

| Module/Course Title: Listening for Academic Discourse | | | | | |
|--|--|---|---|---------------------------------------|------------------------------------|
| Module/ course code SBI 62020 | Student workload 8,5 hours per week | Credits (ECTS) 3 CU x 1.5 = 4.5 ECTS | Semester 4th | Frequency 3 CU x16 = 48 | Duration 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) Listening for Informational Purposes | | | | |

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Learning Outcomes (PLO + CLO)

Course Description:

This course provides an overview of the skills to outline **the main points of clear standard speech on academic related matters** as spoken by a range of speakers from different countries. This listening aims to develop students' awareness and sensitivity to different speakers of English within the context of academic and professional discourses. As students develop their awareness in understanding the speakers, they will gain more awareness of their own English to be a clearer speaker.

The collaborative teaching is manifested in the form of project done by students in groups covering the materials in weeks 9 - 14 of the course. In the project, the groups of students are assigned to create a campaign video related to the assigned topic. The outcome is a campaign video which should be uploaded in their social media account and share it to English Literature study program official IG account.

Programme Learning Outcomes:

- 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.
- 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.
- 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.

Intended Learning Outcomes:

- ILO 1 Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics.
- ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment.
- ILO 3 Students are able to demonstrate language skills by using proper English.
- ILO 4 Students are able to analyze the development of linguistic, literary and cultural phenomena

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| | <p>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>ILO 6 Students are able to use media and technology into their learning and research activities</p> <p>ILO 7 Students are able to analyze various scientific texts in the fields of language, literature and culture in English.</p> <p>ILO 8 Students are able to produce scientific articles or creative writings on language, literature, and culture independently or collaboratively.</p> <p>Course Learning Outcomes</p> <p>On completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. outline standard spoken language, normally encountered in academic life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. 2. outline the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. |
| 4 | <p>Subject aims/Content</p> <ol style="list-style-type: none"> 1. Medicine (Week 1 - 2) <ol style="list-style-type: none"> a. Academic disciplines: <ul style="list-style-type: none"> - Health Science/ Medicine b. Listening Skills: <ul style="list-style-type: none"> - Identifying contrasting opinions; strengthen points in an argument 2. The Environment (Week 3 - 4) <ol style="list-style-type: none"> a. Academic Disciplines: <ul style="list-style-type: none"> - Ecology/ Environmental Studies b. Listening Skills: <ul style="list-style-type: none"> - Distinguish main ideas from details; - take notes on main ideas and details 3. Architecture (Week 6 - 7) <ol style="list-style-type: none"> a. Academic Disciplines: <ul style="list-style-type: none"> - Architecture/ Urban Planning b. Listening Skills: <ul style="list-style-type: none"> - Understand figurative language; - understand strong and tentative suggestions 4. Energy (Week 9 - 10) <ol style="list-style-type: none"> a. Academic Disciplines: <ul style="list-style-type: none"> - Engineering/ Physics b. Listening Skills: <ul style="list-style-type: none"> - Understand digressions; |

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| | <ul style="list-style-type: none"> - understand persuasive techniques <p>5. Art and Design (Week 11- 12)</p> <p>a. Academic Disciplines:</p> <ul style="list-style-type: none"> - Design/ Free Art <p>b. Listening Skills:</p> <ul style="list-style-type: none"> - Infer opinions; - Distinguish fact from opinions <p>6. Aging (Week 14 - 15)</p> <p>a. Academic Disciplines:</p> <ul style="list-style-type: none"> - Economics/ Sociology <p>b. Listening Skills:</p> <ul style="list-style-type: none"> - Understand specific observation and generalizations |
| 5 | <p>Teaching methods</p> <p>Collaborative discussions, quiz, assignment, and lectures</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, but they are also expected to interact with peers and the topics as directed in class discussions and collaborative activities.</p> <p>2. Project In the second half of the semester, Students are required to collaborate in their group in order to complete the given assignment. The assignment is in form of team based project which progressively assessed by the lecturer as the facilitator. In the process of the completion, each group have to report their progress through presentation (in week 11 to 14). The feedback given by the other groups and the facilitator should be considered in the revision of their draft. The outcome of the project is advocacy campaign video promoting energy, art and design, or aging. This video should be uploaded in their social media account and share it to English Literature study program official IG account.</p> <p>3. Quiz Students are expected to do the quiz twice, in the 5th and 13th meetings. Feedback on answers will be available on the online learning platform, and the feedbacks will be discussed in the following meeting if necessary.</p> <p>4. Midterm Test The exam aims to assess students' comprehension about the lessons learned in week 1-7</p> <p>5. Final Test The exam aims to assess students' comprehension about the lessons learned in week 9-15</p> |

