

Module/Course Title: Grammar in Discourse					
Module/ course code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
61015	8,5 hours per week	3 CU x 1,5 = 4,5 ECTS	3 rd	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 30 students	
2	Prerequisites for participation (if applicable) -				
3	<p>Learning Outcomes</p> <p>Course Description: This course equips students with knowledge of English grammar and the ability to use it in long texts with a focus on the structure of academic essays. Each example used in this course is taken from authentic, naturally occurring data; not made intentionally for the benefit of teaching and learning. The types of essays in question are Cause-Effect, Comparison and Contrast, Classification, and Problem-Solution. To provide a more meaningful learning experience, this course is also packaged in the form of project-based learning in practical classes. In this case, the introduction of how grammar is used in academic essays equips students in making essays according to the topics that have been discussed, such as consumer behaviour, alternative energy sources, family size and responsibility, gender and equality, intercultural communication, ideal jobs, health and wellness, technology, and healthy life.</p> <p>Programme 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> <p>ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts</p> <p>Course Learning Outcomes On completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Determine the constituent parts of English grammar used in contexts by <ol style="list-style-type: none"> a. differentiating grammatical units that can be used in scientific and popular texts in the context of cause and effect, comparison and contrast, classification and definition, and problem and solution b. relating the use of grammatical units in context 2. Evaluate English text using correct grammar to describe the sequence of ideas in the text by <ol style="list-style-type: none"> a. criticizing the mistakes found in English texts b. recommending the revision of the mistakes 3. Reorganize grammatical elements in a text containing mistakes
4	<p>Subject aims/Content</p> <p>Meeting 1: Pre-Test Students are able to identify the use of English grammar in spoken and written texts for daily communication. It is achieved by taking a Pre-Test.</p> <p>Meeting 2: Cause and Effect: Subordinators and prepositions that show cause; Transition words and common patterns with nouns that show effect</p> <ol style="list-style-type: none"> 1. Students are able to differentiate and relate grammatical unit about subordinators and transition words in cause-effect text 2. Students are able to criticize and revise the mistakes found in an English text <p>Meeting 3: Cause and Effect: -ing participle phrases and verbs that show cause and effect</p> <ol style="list-style-type: none"> 3. Students are able to differentiate and relate grammatical unit about ing-participle in cause-effect text 4. Students are able to criticize and revise the mistakes found in an English text <p>Meeting 4: Comparison and Contrast: Relative clauses, comparatives with as...as and common patterns that show contrast</p> <ol style="list-style-type: none"> 5. Students are able to differentiate and relate grammatical unit about relative clause and comparatives in comparison and contrast text 6. Students are able to criticize and revise the mistakes found in an English text <p>Meeting 5: Comparison and Contrast: Complex noun phrases, parallel structure and common quantifier that show contrast</p> <ol style="list-style-type: none"> 7. Students are able to differentiate and relate grammatical unit about parallel structure in comparison and contrast text 8. Students are able to criticize and revise the mistakes found in an English text

Meeting 6: Comparison and Contrast: Adverb clauses of contrast and concession, transition words and phrases that show contrast and concession
9. Students are able to differentiate and relate grammatical unit about adverb clause in comparison and contrast text
10. Students are able to criticize and revise the mistakes found in an English text

Meeting 7: Quiz 1
Students are able to review the use of given grammatical units. It is achieved by taking Quiz 1

Meeting 8: Middle Term
Students are able to utilize the concept learnt in meeting 2 – 6

Meeting 9: Classification and Definition: The passive and common words and phrases used in classification writing
11. Students are able to differentiate and relate grammatical unit about passive in classification text
12. Students are able to criticize and revise the mistakes found in an English text

Meeting 10: Classification and Definition: The language of definition and appositives
13. Students are able to differentiate and relate grammatical unit about appositives
14. Students are able to criticize and revise the mistakes found in an English text

Meeting 11: Problem and Solution: Reporting verbs, adverb clauses and phrases with *as...*, common vocabulary
15. Students are able to differentiate and relate grammatical unit about reporting verbs and adverb clauses to describe information in graphics
16. Students are able to criticize and revise the mistakes found in an English text

Meeting 12: Problem and Solution: Adverb clauses and infinitives of purposes, reduced adverb clauses, vocabulary
17. Students are able to differentiate and relate grammatical unit about infinitives of purpose to describe problems and solutions
18. Students are able to criticize and revise the mistakes found in an English text

