



**2024**

**MODULE**

**FACULTY OF EDUCATIONAL SCIENCES**

# **HANDBOOK**

**ENGLISH EDUCATION STUDY PROGRAMME**

**FACULTY OF EDUCATIONAL SCIENCES**

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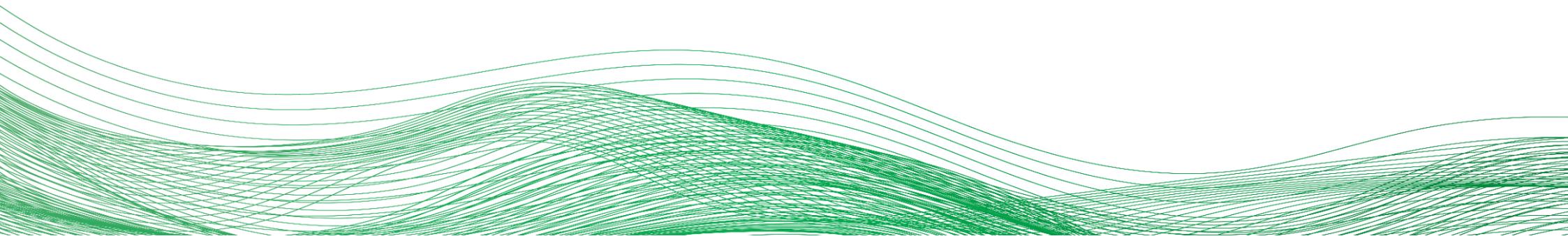
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**COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME  
FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA**

# **SEMESTER 1**



**Islamic Study**

	<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME</b> <b>FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>					<b>Document Code</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>
Islamic Study	UIN 6033201	Compulsory	6 ECTS	L: 46.6; It: 56; St: 56 TOTAL 158.6	1	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Attendance: 20% 2. Attitude: 10% 3. Assignment: 30% 4. Mid-Term Test: 20% 5. Final Test: 20%					
<b>Module Coordinator</b>	Waki Ats Tsaqofi, M.A.					
<b>Lecturer</b>	Waki Ats Tsaqofi, M.A.					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO 1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.					
	<b>COURSE LEARNING OUTCOMES (CLO)</b> CLO 1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO 2 Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process. CLO 3 Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.					
	<b>Sub-CLO</b> Sub-CLO1 Understand the fundamentals of Islamic Studies. Sub-CLO2 Identify elements of Islamic doctrine and its cultural contributions. Sub-CLO3 Comprehend primary sources of Islamic teachings, including the Qur'an, Hadith, Ijma, and Qiyas. Sub-CLO4 Analyze the Qur'an's historical significance and methodology. Sub-CLO5 Analyze fundamental Hadith studies, focusing on authenticity and categorization. Sub-CLO6 Understand the concept of ijtihad and its contemporary applications. Sub-CLO7 Grasp the concept of religious moderation and its societal impact. Sub-CLO8 Explore Islam as a religion of mercy (rahmatan lil 'alamin) in promoting peace and unity. Sub-CLO9 Study the historical development of Islamic civilization and its global contributions. Sub-CLO10 Understand foundational concepts in Islamic theology, philosophy, and Sufism. Sub-CLO11 Analyze Indonesia's Islamic contributions to global civilization. Sub-CLO12 Review Islamic education and sharia economy development in Indonesia.					
<b>Brief Description of the Course</b>	The Islamic Study course examines Islam in its diverse forms and interpretations, shaped by the various contexts of time and space in which its adherents live. Students will explore the rich traditions of Islamic thought and practice, understanding the complexities of religious expressions in social, political, and cultural realms. The course aims to foster an appreciation for the diversity within Islam, emphasizing its role as a religion that promotes peace and inclusivity (rahmatan lil 'alamin). Through this study, students will engage with foundational concepts, historical developments, and contemporary issues relevant to Islamic teachings.					

Scientific Integration	Connects Islamic Studies with scientific and humanistic knowledge to develop a balanced and moderate worldview.
Research and Community Service Integration	<ol style="list-style-type: none"> <li>1. Encourages research and engagement with Islamic and social studies to foster understanding and unity within communities.</li> <li>2. Combines Islamic principles and educational values to promote respect and inclusivity in Islamic studies and practices.</li> </ol>
Learning Materials	<ol style="list-style-type: none"> <li>1. Introduction to Islamic Studies: definition, scope, and dynamic approaches in Islamic scholarship.</li> <li>2. The sources of Islamic teachings: Qur'an, Hadith, Ijma, and Qiyas.</li> <li>3. Studies in the Qur'an: revelation, compilation, structure, and thematic interpretation.</li> <li>4. Hadith studies: transmission, authenticity, and key classifications.</li> <li>5. Ijtihad: historical and contemporary perspectives on Islamic jurisprudence.</li> <li>6. Religious moderation in Islam: principles, social impact, and relevance in modern society.</li> <li>7. Islam as a mercy to all (rahmatan lil 'alamin): promoting peace and tolerance.</li> <li>8. History of Islamic civilization and contributions to global culture and knowledge.</li> <li>9. Final Exam</li> </ol>
References	<ol style="list-style-type: none"> <li>1. al-Sirjani, Raghib, Sumbangan Peradaban Islam pada Dunia, (Jakarta: Pustaka al-Kautsar, 1430 H./2009 M), cet. II.</li> <li>2. Azra, Azymardi, Indonesia, Islam and Democracy: Dynamics in Global Context, (Jakarta:SOLISTICE, IClP, The Asia Foundation, 2006).</li> <li>3. Azra, Azymardi, Jaringan Global dan Lokal Islam Nusantara, (Bandung:Mizan, 1423 H./2002 M.).</li> <li>4. Bahesti, Mahmud Husaini, dan Jawad Bahran, Intisari Islam, (Jakarta:Lentera, 2005)</li> <li>5. Hasan, Muhammad Tholchah, Islam dalam Perspektif Sosio Kultural, (Jakarta: Lantabura Press, 2000);</li> <li>6. Hidayat, Komaruddin dan Ahmad Gaus AF, Menjadi Indonesia: 13 Abad Eksistensi Islam di Bumi Nusantara, (Bandung: Mizan, 2006), cet. I.</li> <li>7. Hidayat, Komaruddin, Islam, Negara dan Civil Society: Gerakan dan Pemikiran Islam Kontemporer, (Jakarta: Paramadina, 2005);</li> <li>8. Huda, Nor, Islam Nusantara, Sejarah Sosial Intelektual Islam di Indonesia, (Jakarta:Ar-Ruzz Media Group, 2007), cet. I</li> <li>9. Kirmani, Moh. Zaki, The Qur'an and The Future and Science, (Delhi: Global Vision Publishing House, 2001), First Edition.</li> <li>10. Mujib, Abdul dan Jusuf Mudzakkir, Studi Islam dalam Ragam Dimensi dan Pendekatan (Jakarta:Prenada Media, 2005), cet. I.</li> <li>11. Nata, Abuddin, Metodologi Studi Islam, (Jakarta:RajaGrafindo Persada, 2013), cet. XX.</li> <li>12. Nata, Abuddin, Studi Islam Komprehensif, (Jakarta:Prenada Media Group, 2011), cet. I.</li> <li>13. Nur Hidayah, Literasi Keuangan Syariah: Teori dan Praktik di Indonesia (Jakarta: RajaGrafindo Persada, 2022)</li> </ol>

## Pancasila and Civic Education

	COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA					Document Code NAS6112201																																						
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE																																						
Pancasila and Civic Education	NAS6112201	Compulsory	4.5 ECTS	L: 35; It:42; St: 42  TOTAL 119	1	4 <sup>th</sup> September 2023																																						
<b>Language details</b>	English																																											
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning																																											
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Attendance: 10% 2. Attitude: 5% 3. Independent/Structured Assignments: 15% 4. Mid-Term Examination: 30% 5. Final-Term Examination: 40%																																											
<b>Module Coordinator</b>	Dr. Fitriyani, SH.I., MH.I																																											
<b>Lecturer</b>	Dr. Fitriyani, SH.I., MH.I																																											
<b>Course Requirements</b>	None																																											
<b>Learning Outcomes</b>	<p><b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b></p> <table border="1"> <tr> <td>ILO 1</td><td>Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.</td></tr> <tr> <td>ILO 2</td><td>Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.</td></tr> </table> <p><b>COURSE LEARNING OUTCOMES (CLO)</b></p> <table border="1"> <tr> <td>CLO1</td><td>Understand the theory, concepts, and values of Pancasila and Civic Education within the framework of law and citizenship.</td></tr> <tr> <td>CLO4</td><td>Collaborate effectively in a team.</td></tr> <tr> <td>CLO5</td><td>Use information technology responsibly for research and literacy in Pancasila and Civic Education.</td></tr> </table> <p><b>Sub-CLO</b></p> <table border="1"> <tr> <td>Sub-CLO1</td><td>Explain the importance and benefits of studying Pancasila, including its historical development and contemporary relevance.</td></tr> <tr> <td>Sub-CLO2</td><td>Discuss the philosophy of Pancasila and its application in society.</td></tr> <tr> <td>Sub-CLO3</td><td>Distinguish various ideologies and understand their differences, with a focus on Pancasila.</td></tr> <tr> <td>Sub-CLO4</td><td>Comprehend constitutional theory and the values embedded in the 1945 Constitution.</td></tr> <tr> <td>Sub-CLO5</td><td>Discuss Bhinneka Tunggal Ika (Unity in Diversity) and its role in religious moderation.</td></tr> <tr> <td>Sub-CLO6</td><td>Explore the historical background and challenges faced by the Republic of Indonesia (NKRI).</td></tr> <tr> <td>Sub-CLO7</td><td>Define national identity and its importance.</td></tr> <tr> <td>Sub-CLO8</td><td>Understand human rights (HAM), its development, and legal enforcement in Indonesia.</td></tr> <tr> <td>Sub-CLO9</td><td>Discuss concepts of state, rights, duties, and citizenship.</td></tr> <tr> <td>Sub-CLO10</td><td>Analyze democracy in Indonesia, including its unique characteristics and development.</td></tr> <tr> <td>Sub-CLO11</td><td>Distinguish radicalism from extremism, understanding causes, characteristics, and preventive measures.</td></tr> <tr> <td>Sub-CLO12</td><td>Explain Indonesia's geopolitics and its impact on national insight (wawasan nusantara).</td></tr> <tr> <td>Sub-CLO13</td><td>Describe Indonesia's geostrategy for maintaining sovereignty and unity.</td></tr> <tr> <td>Sub-CLO14</td><td>Discuss the problem of corruption in Indonesia, including its causes, impact, and efforts in eradication.</td></tr> </table>						ILO 1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.	ILO 2	Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.	CLO1	Understand the theory, concepts, and values of Pancasila and Civic Education within the framework of law and citizenship.	CLO4	Collaborate effectively in a team.	CLO5	Use information technology responsibly for research and literacy in Pancasila and Civic Education.	Sub-CLO1	Explain the importance and benefits of studying Pancasila, including its historical development and contemporary relevance.	Sub-CLO2	Discuss the philosophy of Pancasila and its application in society.	Sub-CLO3	Distinguish various ideologies and understand their differences, with a focus on Pancasila.	Sub-CLO4	Comprehend constitutional theory and the values embedded in the 1945 Constitution.	Sub-CLO5	Discuss Bhinneka Tunggal Ika (Unity in Diversity) and its role in religious moderation.	Sub-CLO6	Explore the historical background and challenges faced by the Republic of Indonesia (NKRI).	Sub-CLO7	Define national identity and its importance.	Sub-CLO8	Understand human rights (HAM), its development, and legal enforcement in Indonesia.	Sub-CLO9	Discuss concepts of state, rights, duties, and citizenship.	Sub-CLO10	Analyze democracy in Indonesia, including its unique characteristics and development.	Sub-CLO11	Distinguish radicalism from extremism, understanding causes, characteristics, and preventive measures.	Sub-CLO12	Explain Indonesia's geopolitics and its impact on national insight (wawasan nusantara).	Sub-CLO13	Describe Indonesia's geostrategy for maintaining sovereignty and unity.	Sub-CLO14	Discuss the problem of corruption in Indonesia, including its causes, impact, and efforts in eradication.
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Sub-CLO14	Discuss the problem of corruption in Indonesia, including its causes, impact, and efforts in eradication.																																											
<b>Brief Description of the Course</b>	The Pancasila and Civic Education course is designed to provide knowledge of national values, democracy, law, multiculturalism, and citizenship. Students gain an understanding of Pancasila, human rights, national identity, democracy, and Indonesia's geostrategy. The course emphasizes active and ethical citizenship aligned with Islamic and Indonesian values, fostering a sense of responsibility and unity.																																											

<b>Scientific Integration</b>	Integrates Pancasila and Civic Education with Islamic, national, and democratic values to foster ethical citizenship.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>1. Encourages research in law, national identity, and civic engagement, contributing to community awareness and unity.</li> <li>2. Combines Islamic and national principles to promote responsible and inclusive civic engagement.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to Pancasila and its philosophical foundations, including historical background and societal relevance</li> <li>2. Comparative analysis of ideologies, focusing on Pancasila's unique values, and an exploration of constitutional principles in the 1945 Constitution.</li> <li>3. Concepts of Bhinneka Tunggal Ika, national unity, and national identity, with case studies on tolerance, pluralism, and identity challenges.</li> <li>4. Human rights and citizenship, covering rights, obligations, and nationality laws in Indonesia.</li> <li>5. Democracy in Indonesia and radicalism, discussing democratic principles and strategies to counter radicalism.</li> <li>6. Geopolitical and geostrategic insights, examining Indonesia's strategic defense and national interests.</li> <li>7. Corruption, ethics, and anti-corruption measures, with case studies on ethical challenges in governance.</li> <li>8. Assessment Techniques Conversations</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Al Hakim, S. Dkk., Pendidikan Kewarganegaraan Dalam Konteks Indonesia, Universitas Negeri Malang Press, Malang, 2012.</li> <li>2. Budiharjo, M., Demokrasi Indonesia: Demokrasi Parlementer dan Demokrasi Pancasila, Gramedia, Jakarta, 1996.</li> <li>3. Islamy M.I., Prinsip-Prinsip Perumusan Kebijakan Negara, Bumi Aksara, Jakarta, 1997 [4]. Muhammad Hikam AS., Demokrasi dan Civil Society, P3ES, Jakarta, 1996</li> <li>4. Romli Atmasasmita. (2016) "Pemikiran Romli Atmasasmita Tentang Pemberantasan Korupsi di Indonesia", Septa Candra Ermania Widjajanti, Ed. Jakarta, Indonesia: Kencana.</li> <li>5. Rifyal Ka'bah. (2007) "Korupsi di Indonesia," Jurnal Hukum dan Pembangunan, vol. 1, p. 83, Januari.</li> <li>6. Wicipto Setiadi. (2018) "Korupsi DI Indonesia (Penyebab, BAhaya, Hambatan, dan Upaya Pemberantasan serta Regulasi)," Legislasi Indonesia, vol. 15, p. 250, November.</li> <li>7. Shidarta (2017) Dampak Pergeseran Etika Dalam Kehidupan Berbangsa, Festy Rahma Hidayati Imran, Ed. Jakarta, Indonesia: Sekretariat Jenderal Komisi Yudisial Republik Indonesia.</li> <li>8. Suryohadiprojo,Sayidiman,2001,; Integrasi Bangsa", Jurnal Ketahanan Nasional, Program Studi Ketahanan Nasional S.Ps-UGM, Yogyakarta.</li> <li>9. Direktorat Jenderal Pembelajaran dan Kemahasiswaan, Pendidikan Pancasila Untuk Perguruan Tinggi: Kementerian Riset Teknologi dan pendidikan Tinggi Indonesia, 2016.</li> <li>10. Lemhanas,1996, Kewiraan Untuk Mahasiswa, Diterbitkan Dengan Kerjasama Direktorat Jenderal Pendidikan Tinggi Depdikbud dan Gramedia,Jakarta.</li> </ol>

	COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA					Document Code ENG101
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Basic Grammar	FTK6014116	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	1	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Independent Study, Project					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Class Activities: Quiz, Homework, etc. 10% 2. Assignments: 20% 3. Mid-Term Examination: 30% 4. Final-Term Examination: 40%					
<b>Module Coordinator</b>	Dr. Ismailianing Eviyuliwati, S.Pd., M.Hum.					
<b>Lecturer</b>	Drs. Syauki, M.Pd.					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b>					
	ILO1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels..				
	ILO2	Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.				
	<b>COURSE LEARNING OUTCOMES (CLO)</b>					
	CLO1	Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.				
	CLO 2	Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.				
	CLO 3	Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.				
	<b>Sub-CLO</b>					
	Sub-CLO1	Students understand the purpose and function of parts of speech.				
<b>Brief Description of the Course</b>	Sub-CLO2	Students apply parts of speech correctly within sentences.				
	Sub-CLO3	Students identify characteristics of simple, compound, and complex sentences.				
	Sub-CLO4	Students generate grammatically correct sentences.				
	Sub-CLO5	Students construct parallel grammatical structures.				
	Sub-CLO6	Students understand tenses and use them accurately in context.				
	Sub-CLO7	Able to show the results of scientific work in the form of a proposal (ILO1, CLO04).				
	Sub-CLO8	Able to defend the results of scientific work carried out during oral presentations (ILO1, CLO04).				
	This course is designed to develop students' sub-skills in English grammar, focusing on all tenses, including present, past, and future tenses. The course also covers grammatical structures, such as nouns, pronouns, modals, and passive voice, to enhance accuracy in both written and spoken communication.					

<b>Scientific Integration</b>	<ol style="list-style-type: none"> <li>1. Define the philosophy and purpose of scientific knowledge.</li> <li>2. Develop research topics.</li> <li>3. Provide a foundation in Islamic values for the application of scientific principles.</li> </ol>
<b>Research and Community Service Integration</b>	None
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to Grammar</li> <li>2. Present and Past Tenses</li> <li>3. Perfect and Progressive Tenses</li> <li>4. Modals</li> <li>5. Passive Voice</li> <li>6. Error Analysis and Correction</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Azar, B. S. (2002). <i>Understanding and Using English Grammar</i>. Englewood Cliffs: Prentice Hall.</li> <li>2. Hewings, M. (2015). <i>Advanced Grammar in Use</i>. Cambridge: Cambridge University Press.</li> <li>3. Murphy, R. (2017). <i>Basic Grammar in Use</i>. Cambridge: Cambridge University Press.</li> <li>4. Kaufman, L. (2021). <i>The Blue Book of Grammar and Punctuation</i>. Jossey-Bass.</li> <li>5. Pearson, J. (2022). <i>The Art of English Grammar Practice Workbook</i>. Kivett Publishing.</li> <li>6. Broukal, M., &amp; Wisniewska, I. (2005). <i>Grammar form and function 3</i>. New York: McGraw-Hill.</li> <li>7. Foley, M. &amp; Hall, D. (2003) <i>Advanced learners' grammar</i>. Longman: Pearson Education Limited.</li> <li>8. Hashemi, L. &amp; Murphy, R. (1995). <i>English grammar in use</i>. Cambridge: Cambridge University Press.</li> <li>9. Ur, P. (1992). <i>Grammar practice activities: A practical guide for teachers</i>. Cambridge: Cambridge University Press.</li> <li>10. Relevant printed sources and internet websites</li> <li>11. ALTENBERG, E. P. (2010). <i>English Grammar - Understanding the Basic</i>. CAMBRIDGE UNIVERSITY PRESS.</li> <li>12. DiGiacomo, M. (2020). <i>The English Grammar Workbook for Adults: A Self-Study Guide to Improve Functional Writing</i>. Rockridge Press.</li> </ol>

Reading For Comprehension: Theory and Practice

	<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME</b> <b>FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>					<b>Document Code</b> <b>FTK6014108</b>
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	
Reading For Comprehension: Theory and Practice	FTK6014108	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	1	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Independent Study, Project					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Class Activities: Quiz, Homework, etc. 10% 2. Assignments: 20% 3. Mid-Term Examination: 30% 4. Final-Term Examination: 40%					
<b>Module Coordinator</b>	Dr. Nida Husna, M.Pd., M.A. TESOL					
<b>Lecturer</b>	Desi Nahartini, M.Ed.					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b>					
	ILO1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.				
	ILO2	Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.				
	<b>COURSE LEARNING OUTCOMES (CLO)</b>					
	CLO1	Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.				
	CLO 2	Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.				
	CLO 3	Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.				
	CLO 4	Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards.				
	CLO 5	Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards.				
<b>Sub-CLO</b>	CLO 6	Mastering theories of English language learning and being able to formulate them procedurally in English language teaching.				
	CLO 7	Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level.				
	Sub-CLO1	Students know the theories in reading.				
	Sub-CLO2	Students know the obstacles to reading.				
	Sub-CLO3	Students improve the ability to master vocabulary with various techniques without reducing reading speed.				
	Sub-CLO4	Students know the techniques of speed reading				
	Sub-CLO5	Students improve skills to understand reading quickly and accurately				
	Sub-CLO6	Students identify and find answers to questions about the main idea or idea of a reading.				
	Sub-CLO 07	Students practice Reading Aloud well.				
	Sub-CLO 08	Students understand the storyline in English novels.				
<b>Brief Description of the Course</b>	After students take this course, it is expected that they can improve their skills in understanding reading quickly and accurately by answering questions from a reading. Students can use a dictionary correctly and quickly. Students can improve their ability to understand the meaning of vocabulary with various techniques without reducing reading speed. Students can practice speed reading techniques and gain reading comprehension. Understand the sequence of ideas from a reading. Students are also able to practice reading aloud. And students are able to understand the storyline in English novels.					

