

<b>Module/Course Title: Speaking for Social Communication</b>					
<b>Module/ course code</b>	<b>Student workload</b>	<b>Credits (ECTS)</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
SBI 62009	8,5 hours per week	3 CU x 1,5 = 4,5 ECTS	2nd	3 CU x 14 = 48	16 meetings
<b>1</b>	<b>Types of courses</b>  Compulsory coursework	<b>Contact hours</b>  3 CU x 50 minutes = 150 = 2.5 hours per week	<b>Independent study</b>  3 CU x 120 minutes = 360 minutes = 6 hours	<b>Class size</b>  30 students	
<b>2</b>	<b>Prerequisites for participation (if applicable)</b>  -- <b>Learning outcomes (PLO + CLO)</b>				

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**Course Description:**

Multiple critical thinking activities begin in this course, setting students up for exercises that focus on speaking skills, functional language, and pronunciation. All of these lead up to a structured speaking task, in which students apply the skills and language they have developed throughout the entire unit.

**PLO:**

- 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 5** Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts.
- ILO 6** Students are able to use media and technology into their learning and research activities

**Course Learning Outcomes:**

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

1. Do the turn-taking
2. Show levels of agreement

3. Use signposting language
4. Introduce examples
5. Express general beliefs
6. Link ideas with transition words and phrases
7. Talk about advantages and disadvantages
8. Give counterarguments
9. Give recommendations
10. Expand on an idea
11. Be polite in a discussion
12. Use adverbs for emphasis

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**Subject aims/Content**

**1. People (Week 1 - 3)**

- a. Academic disciplines:
  - Psychology/ Sociology
- b. Speaking Skills:
  - Time order
  - Examples and details
- c. Speaking Task:
  - Give a presentation about a remarkable person and his or her work.
- d. Presentation Skill:
  - Giving presentations

**2. The Universe (Week 5 - 6)**

- a. Academic Disciplines:
  - Astronomy/ Engineering
- b. Speaking Skills:
  - Turn-taking
  - Showing levels of agreement
- c. Speaking Task:
  - Discuss how to get children interested in space exploration.
- d. Study Skill:
  - Reviewing for exams

**3. Animals (Week 7 - 8)**

- a. Academic Disciplines:
  - Biology / Environmental Science / Zoology
- b. Speaking Skills:
  - Using signposting language
  - Introducing examples
  - Expressing general beliefs
  - Pronunciation
  - Signposting phrases
- c. Speaking Task:
  - Give a two-minute presentation about the human threats to an endangered species
- d. Communication Skill:
  - Making yourself understood

**4. The Environment (Week 10 - 11)**

	<p>a. Academic Disciplines:  - Ecology/ Environmental Science/ Political Science</p> <p>b. Speaking Skills:  - Linking ideas with transition words and phrases  - Talking about advantages and disadvantages  - Giving counterarguments</p> <p>c. Speaking Task:  - Take part in a debate. Argue for or against building a new shopping center in your city.</p> <p>d. Study Skill:  - Active learning</p> <p><b>5. Transportation (Week 12 - 13)</b></p> <p>a. Academic Disciplines:  - Civil Engineering / Psychology / Sociology</p> <p>b. Speaking Skills:  - Giving recommendations  - Expanding on an idea</p> <p>c. Speaking Task:  - Give a presentation on a transportation problem and suggest solutions to solve the problem.</p> <p>d. Life Skill:  - Setting SMART goals</p> <p><b>6. Customs and Traditions (Week 14 - 15)</b></p> <p>a. Academic Disciplines:  - Anthropology / Cultural Studies / Sociology</p> <p>b. Speaking Skills:  - Being polite in a discussion  - Using adverbs for emphasis  - Phrases with that</p> <p>c. Pronunciation:  - Stress patterns in phrases for agreeing and disagreeing</p> <p>d. Speaking Task:  - Take part in a discussion about whether special occasions have become too commercial.</p> <p>e. Life skill:  - Dealing with culture shock.</p>
5	<p><b>Teaching methods</b></p> <p>Lectures and discussions.</p>