Meeting 13: Problem and Solution: *It* construction and transition words
19. Students are able to differentiate and relate grammatical unit about *it*-construction to indicate steps of a solution
20. Students are able to criticize and revise the mistakes found in an English text

Meeting 14: Quiz 2

	<p>Students are able to review the use of given grammatical units. It is achieved by taking Quiz 2</p> <p>Meeting 15: Students are able to present their case-based task</p> <p>Meeting 16: Final Test Students are able to utilize the concept learnt in meetings 9 – 13</p>												
5	<p>Teaching methods</p> <p>Lectures, discussions and case-based task</p>												
6	<p>Assessment methods</p> <p>1. Class Participation In order to maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary readings, but they are also expected to interact with peers based on the topic of discussion.</p> <p>2. Exercises As exercises for each unit are integrated, the students must complete the exercises, submit and discuss them. Score will be provided based on the answer key for the exercises.</p> <p>3. Quizzes Quizzes enable students to identify gaps in knowledge or in other words to identify how well the students know the grammatical units. It is thus important for the students to take Quiz 1 and 2 along the semester. Score will be provided based on the answer key for the quizzes.</p> <p>4. Middle Test and Final Examination These tests may motivate the students to look through and revise previously learnt grammar materials. At such, taking exams motivates the students to look for study tips and improve their studying skills, while also helping them develop self-discipline and self-organization. It's well-known that these skills are priceless and will serve them for the rest of their days. Score will be provided based on the answer key for the exams.</p> <p>5. Team-based Project Through co-authorship in group essay, the students are able to improve their teamwork abilities and collaborative thinking. The group will work started from Week 9 and follow the steps of composing the essay as stated in Task Guideline.</p> <p>6. Progress Card A progress card is a kind of self-assessment tools built on the level of difficulty of the subject contents. The students must tick off their progress after learning weekly. They must write what they find and feel while learning as well, such as whether the unit is difficult or not, and any challenging parts of learning. The students then consult the result with the teacher.</p> <p>What follows is summary of the Assessment:</p> <table border="1" data-bbox="320 1854 1474 2027"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Class participation</td> <td>Individual</td> <td>Through the semester</td> <td>5%</td> </tr> <tr> <td>Group work 1: Exercise of 10 units</td> <td>Group</td> <td>Meetings 2-6 and 9-13</td> <td>15%</td> </tr> </tbody> </table>	Assessment Task	Task Type	Due	Percentage	Class participation	Individual	Through the semester	5%	Group work 1: Exercise of 10 units	Group	Meetings 2-6 and 9-13	15%
Assessment Task	Task Type	Due	Percentage										
Class participation	Individual	Through the semester	5%										
Group work 1: Exercise of 10 units	Group	Meetings 2-6 and 9-13	15%										

	Group work 2: Cased-based task	Group	Start in meeting 9 - 13	15%
	Group work 3 (case-based task)	Group	Students' video of Group Work 2 submitted in Meeting 15	15%
	Quiz 1	Individual	Meeting 7	5%
	Mid Term	Individual	Meeting 8	20%
	Quiz 2	Individual	Meeting 14	5%
	Final Test	Individual	Meeting 16	20%
	TOTAL			100%
7	This module/course is used in the following study programme/s as well N/A			
8	Teachers 1. Tantri R. Indhiarti, M.A. 2. Juliati, M.Hum. 3. Yana Shanti Manipuspika, M.Appl.Ling. 4. Taufan Hendro Baskoro, M.A.			
9	Resources Main: Bunting, J. D., Diniz, L., Reppen, R. 2013. <i>Grammar and Beyond book 4</i> . New York: Cambridge University Press. (Main) Supplementary: 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			

Appendices:


1. Assessment of Achieved Intended Learning Outcomes
2. Task Guidelines and Rubrics

Appendix 1. Assessment of Achieved Intended Learning Outcomes

Week	ILO	CLO	LLO	Indicator	Form of Assessment	Weight (%)	LLO Weight (%)
1	1,2,3,4,6	1	1	1	Pre-test		
					Class participation	1	1
2	1,2,3,4	1,2	1,2	2,3	Group work 1	1	8
					Class participation	1	
					Quiz 1	1	
					Mid-term	5	
3	1,2,3,4	1,2	3,4	4,5	Group work 1	1	8
					Class participation	1	
					Quiz 1	1	
					Mid-term	5	
4	1,2,3,4	1,2	5,6	6,7	Group work 1	1	8
					Class participation	1	
					Quiz 1	1	
					Mid-term	5	
5	1,2,3,4	1,2	7,8	8,9	Group work 1	1	8
					Class participation	1	
					Quiz 1	1	
					Mid-term	5	
6	1,2,3,4	1,2	9,10	10,11	Group work 1	1	8
					Class participation	1	
					Quiz 1	1	
					Mid-term	5	
7	1,2,3,4	1,2	1-10		KUIS 1		
8	1,2,3,4	1,2	1-10		UTS		