<b>Scientific Integration</b>	<ol style="list-style-type: none"> <li>1. Define the philosophy and purpose of scientific knowledge.</li> <li>2. Develop research topics.</li> <li>3. Provide a foundation in Islamic values for the application of scientific principles.</li> </ol>
<b>Research and Community Service Integration</b>	None
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. What is Reading?</li> <li>2. Purposes for Reading</li> <li>3. Text type in Reading</li> <li>4. Basic Reading Skills</li> <li>5. How do You Read</li> <li>6. Building a Strong Vocabulary</li> <li>7. How To Read Faster</li> <li>8. How To Take Test</li> <li>9. Word and Phrase Reading</li> <li>10. Recognizing Sequence</li> <li>11. Reading Aloud</li> <li>12. Novel Reviews' Presentation</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Nida Husna, Step by Step to Reading Skills, UIN Jakarta, 2010</li> <li>2. Marcia J Coman, and Kathy L. Heavers, NTC SKILL BUILDERS, What You Need To Know About Reading Comprehension and Speed, Skimming and Scanning, Reading for Pleasure, 1978, National Textbook Company, Illinois USA</li> <li>3. Doris W. Gilbert, and M. Cecile Forte, Breaking The Reading Barrier, 1984, PrenticeHall, Inc., New Jersey.</li> <li>4. Janet Maker, and Minnette Lenier, College Reading 2,1982, Wadsworth Publishing Company, Belmont, California</li> <li>5. Elaine Kirn, and Parnela Hartmann, INTERACTIONS two, A Reading Skills Book, 1997, The McGrawHill Companies, Inc., Singapore.</li> <li>6. Brenda Wegmann and Miki Prijic Knezevic, MOSAIC A Reading Skills Book, 1990, McGrawHill, Inc., United States.</li> <li>7. Harvey S Wiener, and Charles Bazerman, Reading Skills Handbook, 1978, Houghton Mifflin Company, Boston.</li> <li>8. Jolene Gear, Cambridge Preparation For The TOEFL Test, 1993, Cambridge University Press, U.K.</li> <li>9. Christine Nuttall, Teaching Reading Skills in a Foreign Language, 1982, Heinemann.</li> </ol>

Listening for Daily Communication

	<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME</b> <b>FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>					<b>Document Code</b> <b>FTK60014105</b>
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Listening for Daily Communication	FTK60014105	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	1	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 30% 2. Mid-Term Examination: 30% 3. Final-Term Examination: 40%					
<b>Module Coordinator</b>	Viviana Lisma Lestari, M.Pd.					
<b>Lecturer</b>	Viviana Lisma Lestari, M.Pd.					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Learning Outcomes Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.					
	<b>COURSE LEARNING OUTCOMES (CLO)</b> CLO 1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO 2 Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process. CLO 3 Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen. CLO 4 Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards. CLO 5 Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards. CLO 6 Mastering theories of English language learning and being able to formulate them procedurally in English language teaching. CLO 7 Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level.					
	<b>Sub-CLO</b> Sub-CLO1 Summarize the purpose of Listening for Daily Communication lectures. Sub-CLO2 Analyze short dialogues with focus on strategies like identifying second lines and avoiding similar sounds. Sub-CLO3 Understand key elements (who, what, where) within short dialogues. Sub-CLO4 Analyze short dialogues from the perspective of negative sentences in understanding everyday audio communication. Sub-CLO5 Identify expressions of agreement, uncertainty, and surprise in short dialogues. Sub-CLO6 Analysis of short dialogues reviewed from the perspective of contrary meanings in understanding everyday audio communication. Sub-CLO7 Apply vocabulary related to daily topics in extended dialogues.					
<b>Brief Description of the Course</b>	This course, carrying 3 ECTS, is conducted using contextual teaching, discussions, and task-based learning. It covers listening comprehension for short and long conversations related to daily communication. Topics include strategies such as identifying key phrases, interpreting negative expressions, and understanding various dialogue functions. The course includes individual assignments through online platforms like Google Classroom and Quizizz.					

<b>Scientific Integration</b>	<p>1: Define the philosophy and purpose of scientific knowledge.</p> <p>2: Integrate Islamic values as foundational for educational applications.</p>
<b>Research and Community Service Integration</b>	None
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to Listening for Daily Communication</li> <li>2. Listening Strategies: Identifying Key Lines, Synonyms, and Sound Distinctions</li> <li>3. Understanding Who, What, Where in Dialogues</li> <li>4. Vocabulary Building for Daily Topics</li> <li>5. Listening for Expressions of Agreement and Uncertainty</li> <li>6. Recognizing Contrary Meanings in Conversations</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Craven, M. (2004). Listening Extra. Cambridge University Press.</li> <li>2. Longman Group. (1990). Longman Dictionary of English Idiom.</li> <li>3. Neasi, B. C. (1986). Listen to Me. Children Press.</li> <li>4. Phillips, D. (2003). Longman Preparation Course for the TOEFL Test. Pearson Education.</li> <li>5. Renshaw, J. (2007). Boost! Listening 1. Pearson Education Asia.</li> <li>6. Sharpe, Pamela J, How to Prepare for the TOEFL 9th edition, 1999, Barron's Educational Series, Inc. New York</li> <li>7. Richards, J. C. (2011). Tactics for Listening: Basic. OUP Oxford.</li> <li>8. Sharpe, Pamela J, Barron's Practice Exercises for the TOEFL Test 5th edition, 2005, Bina Rupa Aksara, Indonesia</li> <li>9. Pyle, Michael A, and Page, Mary EM, Cliffs TOEFL Preparation Guide, 2002, John Wiley &amp; Sons Inc. USA</li> <li>10. Rost, Michael, Active Listening 1, 2013, Routledge, UK</li> </ol>

	COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA					Document Code
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Speaking for General Communications	FTK6014I01	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28  TOTAL 79.3	1	4 <sup>th</sup> September 2023
Language details	English					
Teaching methods	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
Type of Examination	<p>The final mark will be weighted as follows:</p> <ol style="list-style-type: none"> <li>1. Independent/Structured Assignments:</li> <li>2. Mid-Term Examination:</li> <li>3. Final-Term Examination:</li> </ol>					
Module Coordinator	Atik Yuliyani, M.A. TESOL					
Lecturer	Atik Yuliyani, M.A. TESOL					
Course Requirements	None					
Learning Outcomes	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b>					
	ILO1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.				
	ILO2	Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.				
	ILO6	Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach.				
	<b>COURSE LEARNING OUTCOMES (CLO)</b>					
	CLO 1	Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.				
	CLO 2	Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.				
	CLO 3	Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.				
	CLO 4	Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards.				
	CLO 5	Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards.				
	CLO 6	Mastering theories of English language learning and being able to formulate them procedurally in English language teaching.				
	CLO 7	Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level.				
Sub-CLO	<b>Sub-CLO</b>					
	Sub-CLO1	Explain general concepts and expectations for the course, demonstrating readiness and responsibility in learning and master expressions for greetings, introductions, and personal information exchange.				
	Sub-CLO2	Use expressions for greetings, introductions, and personal information exchange.				
	Sub-CLO3	Talk about personal experiences on specific topics.				
	Sub-CLO4	Describe objects and ask for prices in a shopping context.				
	Sub-CLO5	Ask for and give directions effectively.				
	Sub-CLO6	Use vocabulary related to ordering in a restaurant and expressing preferences.				
	Sub-CLO7	Describe people, places, and locations.				
	Sub-CLO8	Use expressions for making, accepting, and refusing invitations.				
	Sub-CLO9	Use polite expressions for making, accepting, and declining requests.				
	Sub-CLO10	Offer and respond to suggestions and advice appropriately.				
	Sub-CLO11	Express agreement and disagreement.				

	Sub-CLO12	Tell stories about books or films and share reactions.
<b>Brief Description of the Course</b>	The Speaking for General Communication course focuses on developing students' abilities to communicate confidently in daily contexts, covering both formal and informal situations. Topics include exchanging personal information, giving directions, describing preferences, and engaging in storytelling. Through practice and feedback, students acquire practical speaking skills to communicate effectively, supported by Islamic values to encourage ethical communication.	

<b>Scientific Integration</b>	Combines practical speaking skills with language theory for effective daily communication.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>Promotes research on communicative strategies in English and supports community service through language learning.</li> <li>Merges Islamic values with practical communication skills to foster ethical and respectful communication practices.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>Course overview, goals, and introduction to effective communication.</li> <li>Greetings, introductions, and exchanging personal information.</li> <li>Discussing personal experiences.</li> <li>Describing objects and shopping vocabulary.</li> <li>Asking for and giving directions.</li> <li>Ordering food and drinks, expressing preferences in restaurants.</li> <li>Describing people and places.</li> <li>Invitations and polite responses for accepting or declining.</li> <li>Requests and polite interactions.</li> <li>Offering and responding to suggestions and advice.</li> <li>Expressing agreement and disagreement.</li> <li>Storytelling and sharing reactions about books or films.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>Anderson, J. (2006). <i>Role Plays for Today</i>. Delta Publishing.</li> <li>Jones, L. (2007). <i>Let's Talk 1, 2nd (Ed)</i>. Cambridge: Cambridge University Press.</li> <li>Jones, L. (2007). <i>Let's Talk 2, 2nd (Ed)</i>. Cambridge: Cambridge University Press.</li> <li>Jones, L. (2007). <i>Let's Talk 3, 2nd (Ed)</i>. Cambridge: Cambridge University Press.</li> <li>Raifsnider, B. (2005). <i>Fluent English</i>. Random House.</li> <li>Soars, L., J. &amp; Maris, A. (2003). <i>New Headway Pre-Intermediate Student's Book (New Edition)</i>. Oxford University Press.</li> <li>Yates, J. (2012). <i>Practice Makes Perfect: English Conversation</i>. New York: McGraw-Hill Companies, Inc.</li> <li>Dewi, R. S., Kultsum, U., &amp; Armadi, A. (2017). Using Communicative Games in Improving Students' Speaking Skills. English language teaching, 10(1), 63-71.</li> </ol>

**COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME  
FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA**

**SEMESTER 2**

**Moral Education**

<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						<b>Document Code</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>
Moral Education	FTK6011202	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	2	4 <sup>th</sup> September 2023
<b>Language details</b>	Indonesia					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Independent Study, Project					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Participation (Attendance / Quiz): 10% 2. Observation (Practice / Assignment): 30% 3. Mid-Term Examination: 30% 4. Final-Term Examination: 30%					
<b>Module Coordinator</b>	-					
<b>Lecturer</b>	Dr. Siti Masyithoh, M.Pd.					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO2 Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process. CLO3 Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen. <b>Sub-CLO</b> Sub-CLO1 Understanding the Concepts of Morals, Ethics, Morals, Susila, and Budi Pekerti Sub-CLO2 Explain the Basics of Morals and its Relationship with Sufism, Tauhid, Sharia, Tarbiyah, and Philosophy Sub-CLO3 Identifying and Applying Manners to Allah, Rasulullah, Parents, and Self Sub-CLO4 Applying Adab in Worship Properly and Correctly Sub-CLO5 Practicing Adab in Learning and the Learning Process Sub-CLO6 Understanding and Practicing Manners in Social Life and Environmental Preservation Sub-CLO7 Demonstrating Good Manners in Household Life and Appreciating the Morality of Modern Culture Sub-CLO8 Understand and Apply Ethics in Economic Activities (Iqtishadiyyah) Sub-CLO9 Explaining the Nature of Man and His Spiritual Power Sub-CLO10 Analyzing Spiritual Dynamics in Spiritual Life Sub-CLO11 Identifying Spiritual Diseases and Solutions to Overcome them Sub-CLO12 Developing Character through Mujahadah and Riyadlah Sub-CLO13 Understanding and Applying Ideal Ethics (al-Akhlaq al-Fadilah) and its Branching in Daily Life					
<b>Brief Description of the Course</b>	This course examines: definitions and sources of akhlaq (morals); characteristics of Islamic ethics; ethics of religious worship (Adab 'Ubudiyah, or proper conduct with Allah and His Messenger); student ethics (Ayyuhal Walad by Al-Ghazali); individual and group ethics (Adab Fardliyah wa Ijtimaiyah); morals in economic activities (Iqtishadiyyah); family ethics (Adab 'Usriyah, including birr al-walidain or kindness to parents and ethics of marriage); spiritual forces; spiritual dynamics; the development of ideal character; spiritual diseases; and ideal ethics.					

<b>Scientific Integration</b>	The Akhlak Education course integrates Islamic knowledge with universal moral values that are relevant to forming superior character in students. In this learning, Islamic scientific concepts such as tasawwuf, tawhid, sharia, and philosophy are combined with ethics and morality that have a direct impact on everyday life. Students are invited to understand and apply morals to Allah, the Prophet, themselves, and others, as well as in the context of social, economic, and environmental activities. This approach instills in students the ability to apply Islamic values not only in the context of ritual worship, but also in the life of society and the state, making them individuals who have moral commitment and noble character in accordance with Islamic guidance.
<b>Research and Community Service Integration</b>	The integration of research and service results in Moral Education aims to increase students' understanding of moral challenges in society and Islamic-based character development strategies. Research results on moral dynamics in modern society and studies on character education practices provide empirical insights that enrich lecture material. Community service, such as moral development programs in schools and communities, also strengthens teaching by involving students directly in activities that apply theory into real practice. This approach not only improves the quality of students' understanding, but also prepares them to actively contribute to building an ethical and Islamic society
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Basic Concepts of Islamic Morals and Ethics</li> <li>2. Manners to Allah, Rasulullah, Self, and Parents</li> <li>3. Manners in Worship and Learning</li> <li>4. Manners in Social Life and Environmental Preservation</li> <li>5. Manners in Household Life and the Challenges of Modern Culture</li> <li>6. Morals in Economic Activities (Iqtishadiyyah)</li> <li>7. Human Nature and Spiritual Dynamics</li> <li>8. Spiritual Illness and How to Overcome It</li> <li>9. Character Building through Mujāhadah and Riyādah</li> <li>10. Ideal Ethics (Al-Akhlaq Al-Fadliah) and Its Application</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Abu Hamid Al-Ghazali, <i>Ihya' 'Ulum al-Din</i>, Daar al-Fikr, Beirut, t.t.</li> <li>2. Ibn Miskawaih, <i>Tahdzib Al-Akhlaq wa Tathhir Al-A'raq</i>, Mathba'ah Kurdistan al-Kurdi, t.t.</li> <li>3. Ahmad Muhammad Shubhi, <i>Filsafat Etika</i></li> <li>4. Al-Naraqy, <i>Penyakit Ruhani</i></li> <li>5. Ibn 'Ajibah al-Hasany: <i>Iqadh al-Himam fiy Syarkh al-Hikam</i></li> <li>6. Ahmad Amin, <i>Etika Islam</i></li> </ol>

	COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA					Document Code FTK6014108
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Indonesian Language	NAS6013203	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	2	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Independent Study, Project					
<b>Type of Examination</b>	<p>The final mark will be weighted as follows:</p> <ol style="list-style-type: none"> <li>1. Class Activities: Quiz, Homework, etc.</li> <li>2. Assignments:</li> <li>3. Mid-Term Examination:</li> <li>4. Final-Term Examination:</li> </ol>					
<b>Module Coordinator</b>	Syihabul Huda, M.Pd.					
<b>Lecturer</b>	Syihabul Huda, M.Pd.					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<p><b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b></p> <p>ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.</p> <p><b>COURSE LEARNING OUTCOMES (CLO)</b></p> <p>CLO1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.</p> <p>CLO2 Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.</p> <p>CLO3 Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.</p> <p><b>Sub-CLO</b></p> <p>Sub-CLO1 Recognize the importance of Indonesian language for unity and national identity.</p> <p>Sub-CLO2 Apply correct grammar and vocabulary in sentence construction.</p> <p>Sub-CLO3 Develop academic writing skills for articles, reports, and scientific notation.</p> <p>Sub-CLO4 Demonstrate digital literacy in publishing written content ethically.</p> <p>Sub-CLO5 Use respectful language that reflects Islamic values and ethical considerations in communication.</p>					
<b>Brief Description of the Course</b>	<p>The Indonesian Language course teaches the fundamentals of the Indonesian language for academic writing. It integrates aspects of Indonesian identity, Islamic values, and Pancasila. The course emphasizes linguistic principles applicable in writing scientific papers, covering topics such as effective public speaking, the history and development of the Indonesian language, EYD (Ejaan Yang Disempurnakan), diction, sentence structure, paragraph writing, scientific ethics, popular article writing, and scientific notation. Students will develop skills to produce well-structured, linguistically accurate written works, enhancing their academic competence.</p>					

<b>Scientific Integration</b>	Connects Indonesian language with national identity, emphasizing clarity, ethics, and responsibility in communication.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>1. Encourages research in language development and application in digital media, supporting responsible language use.</li> <li>2. Incorporates Islamic and national values to reinforce ethical language use in various contexts.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to the history and role of the Indonesian language in national identity and unity.</li> <li>2. Indonesian grammar and vocabulary: correct usage in academic writing.</li> <li>3. Techniques in academic writing: article, report, and presentation creation.</li> <li>4. Ethical considerations in language use and digital media publishing.</li> <li>5. Language and values: incorporating Pancasila and Islamic principles in communication.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Kemendikbud</li> <li>2. Arifin, E. Zainal dan S. Amran Tasai. <i>Cermat Berbahasa Indonesia</i>. Jakarta : Akademika Pressido, 2006</li> <li>3. Akhadiah, Sabarti dan Sakura Ridwan. <i>Pembinaan Kemampuan Menulis bahasa Indonesia</i>. Jakarta : Airlangga, 1993</li> <li>4. Bahtiar, Ahmad dkk. <i>Khazanah Bahasa: Memaknai Bahasa Indonesia dengan Baik dan Benar</i>. Bogor: In Media, 2019.</li> <li>5. Finoza, Lamuddin. <i>Komposisi Bahasa Indonesia</i>. Jakarta : Diksi Insan Mulia, 2001.</li> <li>6. Gani, Ramlarya Ilmiah. Yogyakarta: Eduka, 2009.</li> <li>7. Alek dan Ahmad. <i>Bahasa Indonesia untuk Perguruan Tinggi</i>. Jakarta: Erlangga, 2017</li> <li>8. Sutrisna, I Putu Gede. <i>Konsep dan Aplikasi Bahasa Indonesia untuk Perguruan Tinggi</i>. Yogyakarta: Andi, 2021</li> <li>9. Rahayu, Minto. <i>Bahasa Indonesia di Perguruan Tinggi</i>. Jakarta: Gramedia Pustaka Utama, 2007</li> <li>10. Putra, R. Masri Sareb Putra. <i>Kiat Menghindari Plagiat. How to Avoid Plagiarisme</i>. Jakarta : Indeks, 2011.</li> <li>11. Journal, Digital magazine / newspaper</li> <li>12. Hs., Widjono. <i>Bahasa Indonesia</i>. Jakarta : Grasindo, 2007.</li> <li>13. Hudaa, Syihaabul. <i>Estetika Bahasa: Mengapresiasi Bahasa Indonesia</i>. Jakarta: Jejak Publisher, 2018.</li> <li>14. Keraf, Gorys. <i>Komposisi</i>. Ende : Nusa Indah, 2009</li> <li>15. Elvi Susanti. <i>Keterampilan Berbicara</i>. Depok: Raja Grafindo: 2019</li> </ol>

Intermediate Grammar

<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						Document Code
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Intermediate Grammar	FTK6014117	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	2	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Attendance and Active Involvement: 10% 2. Assignment: 20% 3. Mid-Test: 30% 4. Final Test: 40%					
<b>Module Coordinator</b>	Drs. Syauki M.Pd					
<b>Lecturer</b>	Drs. Syauki M.Pd					
<b>Course Requirements</b>	None					
<b>CLO4Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO 1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO 2 Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process. CLO 3 Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen. CLO 4 Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards. CLO 5 Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards. CLO 6 Mastering theories of English language learning and being able to formulate them procedurally in English language teaching. Sub-CLO 1 Apply subject-verb agreement and parallel structures in sentence construction. Sub-CLO 2 Demonstrate proper usage of tenses according to context.					
<b>Brief Description of the Course</b>	The Intermediate Grammar course builds upon the foundations established in the Basic Grammar course. It focuses on more advanced grammar topics such as noun clauses, adjective clauses, and adverb clauses. Students will engage with various approaches including conceptual, cognitive, discovery, and practice methods to deepen their understanding of sentence structures. The course emphasizes the analysis of sentences to identify main clauses, subordinate clauses, subjects, and verbs, ultimately preparing students to construct and critique grammatically correct sentences. Success in this course will be evaluated through the ability to analyze and produce written work, including presentations created in PowerPoint.					
<b>Scientific Integration</b>	1. Research-Based Learning 2. Interdisciplinary Approach 3. Technology Utilization 4. Practical Application 5. Collaborative Learning					
<b>Research and Community Service Integration</b>	1. Supports research into effective grammar teaching methods to improve educational practices and language proficiency. 2. Merges Islamic values with linguistic skills to promote ethical language use and professional growth.					