Assessment Summary

The assessment for the collaborative project is divided into 3:

1. Peer review
2. Progress report
3. Academic poster

| Task Type | Assessment Task | Due | Weighting |
|--------------------------------------|---|----------------------|------------------|
| Participative Activity | Class Participation | Through the semester | 10% |
| | Assignment | weekly | 10% |
| | Progress report on the potential issues they found in several videos/news they watch/listen | Week 11 | 10% |
| | Progress report on the objective, the content and the delivery of the campaign. | Week 14 | 10% |
| Collaborative Project Outcome | Campaign Video | Week 16 | 10% |
| | | | |
| Quiz (optional) | Written assessment | Week 5 and 13 | 10% |
| UTS | Written assessment | Week 8 | 15% |
| UAS | Written assessment | Week 16 | 25% |
| TOTAL | | | 100% |

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| 7 | This module/course is used in the following study programme/s as well - |
| 8 | Teachers |
| 9 | Resources Landsford, L., et al, 2017, <i>PRISM Listening and Speaking 3</i> , Cambridge: Cambridge University Press. |

The team project is done by students in groups covering the materials in weeks 9 - 14 of the course. In the project, the groups of students are assigned to create an campaign video related to the assigned topic. The outcome is a campaign video which should be uploaded in their social media account and share it to English Literature study program official IG account.

The topics: (a) energy, (b) art and design, (c) aging.

Requirement of the Advocacy Campaign Video (collaborative project outcome)

1. Focus on the theme of the campaign
2. The campaign must employ various expression in:
 - Contrasting opinion
 - Strengthening points in arguments
 - Using Figurative language
 - Giving Strong/tentative suggestion

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| <p>3. The campaign video content is suggested for representation of promoting equality and respect for human right, thus avoid violating the issues of ethnicity, religion, race, political view and sexuality.</p> <p>4. Duration: 3-5 minutes</p> <p>5. Use instruments, visual aids or other means (if possible)</p> |
| METHOD OF COMPLETION |
| The students are asked to report the weekly progress. The assignment is provided on the learning platform (Google Classroom/VLM2). |
| OUTCOMES |
| Object: Advocacy campaign videos |
| Outcome: the published advocacy campaign video |
| INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING |
| The score is given based on the rubric |
| TIME |
| Week 9-14 |
| OTHERS |
| - |
| REFERENCES |
| Lansford, L and Lockwood, R. 2017. Prism Listening and Speaking 3. Cambridge |

A. Advocacy campaign video rubric

| | 0 points | 1 points | 2 points | 3 points |
|---|---------------------------------------|---|--|---|
| Advocacy Topic (2 points) | Did not complete assignment | No clear topic chosen in work of art | Chose a clear topic to advocate for | X (only 2 points) |
| Words/Text (3 points) | Did not include words/text in project | Included words that did not relate to advocacy topic | Included words that slightly related to my advocacy topic | Included words that clearly related to my advocacy topic |
| Images (3 points) | Did not include images in project | Included images that did not relate to advocacy topic | Included images that slightly related to my advocacy topic | Included images that clearly related to my advocacy topic |
| Creativity & Original Ideas (2 points) | Project was copied from an example | Showed some creativity and original ideas | Showed clear creativity and original ideas | X (only 2 points) |

| Criteria | Grade | Points |
|---|-------------|--------|
| Picture/ Poster/ Video | | |
| <ul style="list-style-type: none"> Creativity Layout, design, graphics, and use of colors are very attractive, creative, and appropriate. | 10% | |
| <ul style="list-style-type: none"> Organization Information are very organized. The picture/poster/video clearly communicates the message. | 10% | |
| <ul style="list-style-type: none"> Content The student is also visible in the picture/ poster/ video. No grammatical, spelling, or punctuation errors. | 10% | |
| Explanation | | |
| <ul style="list-style-type: none"> Content Explanation is related to the chosen topic The main idea stands out and is supported by detailed information. The message is empowering and clearly explains the importance of seeking help. | 40% | |
| <ul style="list-style-type: none"> Organization of Ideas Ideas are very organized. Ideas can be easily understood by different types of readers. | 20% | |
| Overall | | |
| <ul style="list-style-type: none"> Topic The chosen topic is clear. The topic is timely and relevant. | 10% | |
| Total | 100% | |

B. Peer Assessment Rubric

Group number : _____

Name of Assessor : _____

You are asked to assess your teammates' work during the process of writing a caritical review. Read the descriptors for each of the criteria carefully and complete the table below. Be honest in completing the rubric. Your assessment is confidential because your assessment sheet can only be accessed by the lecturer.