9	1,2,3,4,6	1,2, 3	11,12,1 3	12, 13	Group work 1	1	10
					Class participation	1	
					Group work 2	2	
					Quiz 2	1	
					Final test	5	
10	1,2,3,4,6	1,2,3	14,15,1 6	14, 15	Group work 1	1	10
					Class participation	1	
					Group work 2	2	
					Quiz 2	1	
					Final test	5	
11	1,2,3,4,6	1,2,3	17,18,1 9	16, 17	Group work 1	1	10
					Class participation	1	
					Group work 2	2	
					Quiz 2	1	
					Final test	5	
12	1,2,3,4, 6	1,2,3	20,21,2 2	18, 19	Group work 1	1	10
					Class participation	1	
					Group work 2	2	
					Quiz 2	1	
					Final test	5	
13	1,2,3,4, 6	1,2,3	23,24,2 5	20, 21	Group work 1	1	10
					Class participation	1	
					Group work 2	2	
					Quiz 2	1	
					Final test	5	
14	1,2,3,4, 6	1,2,3	11-25		KUIS 2		
15	1,2,3,4,6	1,2,3	11-25	22	Group work 3	9	9
16	1,2,3,4, 6	1,2,3	11-25		UAS		
TOTAL							100

Appendix 2. Task Guidelines

	<p>BRAWIJAYA UNIVERSITY FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGES AND LITERATURE STUDY PROGRAMME OF ENGLISH LITERATURE</p>
<p>STUDENT TASK GUIDELINE</p>	
<p>COURSE:</p>	<p>Grammar in Discourse</p>
<p>CODE:</p>	<p>SBI 61015 CU 3/Semester 3</p>
<p>TEACHER</p>	<p>Team</p>
<p>TASK FORM:</p>	
<p>Test</p>	
<p>NAME OF TASK:</p>	
<p>Pre-Test</p>	
<p>COURSE LEARNING OUTCOME:</p>	
<p>To identify the use of English grammar in spoken and written texts for daily communication as indicated in test texts.</p>	
<p>DESCRIPTION</p>	
<p>The pre-test is carried out so that students are able to recall English grammar material that they have obtained. It is taken to acknowledge whether the students are sufficiently prepared to begin this course.</p>	
<p>METHOD OF COMPLETION</p>	
<ol style="list-style-type: none"> 1. Pre-test questions are distributed in Google Classroom with the title 'Pre-test' 2. The students download the test 3. The test is taken after the discussion of class rules, module/lesson plans, task guidelines and assessment rubrics 4. The students work on questions for 30 minutes 5. Pre-test is discussed 	
<p>OUTCOMES</p>	
<ol style="list-style-type: none"> a. Object: written test b. Outcome: the students and teacher conduct a discussion on the understanding of grammar that has been obtained previously and the difficulties or challenges in learning English grammar 	
<p>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</p>	
<p>The students identify and correct errors in each sentence in the 3 paragraphs according to the instructions given on the question sheet.</p> <p>Non-graded assessment.</p>	
<p>TIME</p>	
<p>Meeting 1</p>	
<p>OTHERS</p>	
<p>REFERENCES</p>	
<p> </p>	



**BRAWIJAYA UNIVERSITY
FACULTY OF CULTURAL STUDIES
DEPARTMENT OF LANGUAGES AND LITERATURE
STUDY PROGRAMME OF ENGLISH LITERATURE**

STUDENT TASK GUIDELINE

COURSE: Grammar in Discourse
CODE: SBI 61015 CU 3/Semester 3
TEACHER Team

TASK FORM:

Spoken while Zooming or Written in Google Class

NAME OF TASK:

Class Participation

COURSE LEARNING OUTCOME:

To carry out an active discussion

DESCRIPTION

Student engagement in class is a vital feature of their education. Students learn to communicate in a way that others can understand when they speak out in class. They learn how to collect information to improve their own comprehension of a topic by asking questions. On the other hand, just as many adults find it difficult to speak in front of a large group, many students also find it difficult to speak up in class. Therefore, the students are encouraged to participate in written form on Google Classroom as well.