<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Noun Clause</li> <li>2. Adjective Clause</li> <li>3. Gerund and Infinitive</li> <li>4. Coordinating Conjunction</li> <li>5. Adverb Clause</li> <li>6. Connective that expresses cause and effect, contrast, and condition</li> <li>7. Conditional Sentences</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. ALTENBERG, E. P. (2010). English Grammar - Understanding the Basic. CAMBRIDGE UNIVERSITY PRESS.</li> <li>2. Azar, B. S. (2006). Basic English Grammar - Third Edition. Long Man.</li> <li>3. DiGiacomo, M. (2020). The English Grammar Workbook for Adults: A Self-Study Guide to Improve Functional Writing. Rockridge Press.</li> <li>4. Hewings, M. (2015). Advanced Grammar in Use Book with Answers and Interactive eBook: A Self-study Reference and Practice Book for Advanced Learners of English. Cambridge University Press.</li> <li>5. Huddleston, R. (2005). A Student's Introduction to English Grammar. Cambridge University Press.</li> <li>6. Kaufman, L. (2021). The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes. Jossey-Bass.</li> <li>7. Learners' Grammar. (2015). Oxford University Press.</li> <li>8. Murphy, R. (2011). Basic Grammar In Use - Third Edition. Edition With Answers. Klett Sprachen GmbH.</li> <li>9. Murphy, R. (2015). Essential Grammar in Use with Answers:</li> </ol>

Listening for Formal Communication

<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						<b>Document Code</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>
Listening for Formal Communication	FTK6014106	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	2	24 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 40% 2. Mid-Term Examination: 30% 3. Final-Term Examination: 30%					
<b>Module Coordinator</b>	Neneng Sunengsih, M.Pd.					
<b>Lecturer</b>	Neneng Sunengsih, M.Pd.					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions. ILO6 Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO2 Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process. CLO3 Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen. CLO4 Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards. CLO5 Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards. CLO6 Mastering theories of English language learning and being able to formulate them procedurally in English language teaching. CLO7 Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level. <b>Sub-CLO</b> Sub-CLO 1 Explain the importance of listening in formal communication and identify basic listening strategies for formal contexts. Sub-CLO 2 Analyze the structure and characteristics of formal conversations, presentations, speeches, interviews, and panel discussions. Sub-CLO 3 Apply effective listening strategies to understand formal communication. Sub-CLO 4 Respond accurately to questions, instructions, and situations in formal communication. Sub-CLO 5 Engage in structured practice, applying feedback to enhance formal listening skills.					
<b>Brief Description of the Course</b>	The Listening for Formal Communication course is designed to enhance students' listening skills in formal contexts, such as presentations, speeches, interviews, and meetings. The course focuses on teaching students to be active listeners who can effectively understand and respond to messages conveyed in formal communication. Through various activities, including group discussions and audio/video analyses, students will develop strategies for effective listening, note-taking, and identifying key points. By the end of the course, students will be equipped with the skills necessary to engage confidently in formal communication situations in both academic and professional settings.					

Scientific Integration	Connects listening comprehension with formal communication, promoting analytical skills in professional English use.
Research and Community Service Integration	<ol style="list-style-type: none"> <li>1. Encourages research on effective listening strategies in professional settings and supports community engagement.</li> <li>2. Combines Islamic values with practical listening skills to foster respectful and effective communication practices.</li> </ol>
Learning Materials	<ol style="list-style-type: none"> <li>1. Syllabi and course content</li> <li>2. Listening Strategies and Techniques</li> <li>3. Structure and Conventions of Formal Conversation</li> <li>4. Listening to Formal Speech</li> <li>5. Listening to Formal Presentation</li> <li>6. Listening to Formal Interview</li> <li>7. Listening to Formal Panel Discussions</li> <li>8. Listening to Formal Instruction</li> <li>9. Listening to Formal Debate</li> <li>10. Formal Speaking Habits</li> <li>11. Listening for Academic Formal Discussion</li> <li>12. Listening to Formal Meetings</li> <li>13. Listening to Formal Scientific Presentation</li> <li>14. Strategies to Improve Listening Comprehension for Formal Communication</li> </ol>
References	<ol style="list-style-type: none"> <li>1. Anderson, K., &amp; Lynch, T. (2020). <i>Listening</i>. Routledge.</li> <li>2. Buck, G. (2018). <i>Listening in the Language Classroom</i>. Cambridge University Press.</li> <li>3. Field, J. (2008). <i>Listening in the Language Classroom</i>. Cambridge University Press.</li> <li>4. Flowerdew, J. (2013). <i>Academic Listening: Research Perspectives</i>. Cambridge University Press.</li> <li>5. Harmer, J. (2015). <i>The Practice of English Language Teaching</i>. Pearson Education.</li> <li>6. Harris, M., &amp; McCann, P. (2017). <i>Professional Communication: Legal and Ethical Issues</i>. Cengage Learning.</li> <li>7. Nunan, D. (2018). <i>Teaching Listening</i> (2nd ed.). Routledge.</li> <li>8. Rost, M. (2016). <i>Teaching and Researching Listening</i> (3rd ed.). Routledge.</li> <li>9. Ur, P. (2018). <i>A Course in English Language Teaching</i>. Cambridge University Press.</li> <li>10. Vandegrift, L. (2019). <i>Teaching and Learning Second Language Listening: Metacognition in Action</i>. Routledge.</li> <li>11. Goh, C. C., &amp; Aryadoust, V. (2020). Listening comprehension and listening pedagogy research: A review of the past 40 years. <i>Language Teaching</i>, 53(3), 275-316.</li> <li>12. Vandegrift, L., &amp; Goh, C. C. (2020). Recent developments in second language listening comprehension research. <i>Language Teaching</i>, 53(3), 243-255.</li> <li>13. Macaro, E. (2018). Listening comprehension in second language acquisition: Theory, research, and practice. <i>Annual Review of Applied Linguistics</i>, 38, 4-18.</li> <li>14. Teng, F., &amp; Zhang, L. J. (2020). Factors affecting listening test performance: A comprehensive review of the literature. <i>Language Testing</i>, 37(1), 3-29.</li> <li>15. Lin, Y., &amp; Zhang, L. J. (2020). Effects of metacognitive strategy instruction on second language listening: A meta-analysis. <i>Language Teaching Research</i>, 24(6), 722-742.</li> <li>16. Rost, M. (2017). <i>Teaching and researching listening: From theory to practice</i> (3rd ed.). Routledge.</li> <li>17. Kormos, J., &amp; Sáfár, A. (2020). The relationship between individual differences and listening comprehension strategies: A mixed-methods study. <i>Studies in Second Language Learning and Teaching</i>, 10(1), 105-130.</li> <li>18. Boudreau, C., &amp; Kohnke, L. (2019). Promoting effective listening skills in the foreign language classroom. <i>The Language Educator</i>, 14(4), 26-31.</li> <li>19. Graham, S. (2019). Listening comprehension and oral language proficiency in a second language. <i>Foreign Language Annals</i>, 52(1), 63-83.</li> <li>20. Zhang, L. J. (2020). Theoretical perspectives on listening. In <i>The Routledge Handbook of Second Language Listening</i> (pp. 15-30). Routledge</li> </ol>

Skills and Techniques in EFL Reading Comprehension

	<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>					<b>Document Code</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	
Skills and Techniques in EFL Reading Comprehension	FTK6014109	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	2	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 2. Mid-Term Examination: 3. Final-Term Examination:					
<b>Module Coordinator</b>	Desi Nahartini, M.Ed.					
<b>Lecturer</b>	Desi Nahartini, M.Ed.					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b>					
	ILO1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.				
	ILO2	Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.				
	<b>COURSE LEARNING OUTCOMES (CLO)</b>					
	CLO1	Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.				
	CLO2	Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.				
	CLO3	Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.				
	CLO4	Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards.				
	CLO5	Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards.				
	CLO6	Mastering theories of English language learning and being able to formulate them procedurally in English language teaching.				
<b>Brief Description of the Course</b>	Sub-CLO 1 Understand textbook reading techniques, including skimming and scanning.					
	Sub-CLO 2	Memorize facts from texts through structured exercises.				
	Sub-CLO 3	Use context to predict and anticipate meaning in reading passages.				
	Sub-CLO 4	Locate detailed information quickly in varied reading contexts.				
	Sub-CLO 5	Interpret and explain information presented in graphs and visual formats.				
	Sub-CLO 6	Summarize storylines from novels, applying critical thinking.				
	The Skills and Techniques in EFL Reading Comprehension course aims to enhance students' reading skills and comprehension strategies in English as a Foreign Language (EFL). The course focuses on developing speed reading techniques while ensuring comprehension of various text including academic texts and literary works. Students will learn to identify main ideas, summarize texts, recognize different paragraph structures, and utilize context clues for understanding vocabulary. The course also emphasizes critical reading skills, enabling students to analyze and evaluate texts effectively. By the end of the course, students should be able to apply these reading strategies in both academic and real-world contexts.					

<b>Scientific Integration</b>	Merges reading comprehension skills with practical application to enhance language acquisition in academic contexts.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>Promotes research into reading comprehension techniques and supports language development in the community.</li> <li>Combines Islamic and educational values to promote responsible and effective reading practices.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>Sentence Reading</li> <li>Paragraph Reading</li> <li>Previewing and Pattern of Organization</li> <li>Reading Longer Passage Effectively</li> <li>Summary</li> <li>Recognizing fact and opinion &amp; Critical Reading</li> <li>SQ3R (Survey, Question, Read, Recite, and Review)</li> <li>Reading to Remember the facts</li> <li>Prediction and anticipation</li> <li>Speed in getting the point</li> <li>Non prose materials and visualizing</li> <li>Novel Reviews' Presentation</li> <li>Novel Reviews' Presentation</li> <li>Novel Reviews' Presentation</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>Nida Husna, Step by Step to Reading Skills 2, UIN Jakarta, 2010</li> <li>Marcia J Coman, and Kathy L. Heavers, NTC SKILL BUILDRES, Mat You Need To Know About Reading Comprehension and Speed, Skimming and Scanning, Reading for Pleasure, 1978, National Textbook Company, Illinois USA</li> <li>Doris W. Gilbert, and M. Cecile Forte, Breaking The Reading Barrier, 1984, PrenticeHall, Inc., New Jersey.</li> <li>Nasrun Mahmud M.Pd., English for IAIN Students; Book 3, 1997, Pusat Bahasa IAIN Jakarta</li> <li>Janet Maker, and Minnette Lenier, College Reading 2,1982, Wadsworth Publishing Company, Belmont, California</li> <li>Elaine Kirn, and Parnela Hartmann, INTERACTIONS two, A Reading Skills Book, 1997, The McGrawHill Companies, Inc., Singapore.</li> <li>Brenda Wegmann and Miki Prijic Knezevic, MOSAIC A Reading Skills Book, 1990, McGrawHill, Inc., United States.</li> <li>Harvey S Wiener, and Charles Bazerman, Reading Skills Handbook, 1978, Houghton Mifflin Company, Boston.</li> <li>Jolene Gear, Cambridge Preparation For The TOEFL Test, 1993, Cambridge University Press, U.K.</li> <li>Christine Nuttall, <i>Teaching Reading Skills in a Foreign Language</i>, 1982, Heinemann.</li> <li>Kenneth J. Pakenham., <i>Making Connections; An Interactive Approach to Academic Reading</i>, 1994, St. Martin's Press, Inc., New York.</li> <li>Beatrice S. Mikulecky &amp; Linda Jeffries., <i>Reading Power; Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster</i>, 1998., Addison Wesley Longman, Inc. New York.</li> <li>HR, N. H. Reading for English International Standardized Tests.</li> </ol>

Speaking for Professional Context

<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						<b>Document Code</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>
Speaking for Professional Context	FTK6014102F	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28  TOTAL 79.3	2	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 40% 2. Mid-Term Examination: 30% 3. Final-Term Examination: 30%					
<b>Module Coordinator</b>	Atik Yuliyani, M.A. TESOL					
<b>Lecturer</b>	Atik Yuliyani, M.A. TESOL					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO2 Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.. CLO3 Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen. CLO4 Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards. CLO5 Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards. CLO6 Mastering theories of English language learning and being able to formulate them procedurally in English language teaching. CLO7 Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level. <b>Sub-CLO</b> Sub-CLO 1 Demonstrate public speaking skills in formal settings. Sub-CLO 2 Demonstrate effective communication in formal settings like seminars, workshops, and conferences. Sub-CLO 3 Communicate for various purposes: informing, persuading, and entertaining in a professional context.					
<b>Brief Description of the Course</b>	Speaking for Professional Context course equips students with essential speaking skills for effective communication in formal settings. It emphasizes fluency, accuracy, and appropriateness in professional dialogues, covering both casual and formal conversations in various social situations. Through interactive activities such as role plays, quizzes, and interviews, students practice and refine their speaking abilities. The course aims to prepare students for real-world professional scenarios, helping them to confidently express themselves and apply English language rules effectively in diverse contexts.					

Scientific Integration	Merges linguistic skills with communication theories to support effective English usage in professional contexts.
Research and Community Service Integration	<ol style="list-style-type: none"> <li>1. Encourages research on effective speaking practices and supports community service through language proficiency.</li> <li>2. Incorporates Islamic and Indonesian values to enhance ethical and inclusive communication practices.</li> </ol>
Learning Materials	<ol style="list-style-type: none"> <li>1. Syllabi and course content</li> <li>2. Introduction to speaking for professional purposes, including course expectations and key communication skills.</li> <li>3. Foundations of public speaking: planning, organizing, and delivering professional presentations.</li> <li>4. Language functions in formal communication: making suggestions, expressing opinions, and managing professional interactions.</li> <li>5. Advanced speaking practices in professional settings: interviews, meetings, and discussions.</li> <li>6. Techniques for effective communication in diverse professional scenarios: seminars, workshops, and conferences.</li> </ol>
References	<ol style="list-style-type: none"> <li>1. Crucial Conversations: Tools for Talking When Stakes Are High by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler</li> <li>2. Anderson, Kenneth et.al. 2004. Study Speaking: A Course in Spoken English for Academic Purpose. UK: Cambridge, Cambridge University Press</li> <li>3. Lucas, Stephen E. 2001. The Art of Public Speaking. New York: McGraw-Hill</li> <li>4. Habibi, F., Hidayat, D. N., &amp; Alek, A. (2020). Turn Taking in Mata Najwa Talk Show" Ragu-Ragu Perpu" Episode: A Conversational Analysis. <i>Journal of Pragmatics Research</i>, 2(1), 80-96.</li> <li>5. Purwanti, N. K. R., Suwastini, N. K. A., Adnyani, N. L. P. S., &amp; Kultsum, U. (2022). YouTube videos for improving speaking skills: the benefits and challenges according to recent research in EFL context. <i>Jurnal Pendidikan Teknologi Dan Kejuruan</i>, 19(1), 66-75.</li> <li>6. Fitri, K., Anasy, Z., Dewi, R. S., &amp; Hamid, F. (2021). THE CORRELATION BETWEEN ANXIETY AND STUDENTS' SPEAKING PERFORMANCE IN THE EFL CLASSROOM. In <i>International Conference on Education in Muslim Society (ICEMS)</i> (Vol. 7, pp. 73-80).</li> </ol>

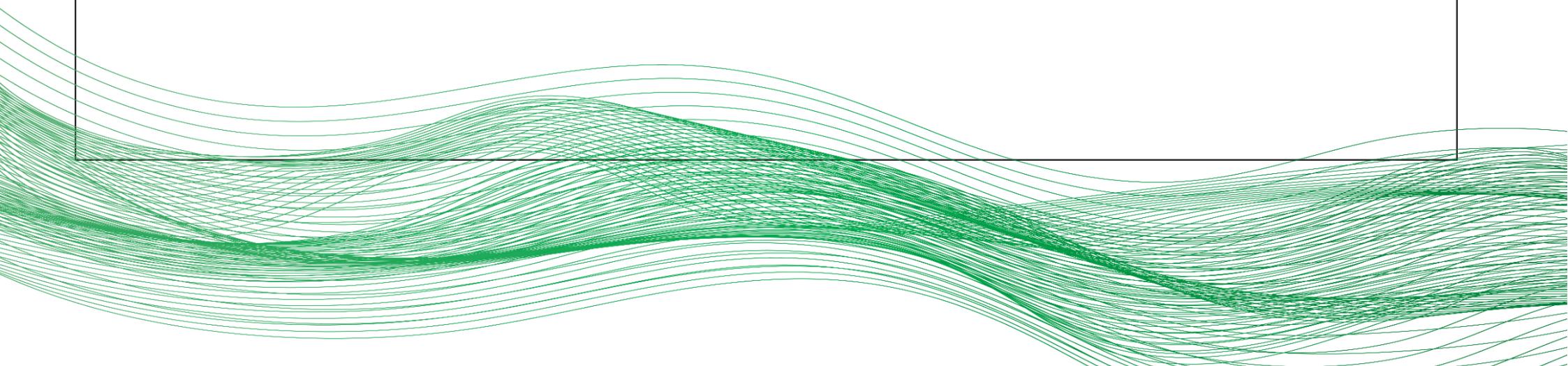
Pronunciation

<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						Document Code
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Pronunciation	FTK6014120	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28 TOTAL 79.3	2	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 2. Mid-Term Examination: 3. Final-Term Examination:					
<b>Module Coordinator</b>	Ummi Kultsum, M.Pd., Ph.D.					
<b>Lecturer</b>	Ummi Kultsum, M.Pd., Ph.D.					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions. ILO6 Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO2 Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process. CLO3 Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen. CLO4 Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards. CLO5 Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards. CLO6 Mastering theories of English language learning and being able to formulate them procedurally in English language teaching. CLO7 Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level. <b>Sub-CLO</b> Sub-CLO 1 Recognize and explain the importance of pronunciation in English language proficiency. Sub-CLO 2 Identify and produce English phonetic sounds, including consonants, vowels, and diphthongs. Sub-CLO 3 Practice word and sentence stress accurately in varied speech contexts. Sub-CLO 4 Apply intonation patterns to convey meaning in spoken English. Sub-CLO 5 Improve pronunciation through consistent practice and feedback, using tools such as the IPA.					
<b>Brief Description of the Course</b>	Pronunciation course is designed to provide English education students with comprehensive instruction and practice in mastering the pronunciation rules and techniques of the English language. Through a combination of theoretical knowledge and practical exercises with a ratio of 20% theory and 80% practice, students will develop a strong foundation in English phonetics and gain the necessary skills to articulate English words and sentences accurately. Further the course objectives require students to understand and apply the fundamental principles of English pronunciation, develop proficiency in the segmental features of English, including vowels, diphthongs, and consonants, master supra-segmental features of English pronunciation, such as stress, intonation, and connected speech and cultivate a positive attitude towards continuous self-improvement in English pronunciation.					

