversion the negative adverbials and identify it in some texts. | Needs improvement to understand inversion the negative adverbials and identify it in some texts.  | not able to understand of inversion the negative adverbials and identify it in some texts. | **5 %** |
| **3** | Standardized test | Written test | Shows excellent understanding of mixed conditionals (in past, present, and future) and apply them in some short story. | Shows good understanding ofmixed conditionals (in past, present, and future) and apply them in some short story. | Shows fair understanding ofmixed conditionals (in past, present, and future) and apply them in some short story. | Needs improvement to understand mixed conditionals (in past, present, and future) and apply them in some short story. | not able to understand the mixed conditionals (in past, present, and future) and apply them in some short story. | **5 %** |
| **4** | Standardized test | Written test | Shows excellent understanding of modals in the past and passive forms in news articles and research journal articles.  | Shows good understanding of modals in the past and passive forms in news articles and research journal articles.  | Shows fair understanding ofmodals in the past and passive forms in news articles and research journal articles.  | Needs improvement to understand modals in the past and passive forms in news articles and research journal articles.  | not able to understand modals in the past and passive forms in news articles and research journal articles.  | **5 %** |
| **5** | Standardized test | Written test | Shows excellent understanding phrasal verbs especially splitting and wish use in news articles and research journal articles.  | Shows good understanding ofphrasal verbs especially splitting and wish use in news articles and research journal articles. | Shows fair understanding ofphrasal verbs especially splitting and wish use in news articles and research journal articles. | Needs improvement to understand phrasal verbs especially splitting and wish use in news articles and research journal articles.  | not able to understand phrasal verbs especially splitting and wish use in news articles and research journal articles. | **5 %** |
| **6-7** | Performance test | Paper report | Shows excellent competence to identify the grammatical pattern in TOEFL | Shows good competence to identify the grammatical pattern in TOEFL | Shows fair competenceto identify the grammatical pattern in TOEFL | Needs improvement to understand to identify the grammatical pattern in TOEFL | not able to identify the grammatical pattern in TOEFL | **5 %** |
| **8-9** | Performance test | Paper report | Shows excellent competence to analyze and make summary about perspective of grammar instruction from the research paper | Shows good competence to analyze and make summary about perspective of grammar instruction from the research paper | Shows fair competence to analyze and make summary about perspective of grammar instruction from the research paper | Needs improvement to analyze and make summary about perspective of grammar instruction from the research paper | not able to analyze and make summary about perspective of grammar instruction from the research paper | **20 %** |
| **10-11** | Performance test | Paper report | Shows excellent competence to identify the grammatical pattern of research journal articles | Shows good competence to identify the grammatical pattern of research journal articles | Shows fair competence to identify the grammatical pattern of research journal articles | Needs improvement to identify the grammatical pattern of research journal articles | not able to identify the grammatical pattern of research journal articles | **10 %** |
| **12** | Performance test | Paper report | Shows excellent competence to analyze the grammatical use of student’s writing appropriately | Shows good competence to analyze the grammatical use of student’s writing appropriately | Shows fair competence to analyze the grammatical use of student’s writing appropriately | Needs improvement to analyze the grammatical use of student’s writing appropriately | not able to analyze the grammatical use of student’s writing appropriately | **15 %** |
| **13-14** | Performance test | Paper report | Shows excellent competence to observe the class and report how the language teachers teach grammar in the class | Shows good competence to observe the class and report how the language teachers teach grammar in the class | Shows fair competence to observe the class and report how the language teachers teach grammar in the class | Needs improvement to observe the class and report how the language teachers teach grammar in the class | not able to observe the class and report how the language teachers teach grammar in the class | **30 %** |

**GRADING SYSTEM COMPONENTS**

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

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| Approved by,Head of Study ProgramEsa Unggul UniversityRika Mutiara, M.Hum.  |  |   | Jakarta, February 2019Lecturer, Noni Agustina, M. Pd. |