

Module/Course Title: English Sentence Structure					
Module/ course code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
SBI 62112	8,5 hours per week	3 CU x 1,5 = 4,5 ECTS	2	3 CU x 16 = 48	16 meetings
1	Types of courses Compulsory coursework	Contact hours 3 CU x 50 minutes = 150 = 2,5 hours per week	Independent study 3 CU x 120 minutes = 360 minutes = 6 hours	Class size 25 students	
2	Prerequisites for participation (if applicable) Not Available				
3	<p>Learning Outcomes</p> <p>Course Description: This course equips students with various sentence patterns by analysing the relationship of ideas in one sentence. Students are also asked to analyse the errors in a short text. This course emphasizes students' ability to apply more complex sentence patterns in context. Thus, the tasks carried out are related to the identification and analysis of sentences in English texts with various themes and writing various meaningful sentence with correct language rules. Not only do the students learn grammatical aspects, but also composing an essay on Geographic Mobility, Cultural Values, Inventions They Said Would Never Work, Human Motivation, Creative problem Solving, Media, Natural Disasters, and Globalization of Food.</p> <p>Program Learning Outcomes:</p> <p>PLO 1 Graduates are expected to be able to play a role as creative industry players by using competence in the fields of language, literature and culture to produce innovative and competitive works</p> <p>PLO 2 Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society</p> <p>PLO 3 Graduates are expected to be able to play a role as academicians, namely activists in the world of education who have intellectuality and professionalism</p> <p>Intended Learning Outcomes:</p> <p>ILO 1 Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics</p> <p>ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment</p> <p>ILO 3 Students are able to demonstrate language skills by using proper English</p> <p>ILO 4 Students are able to analyse the development of linguistic, literary and cultural phenomena in the global and digital era</p>				

Course Learning Outcomes

On completion of this course, the students will be able to:

1. Determine the constituent parts of English grammar used in contexts
2. Evaluate English text by using correct grammar to describe sentence meaning

4

Subject aims/Content

Meeting 1: Pre-Test

- a. Students are able to identify the use of English grammar in spoken and written texts for daily communication by taking a Pre-Test.

Meeting 2: Questions and Noun Clauses: Negative Questions and Tag Questions

- a. Students are able to determine grammatical unit about negative and tag questions
- b. Students are able to criticize and revise the mistakes found in an English text about geographic mobility

Meeting 3: Questions and Noun Clauses: That-clauses

- a. Students are able to discover grammatical unit used in that-clauses
- b. Students are able to criticize and revise the mistakes found in an English text about cultural values

Meeting 4: Questions and Noun Clauses: Noun Clauses

- a. Students are able to compare grammatical unit about noun clauses with wh-words and if/whether
- b. Students are able to criticize and revise the mistakes found in an English text about inventions

Meeting 5: Quiz

- a. Students are able to review the use of given grammatical units in meetings 2-4 by taking quiz

Meeting 6: Indirect Speech: Direct and Indirect Speech

- a. Students are able to distinguish and dissect grammatical unit about direct and indirect speech
- b. Students are able to criticize and revise the mistakes found in an English text about human motivation

Meeting 7: Unit Review

- a. Students are able to evaluate the relevancy of learning outcomes and contents about Questions and Noun Clauses and Indirect Speech.

Meeting 8: Mid-term Exam

- a. Students are able to evaluate learning outcomes by taking a mid term exam as an instrument to determine discrepancies between the intended and actual outcomes from given units in meetings 1-7

Meeting 9: Indirect Speech: Indirect Questions, Indirect Imperatives, Request and Advice

- a. Students are able to examine grammatical unit about indirect questions, imperatives, request and advice
- b. Students are able to criticize and revise the mistakes found in an English text about creative problem solving