<b>Scientific Integration</b>	Combines phonetics and linguistic theory with practical exercises for effective pronunciation development.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>1. Encourages research on pronunciation teaching methods to improve language instruction quality.</li> <li>2. Merges Islamic and educational values to reinforce ethical communication in English pronunciation.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Syllabus and course content.</li> <li>2. Introduction to pronunciation, including the IPA (International Phonetic Alphabet) and segmental vs. suprasegmental features of English pronunciation.</li> <li>3. English consonants: phonetic symbols, articulation, and pronunciation.</li> <li>4. English vowels and diphthongs: identifying sounds that differ from Indonesian pronunciation.</li> <li>5. Word and sentence stress: rules for accurate stress placement.</li> <li>6. Intonation and rhythm in English: understanding intonation patterns and their impact on meaning.</li> <li>7. Advanced connected speech: linking sounds, contractions, and rapid speech adjustments for natural fluency.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Kelly, Gerald (2000) <i>How to Teach Pronunciation</i></li> <li>2. Pronunciation Contrast</li> <li>3. <a href="https://www.learn-english-today.com/">https://www.learn-english-today.com/</a></li> <li>4. <a href="https://www.britishcouncil.org/">https://www.britishcouncil.org/</a></li> <li>5. Stageberg, C. Norman. <i>An Introductory English Grammar</i>. New York.</li> <li>6. <a href="https://www.thefreedictionary.com/">https://www.thefreedictionary.com/</a></li> <li>7. <a href="https://www.youtube.com/watch?v=IWPfD2WcAXg">https://www.youtube.com/watch?v=IWPfD2WcAXg</a></li> <li>8. C. W Kreidler (1989). <i>The Pronunciation of English: A Coursebook in Phonology</i>. Oxford: Blackwell.</li> <li>9. J. Laver (1994). <i>Principles of Phonetics</i>. Cambridge: Cambridge University Press.</li> <li>10. B. Mott (1991). <i>A Course in Phonetics and Phonology for Spanish Learners of English</i>. Barcelona: PPU.</li> <li>11. R. L. Trask (1996). <i>A Dictionary of Phonetics and Phonology</i>. London and New York: Routledge.</li> </ol>

**COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME  
FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA**

# **SEMESTER 3**



## Science and Islam

COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA						Document Code																						
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE																						
Science and Islam	UIN6033202	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	3	4 <sup>th</sup> September 2023																						
Language details	English																											
Teaching methods	Lecture, Classroom Discussion, Independent Study, Project																											
Type of Examination	<p>The final mark will be weighted as follows:</p> <ol style="list-style-type: none"> <li>1. Class Activities: Quiz, Homework, etc. 10%</li> <li>2. Assignments: 20%</li> <li>3. Mid-Term Examination: 30%</li> <li>4. Final-Term Examination: 40%</li> </ol>																											
Module Coordinator	Fardiana Fikria Qur'any, M. Ud																											
Lecturer	Fardiana Fikria Qur'any, M. Ud																											
Course Requirements	None																											
Learning Outcomes	<p><b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b></p> <table> <tr> <td>ILO1</td><td>Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.</td></tr> <tr> <td colspan="2"><b>COURSE LEARNING OUTCOMES</b></td></tr> <tr> <td>CLO 1</td><td>Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.</td></tr> <tr> <td>CLO 2</td><td>Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.</td></tr> <tr> <td>CLO 3</td><td>Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.</td></tr> <tr> <td colspan="2"><b>Sub-CLO</b></td></tr> <tr> <td>Sub-CLO 1</td><td>Explain concepts of science, philosophy, and religion.</td></tr> <tr> <td>Sub-CLO 2</td><td>Identify historical relationships between science, philosophy, and religion in the West and Islam.</td></tr> <tr> <td>Sub-CLO 3</td><td>Apply Islamic perspectives in scientific discourse, such as psychology, technology, and social sciences.</td></tr> <tr> <td>Sub-CLO 4</td><td>Differentiate Islamic and Western philosophical perspectives on science.</td></tr> <tr> <td>Sub-CLO 5</td><td>Analyze social and economic issues from an integrative viewpoint of science and Islam.</td></tr> </table>						ILO1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.	<b>COURSE LEARNING OUTCOMES</b>		CLO 1	Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.	CLO 2	Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.	CLO 3	Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.	<b>Sub-CLO</b>		Sub-CLO 1	Explain concepts of science, philosophy, and religion.	Sub-CLO 2	Identify historical relationships between science, philosophy, and religion in the West and Islam.	Sub-CLO 3	Apply Islamic perspectives in scientific discourse, such as psychology, technology, and social sciences.	Sub-CLO 4	Differentiate Islamic and Western philosophical perspectives on science.	Sub-CLO 5	Analyze social and economic issues from an integrative viewpoint of science and Islam.
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Sub-CLO 5	Analyze social and economic issues from an integrative viewpoint of science and Islam.																											
Brief Description of the Course	Students comprehend and understand the relationships among science, philosophy, and religion, as well as the historical development of science and the integration of knowledge from classical, medieval, to modern periods. The study includes research and discoveries in science on themes related to humanity, technology, health, social psychology, culture, politics, economy, and more. Methods used include discussions, presentations, and assignments based on a textual-contextual approach and problem-solving.																											

<b>Scientific Integration</b>	Provides foundational knowledge integrating Islamic studies with scientific and philosophical perspectives.
<b>Research and Community Service Integration</b>	
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Definition of Science, Philosophy, and Religion</li> <li>2. History of Science and Religion (Western and Islamic perspectives)</li> <li>3. Scientific Paradigms in Western and Islamic thought</li> <li>4. Ontology, Epistemology, and Axiology of Science.</li> <li>5. Science and Islam (e.g., in psychology, health, technology)</li> <li>6. Analysis of social and economic issues through an integrative lens of science and Islam.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Abdalah, Mohammad, "The Fate of Islamic Science between the Eleventh and Sixteenth-Centuries: A Critical Study of Scholarship from Ibn Khaldun to the Present", PhD. Dissertation, Griffith University, 2003.</li> <li>2. Ahmed, Akbar S., Postmodernisme: Bahaya dan Harapan bagi Islam, cet. IV, Terjemah, Bandung: Mizan, 1996.</li> <li>3. Ajid Thohir, Studi Kawasan Dunia Islam, Jakarta: Rajawali Press, 2009.</li> <li>4. Ancok, Djamaruddin dan Fuat Nashori Suroso, Psikologi Islami: Solusi Islam atas Problem-Problem Psikologi, Cet. IV, Yogyakarta: Pustaka Pelajar, 2001.</li> <li>5. Audi, Robert, Epistemology: A Contemporary Introduction to the Theory of Knowledge, London and New York: Routledge, 1999.</li> <li>6. Derry, Gregory N., What is Science and How It Works (United Kingdom: Princeton University Press, 1999).</li> <li>7. Franz Rosenthal, Knowledge Triumphant: The Concept of Knowledge in Medieval Islam (Leiden-Boston: Brill, 2007).</li> <li>8. Guessoum, Nidhal, Islam's Quantum Question: Reconciling Muslim Tradition and Modern Science, London-New York: I.B. Tauris, 2011.</li> <li>9. Geertz, Clifford, Religion of Java. New York: The Free Press of Glencoe. 1960</li> <li>10. Hitchcock, Christopher, Introduction: What is the Philosophy of Science", in ed. Christopher Hitchcock, Contemporary Debates in Philosophy of Science, USA: Blackwell Publishing Ltd., 2004.</li> <li>11. Iqbal, Muzaffar, Science and Islam: Greenwood Guides to Science and Religion, London: Greenwood Press, 2007.</li> <li>12. Ismail Raji Al Faruqi dan Lamya Al Faruqi, Atlas Budaya Islam, terj. Moh. Ridzuan Othman et. al., Kuala Lumpur: Dewan Bahasa dan Pustaka Kementerian Pendidikan Malaysia, 1992.</li> <li>13. Lapidus, Ira M., Sejarah Sosial Umat, Terjemahan oleh Ghufron A. Mas'adi dari A History of Islamic Societies, Jakarta: PT Raja Grafindo Persada, 1999.</li> <li>14. Mahmud, Hasan Ahmad, al-Islam wa al-Hadhrat al- Arabiyah fi Asia al-Wustha baina Al-Fathatain al-‘Arabi wa al-Turki 21 H-447 H, Kuwait: Dar al-Fikr al-Arabia, 1986.</li> <li>15. Masjid, Nurcholish, Islam Doktrin dan Peradaban Sebuah Telaah Kritis tentang Masalah Keimanan, Kemanusiaan, dan Kemoderenan, Cetakan kedua. Jakarta: Yayasan Wakaf Paramadina, 1992.</li> <li>16. Masood, Ehsaan (ed.), How Do You Know: Reading Ziauddin Sardar on Islam, Science and Cultural Relations, London: Pluto Press, 2006.</li> <li>17. Mones, Hussain, Athlas Tarih al-Islam, Cairo: Al-Zahra for Arab Mass Media, 1987.</li> <li>18. Mujani, Saiful Muslim Demokrat: Islam, Budaya Demokrasi dan Partisipasi Politik di Indonesia Pasca Orde-Baru. Jakarta PT Gramedia Pustaka Utama. 2007.</li> <li>19. Nasr, Seyyed Hossein, Science and Civilization in Islam, Chicago: ABC International Group, Inc., 2001.</li> <li>20. Al-Najjar, Zaghoul, Selekta dari Tafsir Ayat-ayat Kosmos dalam Al-Qur'an al-Karim, Jilid 1 dan 2, Jakarta: Shorouk International Bookshop, 2010.</li> <li>21. Nasution, Harun, Islam Ditinjau dari Berbagai Aspeknya, Jilid 1, Jakarta: UI Press, 1985.</li> <li>22. Nola, Robert and Gurol Irzik, Philosophy, Science, Education and Culture, Netherlands: Springer, 2005.</li> <li>23. Abdalah, Mohammad, "The Fate of Islamic Science between the Eleventh and Sixteenth-Centuries: A Critical Study of Scholarship from Ibn Khaldun to the Present", PhD. Dissertation, Griffith University, 2003.</li> <li>24. Ahmed, Akbar S., Postmodernisme: Bahaya dan Harapan bagi Islam, cet. IV, Terjemah, Bandung: Mizan, 1996.</li> <li>25. Ajid Thohir, Studi Kawasan Dunia Islam, Jakarta: Rajawali Press, 2009.</li> </ol>

	COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA					Document Code FTK6014108
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Arabic Language	UIN6021204	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	3	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Independent Study, Project					
<b>Type of Examination</b>	<p>The final mark will be weighted as follows:</p> <ol style="list-style-type: none"> <li>1. Class Activities: Quiz, Homework, etc. 10%</li> <li>2. Assignments: 20%</li> <li>3. Mid-Term Examination: 30%</li> <li>4. Final-Term Examination: 40%</li> </ol>					
<b>Module Coordinator</b>	Muhammad Anas, Lc. M.A, Ahfa Rahman Syah, M. Hum					
<b>Lecturer</b>	Muhammad Anas, Lc. M.A, Ahfa Rahman Syah, M. Hum					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<p><b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b></p> <p>ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.</p> <p>ILO2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.</p> <p><b>COURSE LEARNING OUTCOMES</b></p> <p>CLO 1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.</p> <p>CLO 2 Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.</p> <p>CLO 3 Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.</p> <p><b>Sub-CLO</b></p> <p>Sub-CLO 1 Understand course objectives, learning strategies, and unique Arabic language features, including alphabet and phonetics.</p> <p>Sub-CLO 2 Analyze texts and dialogues with religious moderation themes, focusing on vocabulary, nouns, phrases, and pronouns.</p> <p>Sub-CLO 3 Describe family and home-related vocabulary, including relationship terms and descriptive phrases.</p> <p>Sub-CLO 4 Narrate personal background, use polite expressions, and provide directions within an Arabic context.</p> <p>Sub-CLO 5 Identify and use Arabic numbers for daily purposes.</p> <p>Sub-CLO 6 Students are able to provide information (vocabulary, activities, time, questions) on the theme of daily activities.</p> <p>Sub-CLO 7 Students are able to describe important information (jobs and conditions in the past, adverbs of time sequence, verbal negation, questions and answers about jobs in the past) on the theme of travel.</p> <p>Sub-CLO 8 Students are able to complete the midterm exam.</p> <p>Sub-CLO 9 Students are able to express important information (quantitative degree, preferences, offers, expressions of desire, production process, likes or dislikes, the concept of collective nouns, and places) with a nuance of religious moderation on the theme of food and drinks.</p> <p>Sub-CLO 10 Students are able to describe important information (asking for and giving directions, time sequences of days and months, and comparisons) on the theme of tourism.</p> <p>Sub-CLO 11 Students are able to explain important information (adjective phrases, instructions, expressions of ability/inability, particles with duration meanings) on the theme of studying in higher education.</p> <p>Sub-CLO 12 Students are able to express key points (general concepts, preferences, reasons, sequential ideas, agreement/disagreement) on the theme of hobbies and entertainment.</p> <p>Sub-CLO 13 Students are able to express important information (desires, time expressions, possibilities, and processes) on the theme of future plans.</p> <p>Sub-CLO 14 Students are able to describe important information (facts, opinions, interests, habits) using expressions that reflect religious moderation on the theme of art and culture.</p> <p>Sub-CLO 15 Students are able to narrate a short story with more complex details and understand the structure of stories in Arabic on the theme of the body and diseases.</p> <p>Sub-CLO 16 Students are able to complete the final exam.</p>					

<b>Brief Description of the Course</b>	The Arabic Language course provides foundational Arabic language skills for university students, focusing on basic vocabulary, grammar (nahwu and sharaf), and sentence structure. Designed for both academic and everyday contexts, it emphasizes reading, writing, listening, and speaking skills. Through practical activities such as dialogues, sentence construction, and group discussions, students will learn to communicate effectively in Arabic. The course integrates Islamic cultural and linguistic insights, facilitating understanding of key Arabic terms used in religious and academic texts. Teaching methods include lectures, interactive discussions, and practical exercises, with assessments that measure language comprehension and communication skills.
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<b>Scientific Integration</b>	Arabic is essential for understanding Islamic knowledge, facilitating the comprehension of Quranic and Hadith texts.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>1. Students are encouraged to analyze recent research on Arabic language from academic journals and articles.</li> <li>2. Arabic connects with Islamic studies and the Indonesian language, emphasizing cross-cultural linguistic awareness.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Arabic alphabet, phonetics, dialects, and transliteration</li> <li>2. Greetings and self-introduction</li> <li>3. Family relationships and home vocabulary</li> <li>4. Objects, cities, and countries</li> <li>5. Numbers for daily usage</li> <li>6. Daily activities and routines</li> <li>7. Travel, food, and beverages vocabulary</li> <li>8. Tourism, education, hobbies, and entertainment</li> <li>9. Cultural expressions, health, and body-related terminology</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Jane Wightwick, Mahmoud Gaafar. Mastering Arabic 1. China: Palgrave and Macmillan, 2015.</li> <li>2. Jane Wightwick, Mahmoud Gaafar. Mastering Arabic 2. China: Palgrave and Macmillan, 2015.</li> <li>3. Kristen Brustad, Mahmoud Al-Batal, Abbas Al-Tonsi, Al-Kitab fi Ta'allum Al-Arabiyyah, Washington: Georgetown University Press, 2010</li> <li>4. Faruk Abu Chacra, Arabic: An Essential Grammar, Oxon: Routledge, 2007</li> <li>5. Mahmud Ismail Shini, Nashif Musthafa Abdul Aziz, Muhammad Tahir Husain, Al-Arabiyyah Linnasyi'in, Damaskus: Dar Al-Ashma, 1983</li> <li>6. Abdurrahman Ibrahim Alfauzany, Mukhtar Thahir Hasan, Muhammad Abdul Khaliq, Al-Arabiyyah Baina Yadaik, Riyadh: Muassasah Al-Waqf Al-Islamy, 2022</li> <li>7. Abdullah Abdul Karim Al-Abadi dkk, Al-Kitab Al-Asasi; Ta'lim Al-Arabiyyah Linnathiqin Bighairiha, Makkah: Universitas Ummul Qura, 2008.</li> <li>8. Kristen Brustad, Mahmoud Al-Batal, Abbas Al-Tonsi, Alif Baa, Washington: Georgetown University Press, 2010;</li> <li>9. Mahdi Alosi, Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners, New Haven: Yale University Press, 2000;</li> <li>10. Abdur Rahim dkk, Madinah Arabic Reader, New Delhi: Goodword Book: 2013</li> <li>11. Abdur Rahim, Durus Al-Lughah Al-Arabiyyah Lighairi An-Nathiqa Biha, New Delhi: Goodword Book: 2019</li> <li>12. Al-Arabiyyah Lilhayat, Malang: Universitas Negeri Islam Malang</li> <li>13. Ridho Masduki dkk, Al-Arabiyyah Li Thullab Al-Jami'ah, Darul Ulum Press.</li> <li>14. Nashir bin Abdullah dkk, Al-Arabiyyah Lil Alam, Universitas Malik Saud: 2010.</li> </ol>

COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA						Document Code																								
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE																								
Advanced Grammar	FTK6014118	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	3	4 <sup>th</sup> September 2023																								
<b>Language details</b>	English																													
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning																													
<b>Type of Examination</b>	<p>The final mark will be weighted as follows:</p> <ol style="list-style-type: none"> <li>Attendance and Active Involvement: 10%</li> <li>Assignment: 20%</li> <li>Mid- Test: 30%</li> <li>Final Test: 40%</li> </ol>																													
<b>Module Coordinator</b>	Drs. Syauki M.Pd																													
<b>Lecturer</b>	Drs. Syauki M.Pd																													
<b>Course Requirements</b>	None																													
<b>CLO4Learning Outcomes</b>	<p><b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b></p> <table border="1"> <tr> <td>ILO 1</td><td>Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.</td></tr> <tr> <td>ILO 2</td><td>Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.</td></tr> </table> <p><b>COURSE LEARNING OUTCOMES (CLO)</b></p> <table border="1"> <tr> <td>CLO 1</td><td>Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.</td></tr> <tr> <td>CLO 2</td><td>Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.</td></tr> <tr> <td>CLO 3</td><td>Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.</td></tr> <tr> <td>CLO 4</td><td>Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards.</td></tr> <tr> <td>CLO 5</td><td>Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards.</td></tr> </table> <p><b>Sub-CLO</b></p> <table border="1"> <tr> <td>Sub-CLO 1</td><td>Analyze subject-verb agreement and various tenses.</td></tr> <tr> <td>Sub-CLO 2</td><td>Distinguish between simple, compound, and complex sentences and analyze subordination and verbal formation.</td></tr> <tr> <td>Sub-CLO 3</td><td>Differentiate pronoun types (e.g., subject, object, possessive) and apply pronoun agreement and reference.</td></tr> <tr> <td>Sub-CLO 4</td><td>Differentiate parts of speech and analyze the roles and functions of different word types, including common and inverted word order.</td></tr> <tr> <td>Sub-CLO 5</td><td>Analyze parallel structures across parts of speech, including redundancies and usage of verbs like sit/set, lie/lay, rise/raise.</td></tr> </table>						ILO 1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.	ILO 2	Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.	CLO 1	Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.	CLO 2	Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.	CLO 3	Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.	CLO 4	Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards.	CLO 5	Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards.	Sub-CLO 1	Analyze subject-verb agreement and various tenses.	Sub-CLO 2	Distinguish between simple, compound, and complex sentences and analyze subordination and verbal formation.	Sub-CLO 3	Differentiate pronoun types (e.g., subject, object, possessive) and apply pronoun agreement and reference.	Sub-CLO 4	Differentiate parts of speech and analyze the roles and functions of different word types, including common and inverted word order.	Sub-CLO 5	Analyze parallel structures across parts of speech, including redundancies and usage of verbs like sit/set, lie/lay, rise/raise.
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<b>Brief Description of the Course</b>	<p>The Advanced Grammar course provides students with comprehensive knowledge and skills in English grammar, focusing on high-level grammar topics essential for TOEFL and academic proficiency. Topics include complex sentence structures, subject-verb agreement, verb tenses, pronouns, parallel structures, and correct word usage. The course uses concept-based, discovery learning, and cooperative approaches in an online setting, employing lectures, discussions, presentations, and problem-solving activities. Assignments and exams evaluate students' grasp of grammar concepts and their ability to apply them in academic writing and communication.</p>																													

<b>Scientific Integration</b>	Connects grammar mastery with social sciences, enhancing critical thinking in analyzing language structures.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>Engage students in research on language and grammar through assignments and practical applications.</li> <li>Incorporates language-related social sciences, emphasizing the importance of grammar in cultural and communication contexts.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>Subjects and verbs in sentences, subject-verb agreement, and irregular verb forms</li> <li>Tenses and verb forms in different contexts</li> <li>Sentence types: simple, compound, and complex</li> <li>Pronouns: types, agreement, and reference</li> <li>Word form transformations and functions within sentences</li> <li>Word order: standard and inverted, and positioning of modifiers</li> <li>Parallel structures, including comparison structures</li> <li>Redundancy identification and usage of specific verbs</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>Azar, B. S. (2002). Understanding and using English grammar. (3rd ed.). New Jersey: Englewood Cliffs.</li> <li>Broukal, M., &amp; Wisniewska, I. (2005). Grammar form and function 3. New York: McGraw-Hill.</li> <li>Foley, M. &amp; Hall, D. (2003) Advanced learners' grammar. Longman: Pearson Education Limited.</li> <li>Hewings, M. (2007). Advanced grammar in use. (2nd ed). Cambridge: Cambridge University Press</li> <li>Hashemi, L. &amp; Murphy, R. (1995). English grammar in use. Cambridge: Cambridge University Press.</li> <li>Ur, P. (1992). Grammar practice activities: A practical guide for teachers. Cambridge: Cambridge University Press.</li> <li>Relevant printed sources and internet websites</li> </ol>

History of English

<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						<b>Document Code</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>
History of English	FTK6014128	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28 TOTAL 79.3	3	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 2. Mid-Term Examination: 3. Final-Term Examination:					
<b>Module Coordinator</b>	Dr. Fahriany, M.Pd					
<b>Lecturer</b>	Dr. Fahriany, M.Pd					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b>					
	ILO1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.				
	ILO3	Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology.				
	<b>COURSE LEARNING OUTCOMES (CLO)</b>					
	CLO 1.	Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.				
	CLO 2	Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.				
	CLO 3	Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.				
	CLO 4	Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards.				
	CLO 5	Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards.				
	CLO 6	Mastering theories of English language learning and being able to formulate them procedurally in English language teaching.				
<b>Sub-CLO</b>	CLO 7	Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level.				
	CLO 8	Being responsible and able to take responsibility for implementing effective, productive, and meaningful English language teaching based on humanitarian values in multilingual communities, both independently and in partnership.				
	CLO 9	Being able to adapt to the teaching context of English and its culture while integrating Indonesian language values in English teaching with a stable, mature, wise, and authoritative personality, setting an example for students with noble character independently and confidently.				
	Sub-CLO 1	Identify the origins of the English language and its branches within world language families.				
	Sub-CLO 2	Explain the key characteristics of Old English and its grammatical structures.				
	Sub-CLO 3	Analyze the Norman Conquest's impact on Middle English vocabulary and grammar.				
	Sub-CLO 4	Describe the vowel and consonant changes that distinguish Middle from Old English.				
	Sub-CLO 5	Discuss the spread of English through historical events, including colonization and globalization, resulting in World Englishes.				