METHOD OF COMPLETION

1. Each meeting begins with a question from the teacher or the students. The student may give response to the unit to be discussed. When at home students do self-study and are expected not only to learn from the book used but also from other bibliography, either from books, journal articles, or certain websites. Thus, because students have diverse learning resources, there will definitely be different forms of material. This is what can be used for discussion at the beginning of each meeting.
2. After the unit and the exercises of the unit are discussed, students give responses such as stating difficulties when doing assignments or other possible answers.

OUTCOMES

- a. Object: spoken and written report
- b. Outcome: discussion

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

Rubric:

	76-85	66-75
Level of Engagement in Class	Student proactively contributes to class by offering ideas and/or asking questions	Student never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time
Behaviour	Student almost never displays disruptive behaviour during class	Student occasionally displays disruptive behaviour during class
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.

Grading: Each student will obtain 1% every time they are actively involved in meetings. Taken together, at the end of the semester, they will get 11%.

TIME

Through the semester

OTHERS

REFERENCES



**BRAWIJAYA UNIVERSITY
FACULTY OF CULTURAL STUDIES
DEPARTMENT OF LANGUAGES AND LITERATURE
STUDY PROGRAMME OF ENGLISH LITERATURE**

STUDENT TASK GUIDELINE

COURSE: Grammar in Discourse
CODE: SBI 61015 CU 3/Semester 3
TEACHER Team

TASK FORM:

Written

NAME OF TASK:

Exercises of 10 units

COURSE LEARNING OUTCOME:

- a. Differentiate grammatical units that can be used in scientific and popular texts in the context of cause and effect, comparison and contrast, classification and definition, and problem and solution and relate the use of grammatical units in context
- b. Criticize the mistakes found in English texts and recommend the revision of the mistakes

DESCRIPTION

Speaking about how sentences are constructed, the types of words and word groups that make up sentences — that's grammar. Grammatical knowledge provides a window to our amazing mental capacity. With a solid grasp of grammar, we can communicate and articulate our thoughts more effectively. It is more likely that communication will be disrupted and misconstrued when someone's grammar skills are lacking. It is thus significant to do exercises in 10 units of the module to achieve a good command of English.

METHOD OF COMPLETION

In completing the following exercises in 10 units, the class is divided into 10 groups. Each group will do the exercises and lead a discussion in a presentation while Zooming. The teacher provides feedback afterwards.

Meeting 2: Unit Cause and Effect: Subordinators and prepositions that show cause; Transition words and common patterns with nouns that show effect □ Exercise 2.1, 2.2, 3.1 Part A, 3.2 Part B, 4.1 Part A and Editing Task.

Meeting 3: Cause and Effect: -ing participle phrases and verbs that show cause and effect □ Exercise 2.2 Part A, 3.1 Part A, 3.2 Part A, 4.1, 4.2 and Editing Task

Meeting 4: Comparison and Contrast: Relative clauses, comparatives with *as...as* and common patterns that show contrast □ Exercise 2.1 Part A, 2.2 Part A, 3.1 Part A, 4.1 Part A and Editing Task

Meeting 5: Comparison and Contrast: Complex noun phrases, parallel structure and common quantifier that show contrast □ Exercise 2.1 Part A, 2.2, 3.1, 4.1

Meeting 6: Students are able to differentiate and relate grammatical unit about Comparison and Contrast: Adverb clauses of contrast and concession, transition words and phrases that show contrast and concession □ Exercise 2.1 Part A, 2.2, 3.1, 4.1 and Editing Task

Meeting 9: Classification and Definition: The passive and common words and phrases used in classification writing □ Exercise 2.1, 2.2 Part A, 3.1, 3.3 Part A and Editing Task

Meeting 10: Classification and Definition: The language of definition and appositives □ Exercise 2.1 Part A and B, 3.1 and Editing Task

Meeting 11: Problem and Solution: Reporting verbs, adverb clauses and phrases with *as...*, common vocabulary for describing information in graphics □ Exercise 2.1, 2.2 Part A, 3.1 Part A and Editing Task

Meeting 12: Problem and Solution: Adverb clauses and infinitives of purposes, reduced adverb clauses, vocabulary to describe problems and solutions □ Exercise 2.1, 3.1 Part A, 3.2, 4.1 and Editing Task

Meeting 13: Problem and Solution: *It* construction and transition words to indicate steps of a solution □ Exercise 2.1 Part A, 2.2 Part A and Editing Task

OUTCOMES

- a. Object: spoken and written report
- b. Outcome: group score for exercises and class participation

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

The score is given based on the correctness of answer to the exercise completed by each student group. However, passive student in the group not involving in completing the exercise is not likely to get assessed.