<b>6</b>	<p><b>Assessment methods</b></p> <p>1. Class Participation</p> <p>To maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary tasks but they are also expected to interact with peers and the topics as directed in class discussions and activities.</p>
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	<p>2. Oral Presentation 1</p> <p>A test of the speaking skills which have been covered in meeting 1 - 3 of the course. The students are asked to give a presentation about a remarkable person and his or her work. The students will implement time order, details, and examples in their speaking skills.</p> <p>3. Oral Presentation 2 (Midterm Test)</p> <p>A test of the speaking skills which have been covered in weeks 5 - 8 of the course. The students are asked to give a two-minute presentation about the human threats to an endangered species. The students will implement the signposting language, examples, and general beliefs in their speaking skills.</p> <p>4. Debate</p> <p>A test of the speaking skills which have been covered in weeks 10 - 11 of the course. The students are asked to take part in a debate and argue for or against building a new shopping center in their city. The students are asked to link ideas with transition words and phrases and talk about advantages and disadvantages.</p> <p>5. Oral Presentation 3 (Final Test)</p> <p>A test of the speaking skills which have been covered in weeks 12 - 15 of the course. The students are asked to give a presentation on a transportation problem and suggest solutions to solve the problem. The speaking skills that are tested are giving recommendations and expanding on an idea.</p>
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<b>Assessment Summary:</b>				
Task Type	Assessment Task	Task Type	Due	Weighting
<b>Participative Activity</b>	Attendance		Through the semester	10%
	Class Participation		Through the semester	25%
<b>Collaborative Case Based Outcome</b>	Oral Presentation 1		Week 3	10%
	Debate		Week 11	15%
<b>UTS</b>	Oral Presentation 2		Week 9	20%
<b>UAS</b>	Oral Presentation 3		Week 16	20%
<b>TOTAL</b>				100%

7	<b>This module/course is used in the following study programme/s as well --</b>
8	<b>Teachers</b> Team
9	<b>Resources</b> 1. Dimond-Bayir, S. and Russell, K., 2017, <i>PRISM Listening and Speaking 1</i> , Cambridge: Cambridge University Press. 2. Ostrowska, S. and Jordan, N., 2017, <i>PRISM Listening and Speaking 2</i> , Cambridge: Cambridge University Press.



**UNIVERSITAS BRAWIJAYA  
FACULTY OF CULTURAL STUDIES  
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LITERATURE**

**STUDENT TASK GUIDELINE**

**COURSE:  
CODE:** **Speaking for Social Communication  
SBI 62009 CU 3/Semester 2**

**TEACHER** Team

**TASK FORM:**

Project

**NAME OF TASK:**

Oral Presentation 2 (Midterm Test)

**COURSE LEARNING OUTCOME:**

- To use signposting language
- To introduce examples
- To express general beliefs

**DESCRIPTION**

A test of the speaking skills which have been covered in weeks 5 - 8 of the course. The students are asked to give a two-minute presentation about the human threats to an endangered species. The students will implement the signposting language, examples, and general beliefs in their speaking skills.

**METHOD OF COMPLETION**

1. The students are asked to give a two-minute presentation about the human threats to an endangered species
2. The students will implement the signposting language, examples, and general beliefs in their speaking skills.
3. The students record the presentation in a video file
4. The students upload it in the Flipgrid

**OUTCOMES**

- a. Object: oral presentation about the human threats to an endangered species
- b. Outcome: a ten-minute interview video

**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

The score is given based on the following rubric:  
**No Criteria Score (Range from 1 - 20 each criterion)**

<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>		
1	Has enough language to get by, with sufficient vocabulary to express him/ herself with some hesitation and circumlocutions.	
2	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	
3	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	
4	Can use signposting language, introduce examples, and express general beliefs.	
5	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	
<b>Total score</b>		
<b>Time</b>		
Meeting 9		
<b>OTHERS</b>		
<b>REFERENCES</b>		
1. Dimond-Bayir, S. and Russell, K., 2017, <i>PRISM Listening and Speaking 1</i> , Cambridge: Cambridge University Press. 2. Ostrowska, S. and Jordan, N., 2017, <i>PRISM Listening and Speaking 2</i> , Cambridge: Cambridge University Press		