<b>Brief Description of the Course</b>	<p>The History of English course explores the evolution of the English language from Old English through Middle and Modern English to World Englishes. Students will analyze key linguistic developments and historical events that shaped English, including influences from the Norman Conquest, vowel shifts, and the effects of British colonization. The course emphasizes critical thinking and understanding of how English has adapted to various cultural and social contexts. Learning activities include lectures, discussions, and presentations, and assessments focus on students' ability to interpret and articulate the historical and linguistic trajectory of English.</p>
<b>Scientific Integration</b>	<p>Enhances understanding of social sciences by connecting the evolution of the English language to historical contexts.</p>
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li data-bbox="572 262 1673 286">1. Encourages analysis of research on English language history, especially regarding phonetic, grammatical, and lexical shifts.</li> <li data-bbox="572 286 1673 310">2. Integrates language study with historical events, cultural changes, and social developments that have influenced English.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li data-bbox="572 310 1426 333">1. Origins of the English language, including world language families and Proto-Germanic roots.</li> <li data-bbox="572 333 1426 357">2. Characteristics of Old English, including key vocabulary, grammar, and influential figures.</li> <li data-bbox="572 357 1673 381">3. The Norman Conquest and the transition to Middle English, focusing on lexical and grammatical influences from French.</li> <li data-bbox="572 381 1426 405">4. Vowel shifts, dialect variations, and linguistic changes from Middle to Modern English.</li> <li data-bbox="572 405 1650 429">5. The standardization of English during the Early Modern English period and the role of key figures, such as Dr. Johnson.</li> <li data-bbox="572 429 1493 453">6. The global spread of English, World Englishes, and the influence of colonization on English dialects.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li data-bbox="572 469 1516 492">1. Baugh, Albert C. and Thomas Cable. 2002. A History of the English Language, 5ed. London: Routledge</li> <li data-bbox="572 492 1471 516">2. Bernard Spolsky, 1999. Concise Encyclopedia of Educational Linguistics. University of Edinburgh</li> <li data-bbox="572 516 1336 540">3. N. F Blake, 1996. A History of the English Language. London: Macmillan Press Ltd</li> <li data-bbox="572 540 842 564">4. <a href="http://www.ncte.org/rte/">http://www.ncte.org/rte/</a></li> <li data-bbox="572 564 977 588">5. <a href="http://www.u-net.com/eflweb/home.htm">http://www.u-net.com/eflweb/home.htm</a></li> <li data-bbox="572 588 864 612">6. <a href="http://www.eduweb.co.uk/">http://www.eduweb.co.uk/</a></li> <li data-bbox="572 612 887 636">7. <a href="http://www.aitech.ac.jp/~itesli/">http://www.aitech.ac.jp/~itesli/</a></li> <li data-bbox="572 636 954 659">8. <a href="http://lessontop.org/languageart.html">http://lessontop.org/languageart.html</a></li> <li data-bbox="572 659 842 683">9. <a href="http://www.teachers.net/">http://www.teachers.net/</a></li> <li data-bbox="572 683 999 707">10. <a href="http://www-writing.berkeley.edu/TESL-EJ/">http://www-writing.berkeley.edu/TESL-EJ/</a></li> <li data-bbox="572 707 1493 731">11. Ralph W. Fasold and Roger W. Shuy, 1994. Studies in Language Variation. George Town University.</li> </ol>

	COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA					Document Code																														
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE																														
Reading for English International Standardized Test	FTK6014110	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	3	4 <sup>th</sup> September 2023																														
<b>Language details</b>	English																																			
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning																																			
<b>Type of Examination</b>	<p>The final mark will be weighted as follows:</p> <ol style="list-style-type: none"> <li>Attendance and Attitude: 20%</li> <li>Assignment: 20%</li> <li>Mid-Term Test: 30%</li> <li>Final Test: 30%</li> </ol>																																			
<b>Module Coordinator</b>	Dr. Nida Husna HR, M.Pd., MA TESOL																																			
<b>Lecturer</b>	Dr. Nida Husna HR, M.Pd., MA TESOL																																			
<b>Course Requirements</b>	None																																			
<b>Learning Outcomes</b>	<p><b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b></p> <table> <tr> <td>ILO 1</td> <td>Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.</td> </tr> <tr> <td>ILO 2</td> <td>Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.</td> </tr> </table> <p><b>COURSE LEARNING OUTCOMES (CLO)</b></p> <table> <tr> <td>CLO 1</td> <td>Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.</td> </tr> <tr> <td>CLO 2</td> <td>Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.</td> </tr> <tr> <td>CLO 3</td> <td>Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.</td> </tr> <tr> <td>CLO 3</td> <td>Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards</td> </tr> <tr> <td>CLO 4</td> <td>Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards.</td> </tr> <tr> <td>CLO 5.</td> <td>Mastering theories of English language learning and being able to formulate them procedurally in English language teaching.</td> </tr> <tr> <td>CLO 6.</td> <td>Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level.</td> </tr> </table> <p><b>Sub-CLO</b></p> <table> <tr> <td>Sub-CLO 1</td> <td>Explain the general concepts and objectives of the course and show readiness to take responsibility for results.</td> </tr> <tr> <td>Sub-CLO'2</td> <td>Understand basic concepts and characteristics of TOEFL, IELTS, and TOEIC reading sections.</td> </tr> <tr> <td>Sub-CLO 3</td> <td>Differentiate question types in TOEFL's reading section and develop appropriate analytical skills to respond effectively.</td> </tr> <tr> <td>Sub-CLO 4</td> <td>Differentiate question types in IELTS and demonstrate analytical skills for accurate responses.</td> </tr> <tr> <td>Sub-CLO 5</td> <td>Differentiate question types in TOEIC and demonstrate analytical skills for quick, precise responses.</td> </tr> <tr> <td>Sub-CLO 6</td> <td>Present reading summaries and critically analyze topics through technology-supported presentations.</td> </tr> </table>						ILO 1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.	ILO 2	Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.	CLO 1	Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.	CLO 2	Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.	CLO 3	Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.	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Sub-CLO 3	Differentiate question types in TOEFL's reading section and develop appropriate analytical skills to respond effectively.	Sub-CLO 4	Differentiate question types in IELTS and demonstrate analytical skills for accurate responses.	Sub-CLO 5	Differentiate question types in TOEIC and demonstrate analytical skills for quick, precise responses.	Sub-CLO 6	Present reading summaries and critically analyze topics through technology-supported presentations.
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<b>Brief Description of the Course</b>	<p>Reading for International Standardized Tests is a course with 3 credit points which implement several approaches such as concept approach, cognitive approach, discovery approach, and practice approach. This course mainly consists of various reading materials from three well known international standardized tests, those are TOEFL, IELTS and TOEIC. The materials are not limited to the types of reading passages. The types of questions that are usually asked in the test will also be the main core of attention within this course. The understanding of question types will be supported by understanding how to find the answer for those different types of question. The ability to answer those questions is not solely judged by the ability to find the answer, but also by the ability to find it at a very specific time provided. The students' success in this course is based on their ability to answer those questions against time. Additional reading practice is given as another requirement to pass this course, that is the ability to read 3 English novels, consist of minimum 200 pages each. The proof of the reading is by giving a review for each novel and present one of the novel by retelling the story while other should properly listen and ask questions. The core materials for this course are General types of the three English International Tests and their reading sections, The types of questions in those reading sections, and integrated reading practice. The assessment will be in the form of doing the exercises based on each type, both individual and group work. The material and the assignment were provided in the textbook for the course as well as from other resources. Some presentations will be in the form of video that should be uploaded on social media (Facebook group, Instagram, or YouTube) where the interaction of the audience will be one of the scoring considerations. The FB group will also become its main platform to conduct other interactions. This course has middle test and final test as ones of its achievement indicators.</p>
<b>Scientific Integration</b>	Uses insights from social sciences to analyze reading comprehension and standardized test strategies.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>1. Integrates language assessment research, supporting reading techniques and understanding of test formats.</li> <li>2. Links English reading skills with language, social science, and digital technology, promoting effective reading strategies.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Overview of international English standardized tests, test types, and reading section requirements.</li> <li>2. TOEFL Reading section question types, including main ideas, details, and inference questions.</li> <li>3. IELTS Reading question types, such as sentence completion, matching headings, and diagram completion.</li> <li>4. TOEIC Reading comprehension, including skimming, scanning, and factual and inference questions.</li> <li>5. Review and analyze readings from English novels with a minimum of 200 pages each, supporting test preparation skills.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Broukal. Milada., <i>TOEFL READING FLASH</i>, Peterson's Thomson Learning, 2001, Publisher.. Heinle &amp; Heinle 11TP, Canada.</li> <li>2. Phillips. Deborah, <i>Longman Complete Course for the TOEFL Test</i>, 2001, AddisonWesley Longman, Inc. New York.</li> <li>3. Rogers, Bruce, <i>Introductory Guide to the TOEIC Test</i>, 2006, Thomson Heinle, Boston</li> <li>4. Lougheed, Lin, <i>Barron's How to Prepare for the TOEIC Test</i>, 2004, Binarupa Aksara, Indonesia</li> <li>5. Lougheed, Lin, <i>Longman Preparation Series for the TOEIC Test</i>. 2005, Pearson Education, Inc., New York</li> <li>6. Tucker, Janina, and Van Bemmet, Eric, <i>IELTS to Success</i>, 2002, John Wiley &amp; Son, Australia</li> <li>7. Rogers, Bruce, <i>The Complete Guide to the TOEFL IBT Test</i>, 2007, Thomson Heinle, Boston</li> <li>8. Reading for International Standardized Test, course handbook for EED Students</li> <li>9. Zareva, Alla. (2005). What is new in the new TOEFL-iBT 2006 test format? <i>e-FLT: Electronic Journal of Foreign Language Teaching</i>, 2(2), 45-57.</li> <li>10. Gradman, Harry L., and Edith Hanania. "Language learning background factors and ESL proficiency." <i>The Modern Language Journal</i> 75, no. 1 (1991): 39-51.</li> <li>11. Krashen, Stephen D. <i>The power of reading: Insights from the research: Insights from the research</i>. ABC-CLIO, 2004</li> <li>12. Constantino, R., S.Y. Lee, K.S. Cho and S. Krashen, 1997 'Free Voluntary Reading as a Predictor of TOEFL Scores', <i>Applied Language Learning</i> 8: 111-18</li> <li>13. <a href="https://www.encomium.com/webmentor/abouttoefl.html">https://www.encomium.com/webmentor/abouttoefl.html</a></li> <li>14. <a href="https://en.wikipedia.org/wiki/Test_of_English_as_a_Foreign_Language">https://en.wikipedia.org/wiki/Test_of_English_as_a_Foreign_Language</a></li> <li>15. <a href="https://www.ets.org/toefl/">https://www.ets.org/toefl/</a></li> </ol>

Listening for Academic Purposes

<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						<b>Document Code</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>
Listening for Academic Purposes	FTK6014107	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	3	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 2. Mid-Term Examination: 3. Final-Term Examination:					
<b>Module Coordinator</b>	Neneng Sunengsih, M.Pd.					
<b>Lecturer</b>	Neneng Sunengsih, M.Pd.					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO 1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO 2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO 1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.. CLO 2 Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process. CLO 3 Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen. CLO 4 Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards.. CLO 5 Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards. CLO 6 Mastering theories of English language learning and being able to formulate them procedurally in English language teaching. CLO 7 Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level. <b>Sub-CLO</b> Sub-CLO 1 Identify key listening techniques and concepts in academic settings. Sub-CLO 2 Develop comprehension of specific information and details in spoken academic texts. Sub-CLO 3 Practice distinguishing speakers' voices and identifying speakers within conversations. Sub-CLO 4 Use note-taking skills to summarize academic discourse accurately. Sub-CLO 5 Orient to various text types and determine speaker intent, main ideas, and key terms. Sub-CLO 6 Analyze details and main ideas to improve academic text understanding. Sub-CLO 7 Interpret meaning beyond surface content by recognizing stress, rhythm, and intonation in speech.					

<b>Brief Description of the Course</b>	This course is a skills-based course required for all students in the PBI department, provided they have completed prior courses. Listening for Academic Purposes is the highest-level listening course in the PBI curriculum, focusing on understanding spoken language in various academic contexts. Exercises are conducted in various test formats, which include assessments of listening skills for specific information, main ideas, supporting ideas, and speaker opinions. The course emphasizes improving comprehension skills on specific topics and introduces students to international standardized tests, namely IELTS. Through these exercises, students are expected to assess their abilities and prepare for the actual IELTS exam for specific purposes. This course is worth 2 credits and is offered in the even semester.
<b>Scientific Integration</b>	Enhance language learning by connecting listening comprehension with broader social science concepts.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>1. Involves analysis of research and practical exercises to improve listening comprehension and academic performance.</li> <li>2. Integrates Islamic, scientific, and Indonesian perspectives to enhance understanding in academic and social contexts.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Pre-test: IELTS Listening Section, understanding speaker instructions and discourse comprehension.</li> <li>2. Identifying specific information like names, numbers, and places.</li> <li>3. Differentiating speakers and recognizing voices in diverse contexts.</li> <li>4. Effective note-taking skills to summarize discourse on academic topics.</li> <li>5. Orienting to text, identifying purpose, main ideas, and key words.</li> <li>6. Recognizing details and main ideas in academic contexts and understanding speaker intent.</li> <li>7. Interpreting intonation, stress, and rhythm to derive meaning beyond surface content.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Vanessa Jakeman &amp; Clare Mc Dowell, <i>Insight Into IELTS</i>, Cambridge University Press, 1991 IELTS Practice Tests, Edinburgh: Pearson Education, 2001</li> <li>2. Penny Cameron &amp; Vanessa Tod, <i>Prepare for IELTS : General Training Practice Tests</i>, Jakarta : Gramedia Pustaka Utama, 2008</li> <li>3. Howthorn English Language Centre, <i>IELTS to Success</i>, Melbourne : John Wiley &amp; Sons Australia, 2002</li> </ol>

Paragraph Writing

<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						Document Code
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Paragraph Writing	FTK6014112	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28 TOTAL 79.3	3	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 30% 2. Mid-Term Examination: 30% 3. Final-Term Examination: 40%					
<b>Module Coordinator</b>	Agus Sufyan, M.App.Ling					
<b>Lecturer</b>	Agus Sufyan, M.App.Ling					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.					
	<b>COURSE LEARNING OUTCOMES (CLO)</b> CLO 1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO 2 Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process. CLO 3 Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen. CLO 4 Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards. CLO 5 Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards. CLO 6 Mastering theories of English language learning and being able to formulate them procedurally in English language teaching. CLO 7 Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level.					
	<b>Sub-CLO</b> Sub-CLO 1 Understand the structure of simple sentences in English through independent digital reading. Sub-CLO 2 Understand compound sentence structure in English through independent digital reading. Sub-CLO 3 Understand complex sentence structure in English through independent digital reading. Sub-CLO 4 Understand compound-complex sentence structure in English through independent digital reading. Sub-CLO 5 Differentiate and categorize English sentence types independently based on linguistic concepts. Sub-CLO 6 Understand the role of main ideas in English paragraphs. Sub-CLO 7 Understand the role of supporting sentences in English paragraphs. Sub-CLO 8 Understand the role of concluding sentences in English paragraphs. Sub-CLO 9 Analyze main ideas, supporting, and concluding sentences in English paragraphs. Sub-CLO 10 Understand introductory paragraphs in digital English essays. Sub-CLO 11 Understand body paragraphs in digital English essays. Sub-CLO 12 Understand concluding paragraphs in digital English essays. Sub-CLO 13 Analyze cohesion and coherence in digital English essays. Sub-CLO 14 Write essays independently using digital technology to communicate ideas effectively in English.					

<b>Brief Description of the Course</b>	The Paragraph Writing course provides foundational skills for writing coherent and cohesive paragraphs and essays in English. It serves as a prerequisite for advanced writing courses, focusing on sentence types, paragraph structure, and essay organization. Through digital reading, analysis, and hands-on practice, students learn to construct clear, structured paragraphs and develop short essays with a narrative focus. The course integrates Islamic, scientific, and Indonesian values to enrich writing perspectives and uses digital technology to enhance communication skills.
<b>Scientific Integration</b>	Emphasizes the integration of Islamic, scientific, and Indonesian perspectives in writing skills development.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>1. Encourages the application of writing skills in research and community service, with a focus on academic writing.</li> <li>2. Links paragraph writing with Islamic, scientific, and Indonesian values to enhance writing relevance and perspective.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to paragraph writing and syllabus overview.</li> <li>2. Types of sentences: Simple sentences, structure, and usage.</li> <li>3. Compound sentences: Structure, coordination, and punctuation.</li> <li>4. Complex sentences: Subordination and sentence types.</li> <li>5. Paragraph structure: Topic sentences, supporting sentences, and concluding sentences.</li> <li>6. Analyzing paragraph coherence and cohesion in academic texts.</li> <li>7. Introduction to essay writing: Structure and key components.</li> <li>8. Final essay writing using digital tools.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Cloninger Long, E. (2007). College writing resources with readings. NY: Pearson Education Inc.</li> <li>2. Folse, K. S., et al. (2002). Great sentences for great paragraphs. Boston: Houghton Mifflin.</li> <li>3. Oshima, A., &amp; Hogue, A. (1997). Introduction to academic writing. New York: Addison Wesley Longman.</li> <li>4. Ruetten, M. K. (2001). Developing composition skills: Rhetoric and grammar. Boston: Heinle.</li> <li>5. Lecturer hand-outs and relevant internet sources.</li> </ol>

Speaking for Academic Purposes

<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						<b>Document Code</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>
Speaking for Academic Purposes	FTK6014103	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28 TOTAL 79.3	3	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 2. Mid-Term Examination: 3. Final-Term Examination:					
<b>Module Coordinator</b>	Atik Yuliyani, M.A. TESOL					
<b>Lecturer</b>	Atik Yuliyani, M.A. TESOL					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO 1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO 2 Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process. CLO 3 Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen. CLO 4 Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards. CLO 5 Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards. CLO 6 Mastering theories of English language learning and being able to formulate them procedurally in English language teaching. CLO 7 Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level. <b>Sub-CLO</b> Sub-CLO 1 Understand syllabus, methods, and assessments for Speaking for Academic Purposes. Sub-CLO 2 Introduce oneself with standard formal and colloquial expressions. Sub-CLO 3 Describe past, present, and future events effectively in spoken English. Sub-CLO 4 Describe people, places, and objects with clear academic structure and vocabulary. Sub-CLO 5 Ask for and express opinions effectively on academic topics. Sub-CLO 6 Develop arguments and express agreement or disagreement on various issues with proper academic etiquette.					
<b>Brief Description of the Course</b>	This course facilitates learners to be able to express ideas or thoughts conceptually about academic world in proper structure of organization orally. In this subject, the students will learn to acquire skill of speaking at the level of intermediate and be able to demonstrate his/her ability to speak English with level of fluency, accuracy, vocabulary and pronunciation at the standard level of 5.5 on IELTS or 450 on TOEFL. The students should also master topics around academic discourses such as: asking and answering questions, discussion, arguing, giving presentation and negotiation. The method used will be students' oriented that covers 70 % of the class meeting by implementing 9 characteristics of learning process namely; 1) interactive, 2) holistic, 3) integrative, 4) scientific, 5) contextual, 6) thematic, 7) effective, 8) collaborative, dan 9) learner centered.					