Grading = 10% for each group if completing all 10 exercises (each exercise = 1%)

TIME

Meetings 2-6 and 9-13

OTHERS

REFERENCES

	BRAWIJAYA UNIVERSITY FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGES AND LITERATURE STUDY PROGRAMME OF ENGLISH LITERATURE
STUDENT TASK GUIDELINE	
COURSE:	Grammar in Discourse
CODE:	SBI 61015 CU 3/Semester 3
TEACHER	Team
TASK FORM:	
Test	
NAME OF TASK:	
Quiz 1	
COURSE LEARNING OUTCOME:	
To identify and explain the use of English grammar in spoken and written texts as indicated in test texts.	
DESCRIPTION	
Quiz 1 is taken as it is aimed at helping students prepare for the unit's summative tests (units used in Meeting 2-6). Besides, it enables to keep students motivated and involved in their own learning throughout the teaching session.	
METHOD OF COMPLETION	
<ol style="list-style-type: none"> 1. Quiz questions are distributed in Google Classroom with the title 'Quiz 1' 2. The students download the test 3. The students work on questions for 60 minutes 4. Quiz 1 is discussed 5. The students get the score 	
OUTCOMES	
<ol style="list-style-type: none"> a. Object: written test b. Outcome: the students and teacher conduct a discussion on the understanding of grammar that has been obtained previously and the difficulties or challenges in learning English grammar 	
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING	
The score is given based on the correctness of answer to the Quiz. Grading = 5% for each student	
TIME	
Meeting 7	
OTHERS	
REFERENCES	



**BRAWIJAYA UNIVERSITY
FACULTY OF CULTURAL STUDIES
DEPARTMENT OF LANGUAGES AND LITERATURE
STUDY PROGRAMME OF ENGLISH LITERATURE**

STUDENT TASK GUIDELINE

COURSE: Grammar in Discourse
CODE: SBI 61015 CU 3/Semester 3
TEACHER Team

TASK FORM:

Test

NAME OF TASK:

Mid-Term

COURSE LEARNING OUTCOME:

To discover and remedy flaws from students' comprehension of materials used in Meeting 1-7 as Mid-Test let students and teachers figure out which parts of the content they do not comprehend.

DESCRIPTION

Mid-test is taken as it is aimed at assessing the students. The exam is frequently used to verify students' learning because they provide a controlled setting for individual work.

METHOD OF COMPLETION

1. The questions are distributed in WA group
2. The students download the test
3. The students work on questions for 90 minutes
4. The students submit the exam in a given link.

OUTCOMES

- a. Object: written test
- b. Outcome: the students and teacher conduct a discussion on the understanding of grammar that has been obtained previously and the difficulties or challenges in learning English grammar

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

The score is given based on the correctness of answer to Mid-Test

Grading = 25% for each student

TIME

Meeting 8

OTHERS

REFERENCES



**BRAWIJAYA UNIVERSITY
FACULTY OF CULTURAL STUDIES
DEPARTMENT OF LANGUAGES AND LITERATURE
STUDY PROGRAMME OF ENGLISH LITERATURE**

STUDENT TASK GUIDELINE

COURSE:

Grammar in Discourse

CODE:

SBI 61015

CU 3/Semester 3

TEACHER

Team

TASK FORM:

Test

NAME OF TASK:

Final Test

COURSE LEARNING OUTCOME:

To discover and remedy flaws from students' comprehension of materials used in Meeting 9-13 as Final Test let students and teachers figure out which parts of the content they do not comprehend.

DESCRIPTION

Final test is taken as it is aimed at assessing the students. The exam is frequently used to verify students' learning because they provide a controlled setting for individual work.

METHOD OF COMPLETION

1. The questions are distributed in WA group
2. The students download the test
3. The students work on questions for 90 minutes
4. The students submit the exam in a given link.

OUTCOMES

- c. Object: written test
- d. Outcome: the students and teacher conduct a discussion on the understanding of grammar that has been obtained previously and the difficulties or challenges in learning English grammar

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

The score is given based on the correctness of answer to Final Test

Grading = 25% for each student

TIME

Meeting 16

OTHERS

REFERENCES