Tick one of the descriptors in each skill to show your assessment on your friend's collaborative work.

| No | Members of the groups | Criteria | | | | | Total score | Rank |
|----|-----------------------|-------------------------|-------------------------|-------------------|----------------------|------------------------|-------------|------|
| | | Contributions, Attitude | Cooperation with Others | Focus, Commitment | Team Role Fulfilment | Ability to Communicate | | |
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| Skills | Descriptor s | | | |
|--------------------------------|--|--|--|---|
| | 4 | 3 | 2 | 1 |
| Contributions, Attitude | <ul style="list-style-type: none"> Always willing to help and do more. Routinely offered useful ideas. Always displays positive attitude. | <ul style="list-style-type: none"> Cooperative. Usually offered useful ideas. Generally, it displays positive attitude. | <ul style="list-style-type: none"> Sometimes cooperative. Sometimes offered useful ideas. Rarely displays positive attitude. | <ul style="list-style-type: none"> Seldom cooperative. Rarely offers useful ideas. Is disruptive. |
| Cooperation with Others | <ul style="list-style-type: none"> Did more than others—highly productive. Works extremely well with others. Never argues. . | <ul style="list-style-type: none"> Did their part of the work cooperatively. Works well with others. Rarely argues. | <ul style="list-style-type: none"> Could have done more of the work—has difficulty. Requires structure, directions, and leadership. Argues sometimes. . | <ul style="list-style-type: none"> Did not do any work—does not contribute. Does not work well with others. Usually argues with teammates. |
| Focus, Commitment | <ul style="list-style-type: none"> Tries to keep people working together. Almost always focused on the task and what needs to be done. Is very self-directed. | <ul style="list-style-type: none"> Does not cause problems in the group. Focuses on the task and what needs to be done most of the time. Can count on this person. | <ul style="list-style-type: none"> Sometimes not a good team member. Sometimes focuses on the task and what needs to be done. Must be prodded and reminded to keep on task. | <ul style="list-style-type: none"> Often is not a good team member. Does not focus on the task and what needs to be done. Let others do the work. |
| Team Role Fulfilment | <ul style="list-style-type: none"> Participated in all group meetings. Assumed leadership role as necessary. Did the work that was assigned by the group. | <ul style="list-style-type: none"> Participated in most group meetings. Provided leadership when asked. Did most of the work assigned by the group. | <ul style="list-style-type: none"> Participated in some group meetings. Provided some leadership. Did some of the work assigned by the group. | <ul style="list-style-type: none"> Participated in few or no group meetings. Provided no leadership. Did little or no work assigned by the group. |
| Ability to Communicate | <ul style="list-style-type: none"> Always listens to, shares with, and supports the efforts of others. Provided effective feedback to other members. Relays a great deal of information—all relates to the topic. | <ul style="list-style-type: none"> Usually listens to, shares with, and supports the efforts of others. Sometimes talks too much. Provided some effective feedback to others. Relays some basic information—most relates to the topic. | <ul style="list-style-type: none"> Often listens to, shares with, and supports the efforts of others. Usually does most of the talking—rarely listens to others. Provided little feedback to others. Relays very little information—some relates to the topic. | <ul style="list-style-type: none"> Rarely listens to, shares with, or supports the efforts of others. Is always talking and never listens to others. Provided no feedback to others. Does not relay any information to teammates. |

A. Progress report Rubric Assessment

| Category | Scoring Criteria | Weighting/100 | Score |
|---|---|------------------------|-------|
| Content (35 points) | Introduction is attention-getting and establishes a framework for the rest of the presentation. | 5 | |
| | There is a clear body of presentation. The body includes valuable and relevant information | 10 | |
| | There is an obvious conclusion summarizing the presentation | 5 | |
| | Presentation contains accurate, clear, and comprehensible information | 10 | |
| | It uses credible resources | 5 | |
| Organization (10 points) | Information is presented in a logical sequence | 5 | |
| | The presentation is easy to follow | 5 | |
| Delivery (25 points) | Presenters maintain good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.) | 5 | |
| | Speaker uses a clear, audible voice. | 5 | |
| | Delivery is confident, controlled, and smooth. | 5 | |
| | Good language skills and pronunciation are used | 5 | |
| | Length of presentation is within the assigned time limits | 5 | |
| Visual Aids (20 points) | Visual aids are well prepared | 5 | |
| | Visual aids are informative, effective, and not distracting | 10 | |
| | Visual aids are easy to read or see | 5 | |
| Group Dynamics (10 points) | All presenters knew the information, participated equally, and helped each other as needed. They are prepared and rehearsed | 5 | |
| | All presenters answer questions respectfully and knowledgably | 5 | |
| Overall score | | 100 | |