<b>Scientific Integration</b>	Emphasizes social sciences integration by developing theories and substance relevant to speaking in academic contexts.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>1. Involves assignments that encourage research and practical applications of academic speaking skills.</li> <li>2. Combines language skills with Islamic values, enhancing public speaking on various academic and cultural topics.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Syllabus overview, assessment methods, and academic language skills.</li> <li>2. Self-introduction and personal information using standard English expressions.</li> <li>3. Describing past, present, and future events using structured narratives.</li> <li>4. Describing people, places, and objects with clear academic terminology.</li> <li>5. Discussion and debate techniques, including agreement and disagreement in academic contexts.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. <i>Anderson, R. &amp; Krathwohl. (2001). Taxonomy of Bloom's Revision for Learning Instruction and Assessing.</i></li> <li>2. <i>Hadfield, Jill: Intermediate Communication Games</i></li> <li>3. <i>Hall, Diane and Mark Foley., Speaking Out.</i></li> <li>4. <i>Rinvolucry, Mario., Grammar Games.</i></li> <li>5. <i>Simon Haines and Peter May; (2012). Masterclass IELTS. Oxford University Press, London</i></li> <li>6. <i>Ur, Penny., and Andrew Wright., Five Minutes Activities.</i></li> <li>7. <i>Purwanti, N. K. R., Suwastini, N. K. A., Adnyani, N. L. P. S., &amp; Kultsum, U. (2022). YouTube videos for improving speaking skills: the benefits and challenges according to recent research in EFL context. Jurnal Pendidikan Teknologi Dan Kejuruan, 19(1), 66-75.</i></li> </ol>

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COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE																																		
Introduction to English Linguistics	FTK6014201	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28 TOTAL 79.3	3	4 <sup>th</sup> September 2023																																		
<b>Language details</b>	English																																							
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning																																							
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 40% 2. Mid-Term Examination: 30% 3. Final-Term Examination: 30%																																							
<b>Module Coordinator</b>	Zaharil An'asy, S.Ag, M.Hum.																																							
<b>Lecturer</b>	Zaharil An'asy, S.Ag, M.Hum.																																							
<b>Course Requirements</b>	None																																							
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> <table border="1" data-bbox="512 653 2135 732"> <tr> <td>ILO1</td> <td>Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.</td> </tr> <tr> <td>ILO2</td> <td>Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.</td> </tr> </table> <b>COURSE LEARNING OUTCOMES (CLO)</b> <table border="1" data-bbox="512 744 2135 1014"> <tr> <td>CLO 1</td> <td>Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.</td> </tr> <tr> <td>CLO 2</td> <td>Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.</td> </tr> <tr> <td>CLO 3</td> <td>Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.</td> </tr> <tr> <td>CLO 4</td> <td>Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards.</td> </tr> <tr> <td>CLO 5</td> <td>Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards.</td> </tr> <tr> <td>CLO 6</td> <td>Mastering theories of English language learning and being able to formulate them procedurally in English language teaching.</td> </tr> <tr> <td>CLO 7</td> <td>Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level.</td> </tr> </table> <b>Sub-CLO</b> <table border="1" data-bbox="512 1014 2135 1237"> <tr> <td>Sub-CLO 1</td> <td>Understand foundational concepts and scope of systemic functional linguistics.</td> </tr> <tr> <td>Sub-CLO 2</td> <td>Comprehend the basic definition and scope of linguistics as a solid discipline.</td> </tr> <tr> <td>Sub-CLO 3</td> <td>Grasp basic micro-linguistics concepts and study areas, including terminology.</td> </tr> <tr> <td>Sub-CLO 4</td> <td>Understand macro-linguistics concepts and study areas, including key terminologies.</td> </tr> <tr> <td>Sub-CLO 5</td> <td>Learn fundamental morphology terms and concepts in linguistics.</td> </tr> <tr> <td>Sub-CLO 6</td> <td>Explore syntax concepts and terms in linguistics and its academic application.</td> </tr> <tr> <td>Sub-CLO 7</td> <td>Delve into semantics, its structure, and terminology for linguistic studies.</td> </tr> <tr> <td>Sub-CLO 8</td> <td>Understand psycholinguistics as a field within macro-linguistics, focusing on language processing in the brain.</td> </tr> </table>						ILO1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.	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Sub-CLO 8	Understand psycholinguistics as a field within macro-linguistics, focusing on language processing in the brain.																																							
<b>Brief Description of the Course</b>	The Introduction to English Linguistics course provides a foundation in the essential concepts of linguistics, covering both micro-linguistic fields (phonology, morphology, syntax, semantics) and macro-linguistic fields (sociolinguistics, psycholinguistics, pragmatics). Students will explore the structure, meaning, and function of language within different contexts, including first and second language acquisition. The course integrates linguistic theories with cultural and social perspectives, encouraging practical application in teaching and communication. Learning activities include lectures, discussions, and group work, with assessments through written tests and assignments.																																							

<b>Scientific Integration</b>	Connects linguistic theory with social science perspectives, emphasizing communication.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>Promotes research and service that apply linguistic principles to community needs, focusing on language use and understanding.</li> <li>Integrates linguistics with Islamic values, enhancing language teaching across diverse cultural settings.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>Overview of linguistics, systemic functional linguistics, and course objectives.</li> <li>Definition and scope of linguistics, including historical development of the field.</li> <li>Micro-linguistics, covering phonology, morphology, syntax, and semantics.</li> <li>Macro-linguistics, exploring sociolinguistics, psycholinguistics, and pragmatics.</li> <li>Introduction to language acquisition (first and second languages) and language diversity.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>Fasold, R.W. and Linton, J.F (2013). An introduction to language and linguistics. New York.</li> <li>Widiatuti, S, and Supartini, N (2001). Introduction to Linguistic. Serang.</li> <li>Wardhaugh, R. (1972). Introduction to Linguistics.</li> <li>Poole, S. C. (1999). An introduction to linguistics. Bloomsbury Publishing.</li> <li>Levelt, W. J. (1972). Some psychological aspects of linguistic data.</li> <li>Lundberg, I. (1978). Aspects of linguistic awareness related to reading. In The child's conception of language (pp. 83-96). Berlin, Heidelberg: Springer Berlin Heidelberg.</li> <li>Basso, K. H. (1967). Semantic Aspects of Linguistic Acculturation 1. <i>American Anthropologist</i>, 69(5), 471-477.</li> <li>Ravid, D., &amp; Tolchinsky, L. (2002). Developing linguistic literacy: A comprehensive model. <i>Journal of child language</i>, 29(2), 417-447.</li> <li>Neilson, L. (2019). Linguistic Isolation: Ferdinand de Saussure's Linguistic Theory and the Implications for Historiography. <i>Armstrong Undergraduate Journal of History</i>, 9(1), 101-110.</li> <li>Carr, P., &amp; Honeybone, P. (2007). English phonology and linguistic theory: an introduction to issues, and to 'Issues in English Phonology'. <i>Language Sciences</i>, 29(2-3), 117-153.</li> <li>Blommaert, J. (2007). Sociolinguistic scales.</li> <li>Sankoff, D. (1982). Sociolinguistic method and linguistic theory. In <i>Studies in Logic and the Foundations of Mathematics</i> (Vol. 104, pp. 677-689). Elsevier.</li> </ol>

**COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME  
FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA**

# **SEMESTER 4**

COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA						Document Code																														
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE																														
Educational Psychology	FTK6011203	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	4	4 <sup>th</sup> September 2023																														
<b>Language details</b>	English																																			
<b>Teaching methods</b>	Lecture, Classroom Discussion, Independent Study, Project																																			
<b>Type of Examination</b>	<p>The final mark will be weighted as follows:</p> <ol style="list-style-type: none"> <li>1. Class Activities: Quiz, Homework, etc.</li> <li>2. Assignments:</li> <li>3. Mid-Term Examination:</li> <li>4. Final-Term Examination:</li> </ol>																																			
<b>Module Coordinator</b>	Dewi Salistina, M.A																																			
<b>Lecturer</b>	Dewi Salistina, M.A																																			
<b>Course Requirements</b>	None																																			
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Sub-CLO4	Recognize and implement strategies to address challenges in learning, such as motivation and memory retention.																																			
Sub-CLO5	Demonstrate an understanding of creativity and special talent development methods.																																			
Sub-CLO6	Develop inclusive practices to support students with special educational needs effectively.																																			
<b>Brief Description of the Course</b>	The Educational Psychology course covers core theories and applications in educational psychology, emphasizing the importance of psychological development, motivation, creativity, and inclusive practices in education. Students learn to analyze psychological factors that influence learning, explore strategies for supporting diverse learners, and apply this knowledge to enhance educational experiences for students with varied abilities.																																			

<b>Scientific Integration</b>	Integrates educational psychology theory with real-life teaching practices to improve learning outcomes.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>1. Encourages research into psychological strategies for inclusive and effective education to support the community.</li> <li>2. Incorporates Islamic, Indonesian, and educational values to foster balanced, ethical, and inclusive education.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to Educational Psychology: key concepts, benefits, and research methods in psychology.</li> <li>2. Psychomotor development and its relevance to student learning processes.</li> <li>3. Learning and motivation: theories, factors affecting learning, and strategies for enhanced learning outcomes.</li> <li>4. Creativity and talent development: stages, factors, and the role of educators in nurturing creativity.</li> <li>5. Inclusive education: strategies for special needs education and supporting diverse learners.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Atwater, Eastwood (1989), <i>Psychology of Adjustment, Personal growth a Changing World</i>, New Jersey: Prentice-Hall.</li> <li>2. H.M. Ali Sabri, (2010), <i>Psikologi Pendidikan</i>, Jakarta Pedoman Ilmu Jaya</li> <li>3. Hamzah B. Uno, (2005), <i>Orientasi baru dalam Psikologi Pembelajaran</i>. Jakarta, Bumi Aksara</li> <li>4. Hurlock, E.B. (1999) <i>Life Span</i>, New York: M Graw Hill.</li> <li>5. Irwanto, dkk (1994) <i>Psikologi Umum</i>, Buku Panduan Mahasiswa, Jakarta: Gramedia Utama.</li> <li>6. Kaminsky, Sally, Dkk (1997) <i>Educational Psychology: Windows on Teaching</i>; Toronto, Brown &amp; Benchmark Publishers.</li> <li>7. Katzko, M.W &amp; Monks, F.J (1995) <i>Nurturing Talent: Individual Needs and Social Ability</i>, Netherlands, Van Corcum.</li> <li>8. Muhibbin Syah, (2014), <i>Psikologi Pendidikan dengan Pendekatan Baru</i>, Bandung, PT. Remaja Rosdakarya.</li> <li>9. Mujiran, dkk, (2007), <i>Perkembangan peserta Didik</i>, Padang: Ditidjendikti&amp; Heds-JICA.</li> <li>10. Monks, Dkk (1999) <i>Psikologi Perkembangan Pengantar Dalam Berbagai Bagianya</i>, Yogyakarta: Gajah Mada University Press.</li> <li>11. Ngahim Purwanto, M (1991), <i>Psikologi Pendidikan</i>, Bandung, PT. Remaja Rosdakarya.</li> <li>12. Perino, S.C &amp; Joseph Perino, (1987) <i>Parenting The Gifted: Developing The Promise</i>, New York, R.R Browker Company.</li> <li>13. Rachmat Mulyono, (2005) <i>Menangani Anak Hiperaktif</i>: Panduan untuk Orangtua dan Guru, Jakarta: Studia Press.</li> <li>14. Santrock, (2000) <i>Educational Psychology</i>, New York: Mc Graw Hill.</li> <li>15. Slameto, (1997) <i>Belajar dan Faktor-faktor Yang mempengaruhinya</i>, Jakarta: Bina Aksara.</li> <li>16. Slavin, R.E (1994) <i>Educational Psychology</i>, 4 th ed, London, Allyn &amp; Bacon.</li> <li>17. Sujana N, (2001) <i>Penilaian Proses Belajar Mengajar</i>, Jakarta: Remaja Rosda Karya.</li> <li>18. Sumadi Suryabrata, (1995) <i>Psikologi Pendidikan</i>, Jakarta, PT. Raja Grafindo.</li> <li>19. Syaiful Sagala, (2006) <i>Konsep dan Makna Pembelajaran</i>, jakarta, Penerbit, Alfabeta.</li> <li>20. Udin S Winata,dkk, 92007) <i>Belajar dan Pembelajaran</i>, Jakarta, Penerbit Universitas Terbuka</li> <li>21. W.S.Winkel, (1999), <i>Psikologi Pengajaran</i>, Jakarta, Grasindo.</li> <li>22. Utami Munandar, (1992), <i>Mengembangkan Bakat dan Kreativitas Anak Sekolah</i>, Jakarta, Gramedia.</li> <li>23. , (1999), <i>Kreativitas dan Keberbakatan: Strategi Mewujudkan Potensi Kreatif dan Bakat</i>, Jakarta, Gramedia.</li> <li>24. Zakiah Daradjad (1994) <i>Pendidikan Islam dalam Keluarga dan Sekolah</i>, Jakarta: Ruhama</li> </ol>

COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA						Document Code																																				
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE																																				
Educational Management	FTK 6120204	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28 TOTAL 79.3	4	4 <sup>th</sup> September 2023																																				
<b>Language details</b>	English																																									
<b>Teaching methods</b>	Lecture, Classroom Discussion, Independent Study, Project																																									
<b>Type of Examination</b>	<p>The final mark will be weighted as follows:</p> <ol style="list-style-type: none"> <li>1. Participation (Attendance / Quiz): 10%</li> <li>2. Observation: 30%</li> <li>3. Mid-Term Examination: 30%</li> <li>4. Final-Term Examination: 30%</li> </ol>																																									
<b>Module Coordinator</b>	Dr. Suhardi, M.Pd.																																									
<b>Lecturer</b>	Dr. Suhardi, M.Pd.																																									
<b>Course Requirements</b>	None																																									
<b>Learning Outcomes</b>	<p><b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b></p> <table border="1"> <tr> <td>ILO1</td><td>Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.</td></tr> </table> <p><b>COURSE LEARNING OUTCOMES (CLO)</b></p> <table border="1"> <tr> <td>CLO 1</td><td>Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.</td></tr> <tr> <td>CLO 2</td><td>Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.</td></tr> <tr> <td>CLO 3</td><td>Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.</td></tr> </table> <p><b>Sub-CLO</b></p> <table border="1"> <tr> <td>Sub-CLO1</td><td>Students understand the meaning, scope, objectives, and benefits of education management, as well as the urgency of the Education Management</td></tr> <tr> <td>Sub-CLO2</td><td>Education Management in an Islamic Perspective and its Implementation in Educational Institutions</td></tr> <tr> <td>Sub-CLO3</td><td>Students are able to explain the design of effective, superior, and competitive education planning</td></tr> <tr> <td>Sub-CLO4</td><td>Students are able to explain the models and functions of organizing effective, efficient, and superior educational institutions</td></tr> <tr> <td>Sub-CLO5</td><td>Students are able to explain the leadership of school/madrasah principals in achieving educational quality</td></tr> <tr> <td>Sub-CLO6</td><td>Students are able to explain about the evaluation of the implementation of educational programs</td></tr> <tr> <td>Sub-CLO7</td><td>Students are able to explain student management by considering interests, talents, and personality</td></tr> <tr> <td>Sub-CLO8</td><td>Students are able to explain curriculum management (Making School / Madrasah Operational Curriculum)</td></tr> <tr> <td>Sub-CLO9</td><td>Students are able to explain human resource management in education</td></tr> <tr> <td>Sub-CLO10</td><td>Students are able to understand and explain the management of educational facilities and infrastructure and the effectiveness of learning</td></tr> <tr> <td>Sub-CLO11</td><td>Students are able to explain education financing management that supports the achievement of education quality</td></tr> <tr> <td>Sub-CLO12</td><td>Students are able to explain strategies and techniques of supervision and supervision of education</td></tr> <tr> <td>Sub-CLO13</td><td>Students are able to understand and explain public relations management in educational institutions</td></tr> <tr> <td>Sub-CLO14</td><td>Students are able to explain school/madrasah-based management</td></tr> </table>						ILO1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.	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<b>Brief Description of the Course</b>	<p>The Education Management course examines the definition, theory, principles, and functions of management. In addition, it also examines the implementation of management in various components of education, such as: curriculum and learning, students, teachers and education personnel, facilities and infrastructure, financing, public relations, supervision, and change and innovation. To strengthen students' understanding of what has been studied, students are also required to conduct research on management practices in schools/madrasas. Furthermore, from the research, students are asked to publish it in scientific journals. Thus it is expected that students not only master the theory, but also research, and managerial development in schools or madrasah.</p>
<b>Scientific Integration</b>	<p>Islam has very rich foundations on the importance of management in managing education. Not a few verses of the Qur'an and Hadith encourage Muslims to develop effective and efficient management in managing educational institutions.</p> <p>managing educational institutions. Here are some verses and Hadith that encourage Muslims to develop good management in managing educational institutions.</p> <p>There are several management principles that can be a guide for educational institutions in applying them by referring to al-Qur'an.</p> <p>apply it by referring to the Qur'an, Hadith and scholarly opinions, including:</p> <p>a. In this strategic management we must avoid the criteria waqulibuhum syatta (Q.S. Al Hasyr: 14).</p> <p>b. The Qur'an and al-Hadith have also provided guidance related to the vision, mission, goals and objectives of the organization that must be achieved and can be implemented properly (Q.S. Al Hasyr: 18).</p> <p>c. Administratively, Islamic educational institutions that really implement education management well, as in the hadith from Ansari.</p> <p>well, as in the hadith of Anas bin Malik from the Prophet SAW "make it easy and don't make it difficult. Encourage and do not make you run". (HR. Abu Abdillah Muhammad bin Ismail al-Bukhari al-Ju'fi).</p> <p>d. The Qur'an Surah Ash-Shaff verse 4 provides instructions that the organization must be structured and well organized.</p> <p>e. History has recorded that the ideals of the Prophet as the top leader of the newly formed Islamic organization did not stop until the Prophet died. Important basics have been planted by the Prophet so that the vision and mission of the Prophet can continue to be fought until the Day of Judgment, for example about the vision and mission of Islam which is stated as a religion of rahmatan lil alamin, the struggle for this vision and mission will not be completed until Islam actually makes its ummah redmati each other, both to its own people (internal) and to non-Muslim groups (external). The vision and mission that Muslims will become a nation capable of ruling the world has also been proclaimed by the Prophet through his hadith about a leader nicknamed Al-Fatih. From these two examples, it can be understood that Islam highly upholds the importance of strategic thinking and making good goals or planning.</p>
<b>Research and Community Service Integration</b>	<p>There is integration with relevant research results and is used as material for lectures / study materials taken from journal articles as mentioned in the bibliography, and develops according to the results of student searches given the task of reviewing and summarizing the latest research results related to education management from various sources of articles and journals.</p>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to Education Management</li> <li>2. Theory and Principles of Education Management</li> <li>3. Planning in Education Management</li> <li>4. Organizing in Education Management</li> <li>5. Leadership in education management</li> <li>6. Evaluation in Education Management</li> <li>7. Learner Management with regard to Interests, Talents and Personality</li> <li>8. Curriculum Management (Making School/Madrasah Operational Curriculum)</li> <li>9. Human Resource Management in Education</li> <li>10. Management of Educational Facilities and Infrastructure</li> <li>11. Education Financing Management</li> <li>12. Supervision and Supervision Management in Education</li> <li>13. Public relations management in educational institutions</li> <li>14. School/Madrasah-Based Management</li> </ol>

<b>References</b>	<ol style="list-style-type: none"> <li>1. Sudarwan Danim, (2007), Visi Baru Manajemen Sekolah, Jakarta: Bumi Aksara</li> <li>2. Abdul Azis Wahab, (2008), Anatomi Organisasi dan Kepemimpinan Pendidikan, Bandung, Alfabeta</li> <li>3. Sudarwan Danim, (2010), Kepemimpinan Pendidikan, Bandung, Alfabeta</li> <li>4. Muhamimin, et.al., (2009), Manajemen Pendidikan: Aplikasinya dalam Penyusunan Rencana Pengembangan Sekolah/Madrasah, Jakarta: Prenada Media Grup.</li> <li>5. Husaini Usman, (2008), Manajemen: Teori, Praktik, dan Riset Pendidikan, Jakarta: Bumi Aksara Bandung, Refika Aditama</li> <li>6. Didin Kurniawan dan Imam Machali, (2012) Manajemen Pendidikan: Konsep dan Prinsip Pengelolaan Pendidikan, Yogyakarta: Ar-Ruzz Media</li> <li>7. John Macbeth and Peter Martimore, (2001), Imporving School Effectiveness, Philadelpia, Open University Press</li> <li>8. Donnie Adams (Editor) - Educational Leadership: Contemporary Theories, Principles, and Practices. Penerbit: Springer, Singapore, 2023.</li> <li>9. Neil Renton - New School Leader: What Now? Penerbit: John Catt Educational, Suffolk, 2023</li> <li>10. Imron Fauzi, (2012), Manajemen Pendidikan Ala Rasulullah, Yogyakarta: Ar-Ruzz Media</li> <li>11. Abudin Nata, (2012) Manajemen Pendidikan: Mengatasi Kelemahan Pendidikan Islam di Indonesia, Jakarta: Prenada Media Grup.</li> <li>12. Raihani, (2010), Kepemimpinan Sekolah Transformatif, Yogyakarta: LKIS</li> <li>13. Tom Roderick - Teach for Climate Justice: A Vision for Transforming Education. Penerbit: Harvard Education Press, Cambridge, 2023</li> <li>14. Yosal Iriantara, Manajemen Humas Sekolah, (Bandung: Simbiosa Rekatama Media, 2013)</li> <li>15. Sofyan Sauri, Manajemen Kepemimpinan Pendidikan: Berbasis Teologis, Filosofis, Psikologis, dan Sosiologis, (Jakarta: Rumah Literasi, 2021)</li> <li>16. Rohiat, Manajemen Sekolah: Teori Dasar dan Praktik, (Bandung: Refika Aditama, 2010)</li> <li>17. Mulyasa, Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi, (Bandung: Rosda, 2002)</li> <li>18. Nizar Ali dan Ibi Syatibi, Manajemen Pendidikan Islam: Ikhtiar Menata Kelembagaan Pendidikan Islam, (Bekasi: Pustaka Isfahan, 2009)</li> <li>19. Dr. Suhardi, Atribut Kepemimpinan Kepala Madrasah, (Surabaya: Cipta Media Edukasi, 2020)</li> <li>20. Nanang Fattah, Dasar-Dasae Manajemen Pendidikan, (Bandung: Rosda, 2008)</li> </ol>
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COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA						Document Code
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Islamic Education	FTK6011201	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	4	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 30% 2. Mid-Term Examination: 30% 3. Final-Term Examination: 40%					
<b>Module Coordinator</b>	Fardiana Fikria Qur'any, M. Ud					
<b>Lecturer</b>	Fardiana Fikria Qur'any, M. Ud					
<b>Course Requirements</b>	None					
<b>CLO4Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1      Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.					
<b>COURSE LEARNING OUTCOMES (CLO)</b>						
	CLO 1	Analyze the relationship between Islam, science, and philosophy, understanding the importance of religious moderation.				
	CLO 2	Explain the history and development of science, philosophy, and religion in both Western and Islamic contexts.				
	CLO 3	Apply Islamic perspectives to contemporary issues, including health, technology, psychology, and social sciences.				
<b>Sub-CLO</b>						
	Sub-CLO 1	Explain the definitions and roles of science, philosophy, and religion.				
	Sub-CLO 2	Differentiate historical developments of science, philosophy, and religion in Western and Islamic perspectives.				
	Sub-CLO 3	Integrate Islamic perspectives with scientific and philosophical concepts for interdisciplinary understanding.				
	Sub-CLO 4	Analyze the distinction between positivist and Islamic philosophy.				
	Sub-CLO 5	Identify the integrative relationship between Islam and various scientific fields.				
	Sub-CLO 6	Evaluate social and economic issues using an integrative approach to science, philosophy, and religion.				
<b>Brief Description of the Course</b>	Students understand the connections among science, philosophy, and religion, and are familiar with the historical development of science and the integration of knowledge from the classical, medieval, to modern periods. The study covers research and discoveries in various scientific fields on themes such as humanity, technology, health, social psychology, culture, politics, economics, and more.					