	<p>Meeting 10: Conditionals: Real Conditionals</p> <ul style="list-style-type: none"> a. Students are able to discover the structure of real conditionals in present and future b. Students are able to criticize and revise the mistakes found in an English text about media <p>(In this week, students working in a group are instructed to choose one topic from the following list: Geographic Mobility, Cultural Values, Inventions, Human Motivation, Creative Problem-Solving, Media, Natural Disasters and Globalization of Food and to provide the importance of topic selection by looking up supporting information about the topic in varied references)</p> <p>Meeting 11: Conditionals: Unreal Conditionals</p> <ul style="list-style-type: none"> a. Students are able to discover the structure of unreal conditionals and distinguish the unreal from the real conditionals b. Students are able to criticize and revise the mistakes found in an English text about natural disasters <p>(Students discuss their chosen topic in the classroom)</p> <p>Meeting 12: Connecting Ideas: Conjunctions</p> <ul style="list-style-type: none"> a. Students are able to choose and evaluate conjunctions b. Students are able to criticize and revise the mistakes found in an English text about globalization of food <p>(Students discuss their chosen topic in the classroom)</p> <p>Meeting 13: Organizing an Essay</p> <ul style="list-style-type: none"> a. Students are able to find out how their reasons in choosing the topic is relevant to the references as reviewed by teacher <p>(Students' topics are discussed and started from this meeting students are instructed to start writing their essay)</p> <p>Meeting 14: Reviewing the Essay 1</p> <ul style="list-style-type: none"> a. Students are able to revise the essay after getting feedback from the peer and teacher <p>(Students' essay is peer-reviewed: group one's essay is reviewed by group two under the guidance of teacher)</p> <p>Meeting 15: Reviewing the Essay 2</p> <ul style="list-style-type: none"> a. Students are able to revise the essay after getting feedback from the peer and teacher <p>(Students' essay is reviewed by teacher)</p> <p>Meeting 16: Final Exam</p> <ul style="list-style-type: none"> a. Students are able to make a final review of the course objects covered in meetings 9 – 12 to determine whether students have met the objectives of the course
5	<p>Teaching methods</p> <p>Lectures, case-study, discussions and group project</p>

<p>6</p>	<p>Assessment methods</p> <table border="1" data-bbox="320 188 1393 947"> <thead> <tr> <th>Task Type</th> <th>Assessment Task</th> <th>Due</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td rowspan="5">Participative Activity</td> <td>Attendance and Class Participation</td> <td>Through the semester</td> <td>5%</td> </tr> <tr> <td>Exercise completion and discussion</td> <td>Following week</td> <td>15%</td> </tr> <tr> <td>Powerpoint presentation</td> <td>Based on the turn</td> <td>10</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Collaborative Project Outcome</td> <td>Structure-based short essay</td> <td>Week 16</td> <td>20%</td> </tr> <tr> <td>Quiz (optional)</td> <td>Written assessment</td> <td>Week 5</td> <td>10%</td> </tr> <tr> <td>UTS</td> <td>Written assessment</td> <td>Week 8</td> <td>20%</td> </tr> <tr> <td>UAS</td> <td>Written assessment</td> <td>Week 16</td> <td>25%</td> </tr> <tr> <td colspan="3">TOTAL</td> <td>100%</td> </tr> </tbody> </table> <p>Note that attendance at lectures is compulsory.</p>	Task Type	Assessment Task	Due	Weighting	Participative Activity	Attendance and Class Participation	Through the semester	5%	Exercise completion and discussion	Following week	15%	Powerpoint presentation	Based on the turn	10							Collaborative Project Outcome	Structure-based short essay	Week 16	20%	Quiz (optional)	Written assessment	Week 5	10%	UTS	Written assessment	Week 8	20%	UAS	Written assessment	Week 16	25%	TOTAL			100%
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<p>7</p>	<p>This module/course is used in the following study programme/s as well Not Available</p>																																								
<p>8</p>	<p>Teachers</p> <ol style="list-style-type: none"> 1. Juliati, M.Hum. 2. Fatimah, M.Appl.Ling. 3. Yuni Astuti, M.Pd. 4. Dr. Ida Puji Lestari, M.Pd. 5. Fredy Nugroho, M.Hum. 																																								
<p>9</p>	<p>Resources</p> <p>Main:</p> <p>Blass, L., Iannuzzi, S., Savage, A., Gordon, D., & Reppen, R. 2012. <i>Grammar and Beyond book 3</i>. New York: Cambridge University Press.</p> <p>Supplementary:</p> <ol style="list-style-type: none"> 1. Biber, D, Johansson S, Leech G, Conrad S, and Finegan E. 1999. <i>Longman Grammar of Spoken and Written English</i>. Harlow: Longman. 2. Celce-Murcia, M. 2002. Why it makes sense to teach grammar in context through discourse. In: Hinkel E, Fotos S (eds) <i>New Perspectives on Grammar Teaching in Second Language Classrooms</i>. New York: Routledge, 119–33. 3. Jones, R. and Lock, G. 2011. <i>Functional Grammar in the ESL Classroom: Noticing, Exploring and Practicing</i>. New York: Palgrave Macmillan 4. Greenbaum, S. 1996. <i>Oxford English grammar</i>. Oxford: Oxford University Press 5. Hewings, A. and Hewing, M. 2005. <i>Grammar and Context</i>. London: Routledge 																																								