Module/Course Title: Speaking in Academic Discourse					
Module/ course code SBI 62021	**Student workload** 8,5 hours per week	**Credits** (ECTS) 3 CU x 1,5 = 4,5 ECTS	**Semester** 4th	**Frequency** 3 CU x 16 = 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)** --

3	**Learning outcomes (PLO + CLO)**

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. Use persuasive language
2. Give background information

	3. Identify problems and suggest solutions 4. Keep a discussion moving 5. Use the language for debates 6. Reference data in a presentation

4	**Subject aims/Content**
	    1. Medicine (Week 1 - 2)
	        a. Academic disciplines:
	            - Health Science/ Medicine
	        b. Speaking Skills:
	            - Using persuasive language
	        c. Speaking Task:
	            - Role-play a debate between representatives from an international aid organization and representatives from a drug company
	        d. Presentation Skill:
	            - Citing sources in a presentation
	
	    2. The Environment (Week 4 - 5)
	        a. Academic Disciplines:
	            - Ecology/ Environmental Studies
	        b. Speaking Skills:
	            - Giving background information
	            - Signposting
	        c. Speaking Task:
	            - Give a presentation about a change in the environment and discuss possible solutions
	
	    3. Architecture (Week 6 - 7)
	        a. Academic Disciplines:
	            - Architecture/ Urban Planning
	        b. Speaking Skills:
	            - Identifying problems and suggesting solutions
	        c. Speaking Task:
	            - Discuss a housing problem and possible solutions
	
	    4. Energy (Week 9 - 10)
	        a. Academic Disciplines:
	            - Engineering/ Physics
	        b. Speaking Skills:
	            - Keeping a discussion moving
	        c. Speaking Task:
	            - Participate in a discussion about an energy problem and suggest possible solutions.
	        d. Communication Skill:
	            - Working in groups
	
	    5. Art and Design (Week 12 - 13)
	        a. Academic Disciplines:
	            - Design/ Free Art
	        b. Speaking Skills:

	- Language for debates
	    c. Speaking Task:
	       - Have an informal debate about whether or not public money should be spent on public art
	
	  6. Aging (Week 14 - 15)
	    a. Academic Disciplines:
	       - Economics/ Sociology
	    b. Speaking Skills:
	       - Referencing data in a presentation
	    c. Pronunciation:
	       - Contrastive stress in numbers and comparisons
	    d. Speaking Task:
	       - Give a presentation using graphical data on how aging has changed a country's population over time and the impact this is likely to have on its society in the future

5	**Teaching methods** Lectures and discussions.

6	**Assessment methods**
	1. Class Participation
	   To maximize the learning opportunities in this course, students are not only required for all class sessions, having completed all necessary tasks but they are also expec with peers and the topics as directed in class discussions and activities.
	
	2. Debate
	   Debate is a test of the speaking skills which have been covered in meeting 1 - 2. The students are asked to role-play a debate between representatives from an int organization and representatives from a drug company
	
	3. Discussion 1 (Midterm Test) Discussion 1 is a test of the speaking skills which have in weeks 4 -7 of the course. The students are asked to discuss a housing problem a solutions.
	
	4. Discussion 2
	   Discussion 2 is a test of the speaking skills which have been covered in weeks 9 -1 course. The students are asked to participate in a discussion about an energy probl suggest possible solutions.
	
	5. Oral Presentation (Final Test) Oral Presentation is a test of the speaking skills which covered in weeks 14 - 15 of the course. The students are asked to give a presentat graphical data on how aging has changed a country's population over time and the likely to have on its society in the future.

Assessment Task	Task Type	Due	Weighting	
Attendance and class participation Individual		Throughout the course	10%	
Debate Discussion 1 (Midterm	Group	Week 3	25 %	
Test) Discussion 2	Group	Week 8	20%	
Oral Presentation (Final Test)	Group	Week 11	20%	
	Individual	Week 16	25%	
Note that attendance at lectures is compulsory.				

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

UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGES AND LITERATURE STUDY PROGRAMME OF ENGLISH LITERATURE	
	STUDENT TASK GUIDELINE
COURSE: **CODE:**	**Speaking in Academic Discourse** SBI 62021 CU 3/Semester 4
TEACHER	Team
TASK FORM:	
Project	
NAME OF TASK:	
Oral Presentation (Final Test)	
COURSE LEARNING OUTCOME:	
Referencing data in a presentation	

DESCRIPTION
Oral Presentation is a test of the speaking skills which have been covered in weeks 14 - 15 of the course. The students are asked to give a presentation using graphical data on how aging has changed a country's population over time and the impact this is likely to have on its society in the future.

METHOD OF COMPLETION
1. The students are asked to give a five-minute presentation using graphical data on how aging has changed a country's population over time and the impact this is likely to have on its society in the future the human threats to an endangered species 2. The students will implement referencing data in a presentation. 3. The students record the presentation in a video file 4. The students upload it in the Flipgrid

OUTCOMES
a. Object: five-minute presentation using graphical data on how aging has changed a country's population over time and the impact this is likely to have on its society in the future the human threats to an endangered species.
b. Outcome: a five-minute presentation 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)*

1

1	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	
2	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/ her mistakes.	
3	Can produce stretches of language with a fairly even tempo, although he/ she can be hesitant as he or she searches for patterns and expressions, there are few noticeable long pauses.	
4	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.	

5	Pronunciation is clearly intelligible.	
	Total Score	

TIME
Meeting 16

OTHERS

REFERENCES
Landsford, L., et al, 2017, *PRISM Listening and Speaking 3*, Cambridge: Cambridge University Press.