Scientific Integration	Integrates Islamic studies with social sciences, focusing on the relationship between religion, science, and philosophy.
Research and Community Service Integration	<ol style="list-style-type: none"> <li>Engages students in research on science and religion, encouraging the exploration of interdisciplinary connections.</li> <li>Explores Islamic perspectives on science and philosophy, fostering a balanced view of knowledge and religious values.</li> </ol>
Learning Materials	<ol style="list-style-type: none"> <li>Definition and roles of science, philosophy, and religion.</li> <li>Concepts of science, philosophy, and religion: interconnection, integration, and Islamization.</li> <li>Historical development of science, philosophy, and religion in Western and Islamic civilizations.</li> <li>Islamic philosophy vs. positivist philosophy, examining ontology, epistemology, and axiology.</li> <li>Islamic perspectives on human creation, responsibility, and moral accountability.</li> <li>Relationships between Islam and fields like psychology, health, and technology.</li> </ol>
References	<ol style="list-style-type: none"> <li>Abdalah, Mohammad, "The Fate of Islamic Science between the Eleventh and Sixteenth-Centuries: A Critical Study of Scholarship from Ibn Khaldun to the Present", PhD. Dissertation, Griffith University, 2003.</li> <li>Ahmed, Akbar S., Postmodernisme: Bahaya dan Harapan bagi Islam, cet. IV, Terjemah, Bandung: Mizan, 1996.</li> <li>Ajid Thohir, Studi Kawasan Dunia Islam, Jakarta: Rajawali Press, 2009.</li> <li>Ancok, Djamaluddin dan Fuat Nashori Suroso, Psikologi Islami: Solusi Islam atas Problem-Problem Psikologi, Cet. IV, Yogyakarta: Pustaka Pelajar, 2001.</li> <li>Audi, Robert, Epistemology: A Contemporary Introduction to the Theory of Knowledge, London and New York: Routledge, 1999.</li> <li>Derry, Gregory N., What is Science and How It Works (United Kingdom: Princeton University Press, 1999).</li> <li>Franz Rosenthal, Knowledge Triumphant: The Concept of Knowledge in Medieval Islam (Leiden-Boston: Brill, 2007).</li> <li>Guessoum, Nidhal, Islam's Quantum Question: Reconciling Muslim Tradition and Modern Science, London-New York: I.B. Tauris, 2011.</li> <li>Geertz, Clifford, Religion of Java. New York: The Free Press of Glencoe, 1960</li> <li>Hitchcock, Christopher, Introduction: What is the Philosophy of Science", in ed. 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Quraish, Wawasan Al-Qur'an: Tafsir Maudhu'i atas Pelbagai Persoalan Umat, Bandung: Mizan, 1996.</li> <li>Susanto, Musyrifah, Sejarah Peradaban Islam, Jakarta: RajaGrafindo, 2005</li> <li>Turner, Howard R., Science in Medieval Islam: An Illustrated Introduction, Austin: University of Texas Press, 2006.</li> <li>Ehsaan Masood (ed.), How Do You Know: Reading Ziauddin Sardar on Islam, Science and Cultural Relations (London: Pluto Press, 2006).</li> <li>Howard R. Turner, Science in Medieval Islam: An Illustrated Introduction (Austin: University of Texas Press, 2006).</li> <li>Muzaffar Iqbal, Science and Islam: Greenwood Guides to Science and Religion (London: Greenwood Press, 2007), 165-171.</li> <li>Nancy Morillo, Science and Religion: Understanding the Issues (USA: Wiley-Blackwell, 2010).</li> <li>Muzaffar Iqbal, Science and Islam: Greenwood Guides to Science and Religion (London: Greenwood Press, 2007), 165-171.</li> <li>Nidhal Guessoum, Islam's Quantum Question: Reconciling Muslim Tradition and Modern Science ((London-New York: I.B. Tauris, 201</li> </ol>

Introduction to English Literature

	<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME</b> <b>FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>					<b>Document Code</b>	
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>	
Introduction to English Literature	FTK6014202	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28  TOTAL 79.3	4	4 <sup>th</sup> September 2023	
<b>Language details</b>	English						
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning						
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 2. Mid-Term Examination: 3. Final-Term Examination:						
<b>Module Coordinator</b>	Waliyadin, M.A. TESOL						
<b>Lecturer</b>	Waliyadin, M.A. TESOL						
<b>Course Requirements</b>	None						
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b>						
	IL01	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lîm in English language learning at the primary and secondary school levels.					
	IL02	Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.					
	<b>COURSE LEARNING OUTCOMES (CLO)</b>						
	CLO 1.	Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.					
	CLO 2	Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.					
	CLO 3	Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.					
	CLO 4	Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards.					
	CLO 5	Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards.					
	CLO 6	Mastering theories of English language learning and being able to formulate them procedurally in English language teaching..					
	CLO 7	Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level.					

<b>Sub-CLO</b>	
Sub-CLO 1	Explain the definition and basic concepts of literature, including the elements narrative, theme, style, characterization, and characterization and be able to understand critical theory in literature.
Sub-CLO 2	Identify various literary genres such as poetry, prose fiction, drama, and nonfiction. They are also able to analyze the characteristics of each genre and relate them to specific literary works and recognize elements of fictional literary works
Sub-CLO 3	Interpret literary works in English by considering the social, cultural, and historical context in which the work was created, analyze the themes, messages, and meanings in the literary works.
Sub-CLO 4	Recognize and elaborate the theory of drama and its elements
Sub-CLO 5	Identify and elaborate the theory of poetry and its elements
<b>Brief Description of the Course</b>	Introduction to Literature is an introduction for students to the fascinating world of literature. This course is designed to provide a basic understanding of literary theory, critical analysis, and interpretation of literary works. Through this learning, students will gain a deep understanding of the various literary genres, methods of analysis, and the socio-historical contexts that influence literary works.
<b>Scientific Integration</b>	-
<b>Research and Community Service Integration</b>	1. Encourage students to research and improve writing skills, applying them in community services and academic activities. 2. Integrates Islamic, scientific, and cultural perspectives into introduction to english literature to foster a broader understanding.
<b>Learning Materials</b>	1. Introduction to syllabus and course objectives, overview of essay types. 2. Subject-verb agreement and grammatical accuracy. 3. Infinitives and gerunds usage in essay writing. 4. Narrative essay principles and composition. 5. Idea generation strategies: brainstorming, clustering, freewriting. 6. The writing process: prewriting, drafting, revising, and finalizing. 7. Report writing techniques and formatting.
<b>References</b>	1. Noor, A. S., Hidayat, D. N., & Alek, A. (2020). Investigating Slang Word and Sociolinguistic Aspect of Anjay. <i>Aksis: Jurnal Pendidikan Bahasa dan Sastra Indonesia</i> , 4(2), 367-375. 2. Barnet, S., Burto, W. dan Cain, W.E. (Eds.). (2019). <i>Literature for Composition: Essays, Fiction, Poetry, and Drama</i> (12th ed.). Pearson. 3. Kennedy, X.J., Gioia, D., & Revoy, C.L. (Eds.). (2020). <i>Literature: An Introduction to Fiction, Poetry, Drama, and Writing</i> (14th ed.). Pearson. 4. Abrams, M.H., Harpham, G.G., & Castrovilli, J. (2014). <i>A Glossary of Literary Terms</i> (11th ed.). Cengage Learning. 5. Tyson, L. (2015). <i>Critical Theory Today: A User-Friendly Guide</i> (3rd ed.). Routledge. 6. Eagleton, T. (2008). <i>Literary Theory: An Introduction</i> (3rd ed.). Wiley-Blackwell. 7. Cavanagh, Dermot, et al. 2010. <i>The Edinburgh Introduction to Studying English Literature</i> . Edinburgh University Press. 8. Klarer, Mario. 2013. <i>Introduction to Literary Studies</i> (3rd Ed.). London. Routledge 9. Barnet, Sylvan, Morton Berman, and William Burto, 2008. <i>Introduction to Literature: Fiction, Poetry, Drama</i> (15th ed.). US:Longman Pearson 10. William Burto. 2008. <i>Introduction to Literature: Fiction, Poetry, Drama</i> (15th ed.). US: Longman Pearson

Essay Writing

 <b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						Document Code
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Essay Writing	FTK6014113	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28 TOTAL 79.3	4	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 2. Mid-Term Examination: 3. Final-Term Examination:					
<b>Module Coordinator</b>	Prof. Didin N. Hidayat, M.A. TESOL					
<b>Lecturer</b>	Prof. Didin N. Hidayat, M.A. TESOL					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1      Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO2      Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO 1      Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO 2      Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process. CLO 3.      Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen. CLO 4      Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards. CLO 5      Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards. CLO 6      Mastering theories of English language learning and being able to formulate them procedurally in English language teaching. CLO 7      Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level. <b>Sub-CLO</b> Sub-CLO 1      Analyze the structure and key elements of various essay types. Sub-CLO 2      Formulate supporting texts to back up main arguments in essays. Sub-CLO 3      Develop logical, cohesive arguments. Sub-CLO 4      Apply suitable grammar, vocabulary, and writing style in essay contexts. Sub-CLO 5      Organize essays with clear introductions, body paragraphs, and conclusions.					
<b>Brief Description of the Course</b>	The Essay Writing course aims to enhance students' academic writing skills by covering various essay types such as narrative, descriptive, and report writing. The course emphasizes the writing process, from idea generation to drafting, revising, and finalizing essays. It integrates Islamic and scientific perspectives, teaching students to produce clear, cohesive, and grammatically accurate essays. Through assignments, class discussions, and structured exercises, students practice effective communication in writing, aiming to meet academic standards and ethical guidelines.					

<b>Scientific Integration</b>	Connects writing skills with social sciences, emphasizing essay writing in academic and research contexts.
<b>Research and Community Service Integration</b>	Encourage students to research and improve writing skills, applying them in community services and academic activities. Integrates Islamic, scientific, and cultural perspectives into essay writing to foster a broader understanding.
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to syllabus and course objectives, overview of essay types.</li> <li>2. Subject-verb agreement and grammatical accuracy.</li> <li>3. Infinitives and gerunds usage in essay writing.</li> <li>4. Narrative essay principles and composition.</li> <li>5. Idea generation strategies: brainstorming, clustering, freewriting.</li> <li>6. The writing process: prewriting, drafting, revising, and finalizing.</li> <li>7. Report writing techniques and formatting.</li> <li>8. Understand how to reduce clause</li> <li>9. Descriptive writing (a scene/a thing)</li> <li>10. Descriptive writing (a process)</li> <li>11. Run-on sentence and comma splices</li> <li>12. Sentence fragments</li> </ol>
<b>References</b>	<p>Meyers, A. <i>Gateway to Academic Writing</i>, Longman Publishing, 2005.</p> <p>Ruettens, M. K., &amp; Reinking, et al. Various textbooks on English grammar and writing, 2010.</p>

Extensive Reading

<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						<b>Document Code</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>
Extensive Reading	FTK6014111	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	4	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 30% 2. Mid-Term Examination: 30% 3. Final-Term Examination: 40%					
<b>Module Coordinator</b>	Dr. Nida Husna HR, M.Pd., MA TESOL					
<b>Lecturer</b>	Dr. Nida Husna HR, M.Pd., MA TESOL					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lîm in English language learning at the primary and secondary school levels. ILO2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.					
	<b>COURSE LEARNING OUTCOMES (CLO)</b> CLO 1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO 2 Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process. CLO 3 Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen. CLO 4 Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards. CLO 5 Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards. CLO 6 Mastering theories of English language learning and being able to formulate them procedurally in English language teaching. CLO 7 Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level.					
	<b>Sub-CLO</b> Sub-CLO 1 Explain general concepts, goals, and expectations of the Extensive Reading course, demonstrating readiness to be responsible for outcomes. Sub-CLO 2 Apply knowledge of writing critical reviews for novels, textbooks, and articles effectively. Sub-CLO 3 Communicate details of readings from assigned sources clearly. Sub-CLO 4 Listen and respond thoughtfully to classmates' presentation messages and performance.					
<b>Brief Description of the Course</b>	This course aims to help the students to be able to read faster and to comprehend several reading materials such as articles, novels, and textbooks in limited time. This course is one of approaches to language teaching in which the learners can read a lot of materials in English for general, overall meaning. Hopefully, this course will help the students to develop good reading habits, broaden their knowledge and emerging their critical thinking skills, and improve their mastery of vocabulary and grammar ability, and to encourage the number of their reading materials in a certain amount of time. During one semester, students will read 10 novels, 8 textbooks, and 10 articles. Apart from reading, students are also required to make critical reviews of each novel, textbook, and article. Reviews must be collected every week during regular lectures. In the next stage, students will present 3 out of 10 novels, 1 out of 10 articles, and 1 out of 8 textbooks they have read. Presentation activities are carried out directly in front of the class or utilizing social media technology such as YouTube and Facebook.					

Scientific Integration	Connects extensive reading with social sciences, enhancing critical analysis and comprehension of academic materials.
Research and Community Service Integration	<ol style="list-style-type: none"> <li>Promotes analysis of reading and critical thinking, applying these skills in academic and community activities.</li> <li>Combines Islamic and scientific perspectives to foster a deeper understanding of global knowledge.</li> </ol>
Learning Materials	<ol style="list-style-type: none"> <li>Overview of course syllabus, definitions, and types of extensive reading.</li> <li>How to write reviews for novels, textbooks, and articles.</li> <li>Effective presentation techniques for extensive reading reviews.</li> <li>Application of ICT in reading presentations and critical analysis.</li> </ol>
References	<ol style="list-style-type: none"> <li>Broukal, Milada., <i>TOEFL READING FLASH</i>, Peterson's Thomson Learning, 2001, Publisher.. Heinle &amp; Heinle 11TP, Canada.</li> <li>Phillips, Deborah, <i>Longman Complete Course for the TOEFL Test</i>, 2001, AddisonWesley Longman, Inc. New York.</li> <li>Rogers, Bruce, <i>Introductory Guide to the TOEIC Test</i>, 2006, Thomson Heinle, Boston</li> <li>Lougheed, Lin, <i>Barron's How to Prepare for the TOEIC Test</i>, 2004, Binarupa Aksara, Indonesia</li> <li>Lougheed, Lin, <i>Longman Preparation Series for the TOEIC Test</i>. 2005, Pearson Education, Inc., New York</li> <li>Tucker, Janina, and Van Bemmet, Eric, <i>IELTS to Success</i>, 2002, John Wiley &amp; Son, Australia</li> <li>Rogers, Bruce, <i>The Complete Guide to the TOEFL IBT Test</i>, 2007, Thomson Heinle, Boston</li> <li>Reading for International Standardized Test, course handbook for EED Students</li> <li>Zareva, Alla. (2005). What is new in the new TOEFL-iBT 2006 test format? <i>e-FLT: Electronic Journal of Foreign Language Teaching</i>, 2(2), 45-57.</li> <li>Gradman, Harry L., and Edith Hanania. "Language learning background factors and ESL proficiency." <i>The Modern Language Journal</i> 75, no. 1 (1991): 39-51.</li> <li>Krashen, Stephen D. The power of reading: Insights from the research: Insights from the research. ABC-CLIO, 2004</li> <li>Constantino, R., S.Y. Lee, K.S. Cho and S. Krashen, 1997 'Free Voluntary Reading as a Predictor of TOEFL Scores', <i>Applied Language Learning</i> 8: 111-18</li> <li><a href="https://www.encomium.com/webmentor/abouttoefl.html">https://www.encomium.com/webmentor/abouttoefl.html</a></li> <li><a href="https://en.wikipedia.org/wiki/Test_of_English_as_a_Foreign_Language">https://en.wikipedia.org/wiki/Test_of_English_as_a_Foreign_Language</a></li> <li><a href="https://www.ets.org/toefl/">https://www.ets.org/toefl/</a></li> <li><a href="http://infomory.com/what-is/what-is-toefl/">http://infomory.com/what-is/what-is-toefl/</a></li> <li><a href="http://www.manhattanreview.com/toefl-paper-reading-comprehension/">http://www.manhattanreview.com/toefl-paper-reading-comprehension/</a></li> <li>Brown, Lorraine. "A consideration of the challenges involved in supervising international masters students." <i>Journal of Further and Higher Education</i> 31, no. 3 (2007): 239-248.</li> <li>Feast, Vicki. "The impact of IELTS scores on performance at university." PhD diss., Flinders University, 2002.</li> <li>Dooey, Patricia, and Rhonda Oliver. "An investigation into the predictive validity of the IELTS Test as an indicator of future academic success." (2002).</li> <li>Taylor, Lynda, and Cyril J. Weir, eds. <i>IELTS collected papers 2: Research in reading and listening assessment</i>. Vol. 2. Cambridge University Press, 2012</li> <li><a href="https://www.ielts.org/what-is-ielts/ielts-introduction">https://www.ielts.org/what-is-ielts/ielts-introduction</a></li> <li><a href="https://en.wikipedia.org/wiki/International_English_Language_Testing_System">https://en.wikipedia.org/wiki/International_English_Language_Testing_System</a></li> <li>Lowenberg, Peter H. "Assessing English proficiency in the expanding circle." <i>World Englishes</i> 21, no. 3 (2002): 431-435.</li> <li>Chapman, Mark, and Tim Newfields. "The 'new' TOEIC." <i>Shiken: JALT Testing &amp; Evaluation SIG Newsletter</i> 12, no. 2 (2008): 32-37.</li> <li>Childs, Marshall. "Good and bad uses of TOEIC by Japanese companies." 1995 (1995): 66-75.</li> <li><a href="https://www.ets.org/toeic/listening_reading/about">https://www.ets.org/toeic/listening_reading/about</a></li> <li><a href="https://r.search.yahoo.com/ ylt=AwrxhSI.ILJZ3ykAFU73RQx.; ylu=X3oDMTBvbjhmNXEwBGNvbG8Dc2czBHBvcwM1BHZ0aWQDBHNIYwNzcg--/RV=2/RE=1504874751/RO=10/RU=https%3a%2f%2fwww.specialistlanguagecourses.com%2fwp-content%2fuploads%2f2014%2f06%2fWhat-is-TOEIC.pdf/RK=1/RS=ZlbTcGX5SG7OcNbOkSZHflKPcIY-">https://r.search.yahoo.com/ ylt=AwrxhSI.ILJZ3ykAFU73RQx.; ylu=X3oDMTBvbjhmNXEwBGNvbG8Dc2czBHBvcwM1BHZ0aWQDBHNIYwNzcg--/RV=2/RE=1504874751/RO=10/RU=https%3a%2f%2fwww.specialistlanguagecourses.com%2fwp-content%2fuploads%2f2014%2f06%2fWhat-is-TOEIC.pdf/RK=1/RS=ZlbTcGX5SG7OcNbOkSZHflKPcIY-</a></li> <li><a href="https://www.examenglish.com/TOEIC/">https://www.examenglish.com/TOEIC/</a></li> <li><a href="https://en.wikipedia.org/wiki/TOEIC">https://en.wikipedia.org/wiki/TOEIC</a></li> <li>HR, N. H. EXPECTATIONS AND EXPERIENCES OF INDONESIAN TEACHERS WHO HAVE, AND HAVE NOT, DONE EXTENSIVE READING.</li> <li>HR, N. H. Developing Students' Critical Thinking Through An Integrated Extensive Reading Program.</li> </ol>

**Method of Teaching I**

<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						<b>Document Code</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>
Method of Teaching I	FTK6014129	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28  TOTAL 79.3	4	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 30% 2. Mid-Term Examination: 30% 3. Final-Term Examination: 40%					
<b>Module Coordinator</b>	Maya Defianty, Ph.D					
<b>Lecturer</b>	Maya Defianty, Ph.D					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b>					
	ILO1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lum in English language learning at the primary and secondary school levels.				
	ILO2	Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.				
	ILO6	Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach				
	ILO3	Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology				
	<b>COURSE LEARNING OUTCOMES (CLO)</b>					
	CLO1	Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.				
	CLO2	Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.				
	CLO3	Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.				
	CLO4	Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards.				
	CLO5	Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards.				
	CLO6	Mastering theories of English language learning and being able to formulate them procedurally in English language teaching.				
	CLO7	Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level.				
	CLO8	Being able to develop and research English language teaching models integrated with Islamic values.				
	CLO9	Possessing work capabilities, knowledge mastery, managerial skills, and responsibility as an assistant researcher in the field of English while maintaining good character.				
	CLO10	Having broad and up-to-date knowledge in the field and being able to perform duties responsibly based on Islamic teachings, scientific principles, and expertise.				
	<b>Sub-CLO</b>					
	Sub-CLO 1	Understand the syllabus overview, learning contract, and course objectives for effective participation.				
	Sub-CLO 2	Distinguish between approaches, methods, and techniques in language teaching.				
	Sub-CLO 3	Know various approaches, methods in English language teaching				
	Sub-CLO 4	Practice Communicative Language Teaching (CLT) and contextual teaching in real-world scenarios.				
	Sub-CLO 5	Use technology effectively in language teaching presentations and assessments.				

<b>Brief Description of the Course</b>	This course is an introduction to basic principles of English Language Teaching (ELT). It focuses on methods applicable to teaching in English as a foreign language context. Emphasis is placed on understanding context-appropriate methodologies with opportunities to practice. Relevantly, by the end of the course students should be able to understand a repertoire of ELT methodologies, and adjust them in line with learners' learning contexts.
<b>Scientific Integration</b>	Integrates scientific theories with teaching approaches to enhance educational effectiveness.
<b>Research and Community Service Integration</b>	1. Promote research into teaching methods, emphasizing practical applications in education and community service. 2. Connects Islamic values with scientific knowledge in teaching, enhancing culturally aware and effective methodologies.
<b>Learning Materials</b>	1. Course introduction, syllabus overview, and basic understanding of teaching approaches and methods. 2. Grammar Translation and Direct Methods in language teaching. 3. Communicative Language Teaching and contextual teaching practices. 4. Introduction to ICT in English language education.
<b>References</b>	1. Brown, H.D. & Lee, H. (2015). Teaching by principles: An interactive approach to language pedagogy. New Jersey: Pearson Education 2. Harmer, J. (2007). The Practice of English Language Teaching (4th ed.): Pearson/Longman 3. Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching. Cambridge University Press.

#### Morphology

COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA						Document Code
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Morphology	FTK6014122	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28 TOTAL 79.3	4	4 <sup>th</sup> September 2023
Language details	English					
Teaching methods	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
Type of Examination	The final mark will be weighted as follows: 1. Attendance and Participation: 15% 2. Mid-Term Research paper: 25% 3. Group Paper Presentation: 20% 4. Final- Term research Paper: 40%					
Module Coordinator	Dr. Ismailaning Eviyuliwati, M.Hum.					
Lecturer	Dr. Ismailaning Eviyuliwati, M.Hum.					
Course Requirements	None					
Learning Outcomes	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO1.1. Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.. CLO1.2. Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process. CLO1.3. Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen. CLO2.1. Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards. CLO2.2. Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards.					

<b>Sub-CLO</b>	CLO2.3.	Mastering theories of English language learning and being able to formulate them procedurally in English language teaching.
	CLO2.4.	Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level.
	Sub-CLO 1	Course Orientation
	Sub-CLO 2	Knowing the history of morphology in linguistics and some linguists' views on morphology
	Sub-CLO 3	Defining morphemes and giving examples of morphemes
	Sub-CLO 4	Morphemes: Definition & Descriptions
	Sub-CLO 5	Defining and giving examples of lexemes, word forms and grammatical words
	Sub-CLO 6	Defining and giving examples Of Morphemes, Morphs, & Allomorphs
	Sub-CLO 7	Defining and giving examples Of Roots, Affixes, Stems, and Bases
	Sub-CLO 8	Explain productivity in word formation
	Sub-CLO 9	Mentioning, explaining and give examples of Productivity in Word-Formation
	Sub-CLO 10	Mentioning, explaining and give examples of Word-Formation Processes
	Sub-CLO 11	Mentioning, explaining and give examples of Word-Formation Processes
	Sub-CLO 12	Mentioning, explaining and give examples of Word-Formation Processes
	Sub-CLO 13	Mentioning, explaining and give examples of Word-Formation Processes
	Sub-CLO 14	Defining language typology and explaining morphological typology
<b>Brief Description of the Course</b>	The course offers a comprehensive exploration of morphology, starting with the history of morphology in linguistics and views on morphology and theories presented by linguists in relation to morphology, word structure, different categories of morphemes, and their roles in word formation. Students learn the concept of productivity in word formation, analyzing how new words are generated through established morphological patterns and rules. Additionally, the course delves into various processes of word formation, such as derivation, compounding, and inflection, illustrating how these processes contribute to the enrichment of a language's vocabulary. Furthermore, students will develop an understanding of morphological typology, which involves comparative study of word structure across different languages, allowing them to recognize and analyze the diverse morphological features present in languages worldwide. By the end of the course, students will possess a strong grasp of morphology and its various aspects, enabling them to analyze word structures, comprehend word formation processes, and appreciate the typological variations that exist in morphology.	
<b>Scientific Integration</b>	Integrates scientific theories with morphology, connecting word structure to linguistic studies and applications.	
<b>Research and Community Service Integration</b>	1. Encourages students to conduct research on morphology and word formation, promoting academic contribution. 2. Connects Islamic perspectives with linguistic studies to foster a balanced, interdisciplinary approach.	
<b>Learning Materials</b>	1. Introduction to morphology, including basic definitions, root words, and affix types. 2. Morphological structure analysis: morphemes, morphs, and allomorphs. 3. Word formation processes: affixation, compounding, reduplication, phonemic changes. 4. Comparative morphology and typological differences among languages.	
<b>References</b>	1. Katamba, Francis. (1993). Morphology. Macmillan Press Ltd: London. 2. (2018). Morphology (2nd ed.). Palgrave Macmillan. 3. Fromkin, Victoria and Robert Rodman. 1998. <i>An Introduction to Language</i> . Harcourt Brace College Publishers: Florida. 4. Bauer, L., & Lieber, R. (2020). The Oxford handbook of morphology. Oxford University Press. 5. Bybee, J., & McClelland, J. L. (2014). Morphology as lexical organization. <i>Language</i> , 90(1), e1-e28. 6. Plag, I. (2019). Word-formation in English. Cambridge University Press. 7. Spencer, A., & Zwicky, A. M. (Eds.). (2020). The handbook of morphology (2nd ed.). John Wiley & Sons. 8. Dixon, R. M. (2014). Basic linguistic theory (Vol. 3). Oxford University Press. 9. McCarthy, J., & Prince, A. (2020). Prosodic morphology. In The Handbook of morphology (2nd ed.) (pp. 143-167). John Wiley & Sons. 10. Stump, G. T. (2016). Inflectional morphology: A theory of paradigm structure. Cambridge University Press. 11. Carstairs-McCarthy, A. (2010). The evolution of morphology. Oxford University Press. 12. Bauer, L. (2018). English word-formation (3rd ed.). Cambridge University Press. 13. Sari, Nirmala. 1998. <i>An Introduction to Linguistics</i> . Depdikbud RI: Jakarta. 14. Yule, George. 1987. <i>The Study of Language: An Introduction</i> . Cambridge University Press: New York.	

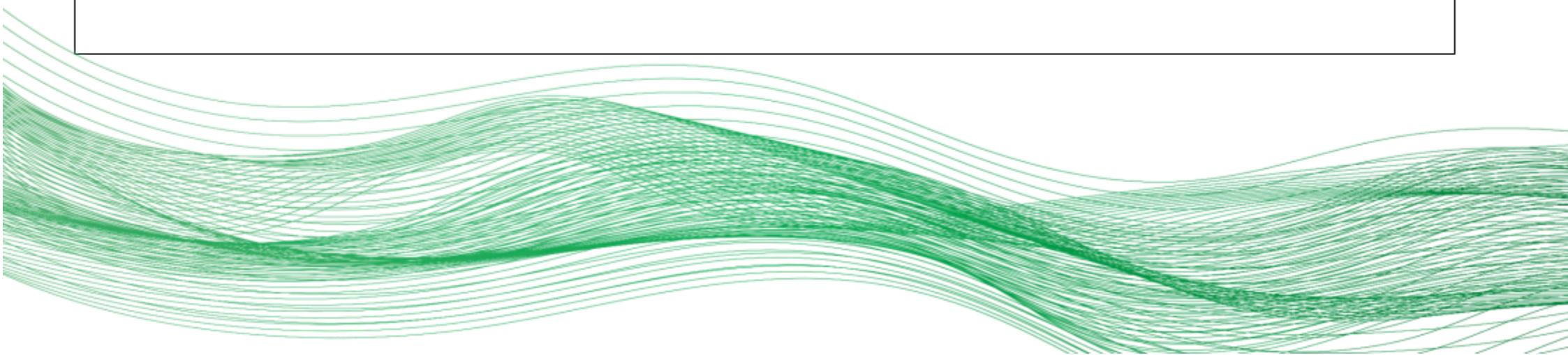
Public Speaking

<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						<b>Document Code</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>
Public Speaking	FTK6014104	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28 TOTAL 79.3	4	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Peer Assessment: 40% 2. Individual Assessment: 20% 3. Lecturer Assessment: 40%					
<b>Module Coordinator</b>	Dr. Wahyunengsih, M.Pd.					
<b>Lecturer</b>	Dr. Wahyunengsih, M.Pd.					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO1.1. Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO1.2. Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.  CLO1.3. Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen. CLO2.1. Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards. CLO2.2. Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards. CLO2.3. Mastering theories of English language learning and being able to formulate them procedurally in English language teaching. CLO2.4. Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level. <b>Sub-CLO</b> Sub-CLO 1 Design objectives for impromptu speeches. Sub-CLO 2 Design objectives for informative speeches. Sub-CLO 3 Design objectives for persuasive speeches. Sub-CLO 4 Present clear main ideas with realistic supporting arguments in impromptu speeches using ICT. Sub-CLO 5 Present clear main ideas in informative speeches with relevant ICT-sourced data. Sub-CLO 6 Present main ideas and arguments clearly in persuasive speeches, supported by ICT-sourced data. Sub-CLO 7 Speak confidently in English before an audience, using appropriate speech techniques. Sub-CLO 8 Conduct self-assessments digitally for public speaking progress and results. Sub-CLO 9 Perform digital peer assessments for public speaking improvement and feedback.					

<b>Brief Description of the Course</b>	In this course, students will be guided to develop public speaking skills through three types of speeches: impromptu, info evaluations follow criteria provided by the instructor.
<b>Scientific Integration</b>	Combines public speaking skills with social sciences, enhancing communication in academic and professional contexts.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>1. Encourages research and self-assessment in public speaking, supporting community engagement through communication.</li> <li>2. Incorporates Islamic perspectives in public speaking to foster respectful and impactful communication.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to public speaking and syllabus overview.</li> <li>2. Structuring impromptu speeches and reducing speaking apprehension.</li> <li>3. Informative speech preparation and delivering main ideas effectively.</li> <li>4. Persuasive speech techniques and ICT integration in speech preparation.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Anderson, C. TED Talks: The Official TED Guide to Public Speaking, Mariner Books, 2017.</li> <li>2. Carnegie, D. The Art of Public Speaking, Simon and Schuster, 2013.</li> <li>3. Gallo, C. Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds, St. Martin's Griffin, 2015.</li> <li>4. Lucas, S. E. The Art of Public Speaking, McGraw Hill, 2019.</li> <li>5. McGarry, M. (2017). Introduction to public speaking. EdX. <a href="https://learning.edx.org">https://learning.edx.org</a>. Analysis. Journal of Pragmatics Research, 2(1), 80-96.</li> <li>6. Fitri, K., Anasy, Z., Dewi, R. S., &amp; Hamid, F. (2021). THE CORRELATION BETWEEN ANXIETY AND STUDENTS SPEAKING PERFORMANCE IN THE EFL CLASSROOM. In International Conference on Education in Muslim Society (ICEMS) (Vol. 7, pp. 73-80).</li> </ol>

**COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME  
FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA**

# **SEMESTER 5**



Course Syllabus of English Education Study Programme Faculty of Educational Sciences UIN Syarif Hidayatullah Jakarta						Document Code UIN6033205
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Qiro'ah and Ibadah Practicum	UIN6032206	Compulsory	3 ECTS	P (170) TOTAL 340	5	4 <sup>th</sup> September 2023
Language details	English					
Teaching methods	Lecture, Practical Training, Group Discussion, Demonstrations					
Type of Examination	The final mark will be weighted as follows: 1. Class Activities: Quiz, Homework, etc. 10% 2. Assignments: 20% 3. Mid-Term Examination: 30% 4. Final-Term Examination: 40%					
Module Coordinator	Dr. Achmad Fudhaili, M.Pd					
Lecturer	Dr. Achmad Fudhaili, M.Pd					
Course Requirements	None					
Learning Outcomes	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.					
	<b>COURSE LEARNING OUTCOMES (CLO)</b> <b>CLO</b> CLO1 Students are able to apply Tajweed rules in reading the Quran. CLO2 Explain the importance of Tajweed and the wisdom behind Qur'anic recitation. CLO3 Students are able to explain the pronunciation of Hijaiyah letters. CLO4 Students are able to apply Tajweed rules in recitation. <b>SUB-CLO</b> SUB-CLO Interpret rulings on ritual worship from five major schools (e.g., Shafi'i, Maliki, Hanafi, Hanbali, Ja'fari). SUB-CLO Students are able to explain the history of differences among fiqh schools of thought. SUB-CLO Students are able to explain acts of worship (mahdah and ghairu mahdah) along with their rulings according to five different fiqh schools of thought. SUB-CLO Students are able to understand how to implement acts of worship (mahdah and ghairu mahdah) in accordance with the rulings established by five different fiqh schools of thought.					
Brief Description of the Course	The course Praktikum Qiro'ah dan Ibadah focuses on practical training in Qur'anic recitation following Tajweed rules and understanding Islamic jurisprudence on worship from five different madhhabs. The course combines theoretical knowledge and practical application in two main sections: Qiro'ah Practicum—covering letter articulation, Tajweed rules, and fluency in Qur'anic recitation, and Ibadah Practicum—covering Fiqh rulings on purification, prayer, fasting, zakat, Hajj, and funeral rites.					

<b>Scientific Integration</b>	<ol style="list-style-type: none"> <li>1. Link religious practice with citizenship education by promoting tolerance and understanding within diverse Islamic traditions.</li> <li>2. Develop students' respect for the diversity of Fiqh interpretations and their application in worship.</li> </ol>
<b>Research and Community Service Integration</b>	None
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Importance of studying Tajweed and its practice</li> <li>2. Articulation of Hijaiyah letters and Qalqalah</li> <li>3. Rules of Tarqiq-Tafkhim, Al-Qamariyah, and As-Syamsiyah</li> <li>4. Differences in Fiqh perspectives on worship from five schools</li> <li>5. Practical applications of worship: purification, prayer, fasting, zakat, and Hajj</li> </ol>

<b>References</b>	<ol style="list-style-type: none"><li>1. Ghazali, A., et al. (2019). <i>Praktikum Qiro'ah</i>. Jakarta: Salemba Diniyyah.</li><li>2. Mughniyyah, M. J. (2011). <i>Fiqh Lima Mazhab</i>. Jakarta: Lentera.</li></ol>
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## Translation

 <p align="center"><b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b></p>						<b>Document Code BHS3106</b>																														
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>																														
English-Indonesian Translation	FTK6014124	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28  TOTAL 79.3	5	September 6th, 2022																														
<b>Language details</b>	English																																			
<b>Teaching methods</b>	Lecture, Group Discussion, Problem-Based Learning, Discovery Learning																																			
<b>Type of Examination</b>	<p>The final mark will be weighted as follows:</p> <table> <tr> <td>1. Attendance and Participation</td><td>10%</td></tr> <tr> <td>2. Mid-Term Exam</td><td>30%</td></tr> <tr> <td>3. Practical Translation Tasks</td><td>20%</td></tr> <tr> <td>4. Final Project</td><td>40%</td></tr> </table>						1. Attendance and Participation	10%	2. Mid-Term Exam	30%	3. Practical Translation Tasks	20%	4. Final Project	40%																						
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4. Final Project	40%																																			
<b>Module Coordinator</b>	Waliyadin, MA.TESOL																																			
<b>Lecturer</b>	Waliyadin, MA.TESOL																																			
<b>Course Requirements</b>	None																																			
<b>Learning Outcomes</b>	<p><b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b></p> <table> <tr> <td>ILO1</td><td>Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.</td></tr> <tr> <td>ILO2</td><td>Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.</td></tr> <tr> <td>ILO5</td><td>Being able to adapt English language-related arts and culture positively into Indonesian language culture within their field to solve problems and adapt to different situations.</td></tr> <tr> <td>ILO6</td><td>Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach.</td></tr> </table> <p><b>COURSE LEARNING OUTCOMES (CLO)</b></p> <table> <tr> <td>CLO 1</td><td>Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.</td></tr> <tr> <td>CLO 2</td><td>Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards.</td></tr> <tr> <td>CLO 3</td><td>Being able to develop and research English language teaching models integrated with Islamic values.</td></tr> <tr> <td>CLO 4</td><td>Being skilled in utilizing ICT based on the integration of scientific and Islamic knowledge at UIN Syarif Hidayatullah Jakarta and being responsible for task implementation based on academic and professional ethics.</td></tr> <tr> <td>CLO 5</td><td>Understanding and being able to apply Technological Pedagogical Content Knowledge (TPACK) in English language teaching, curriculum design, and research integrated with Islamic values.</td></tr> <tr> <td>CLO 6</td><td>Demonstrating an inclusive attitude, acting objectively, and being non-discriminatory based on gender, religion, race, physical condition, family background, and socioeconomic status.</td></tr> </table> <p><b>Sub-CLO</b></p> <table> <tr> <td>Sub-CLO1</td><td>Define fundamental concepts of translation.</td></tr> <tr> <td>Sub-CLO2</td><td>Differentiate various types of texts.</td></tr> <tr> <td>Sub-CLO3</td><td>Identify appropriate approaches in translation processes.</td></tr> <tr> <td>Sub-CLO4</td><td>Analyze equivalence at the word and sentence levels.</td></tr> <tr> <td>Sub-CLO5</td><td>Translate scripts accurately and independently at the textual level.</td></tr> </table>						ILO1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.	ILO2	Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.	ILO5	Being able to adapt English language-related arts and culture positively into Indonesian language culture within their field to solve problems and adapt to different situations.	ILO6	Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach.	CLO 1	Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.	CLO 2	Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards.	CLO 3	Being able to develop and research English language teaching models integrated with Islamic values.	CLO 4	Being skilled in utilizing ICT based on the integration of scientific and Islamic knowledge at UIN Syarif Hidayatullah Jakarta and being responsible for task implementation based on academic and professional ethics.	CLO 5	Understanding and being able to apply Technological Pedagogical Content Knowledge (TPACK) in English language teaching, curriculum design, and research integrated with Islamic values.	CLO 6	Demonstrating an inclusive attitude, acting objectively, and being non-discriminatory based on gender, religion, race, physical condition, family background, and socioeconomic status.	Sub-CLO1	Define fundamental concepts of translation.	Sub-CLO2	Differentiate various types of texts.	Sub-CLO3	Identify appropriate approaches in translation processes.	Sub-CLO4	Analyze equivalence at the word and sentence levels.	Sub-CLO5	Translate scripts accurately and independently at the textual level.
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Sub-CLO5	Translate scripts accurately and independently at the textual level.																																			
<b>Brief Description of the Course</b>	The English-Indonesian Translation course provides students with foundational knowledge in translation theory and equivalence, focusing on translation methods and procedures. It covers analysis of text types, language functions, and translation equivalence at different linguistic levels. The course applies a mix of discovery learning, cooperative, and problem-based learning.																																			

<b>Scientific Integration</b>	<ol style="list-style-type: none"> <li>1. Integrate Islamic perspectives through Qur'anic and Hadith texts as references for intellectual development. Promote respect for diversity in language and cultural understanding within translation studies.</li> <li>2. Apply critical analysis in translation methodologies for accurate and meaningful language conversion.</li> </ol>
<b>Research and Community Service Integration</b>	None
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Fundamental Concepts of Translation</li> <li>2. Types and Functions of Texts</li> <li>3. Translation Approaches and Procedures</li> <li>4. Equivalence and Its Application in Translation</li> <li>5. Translation Techniques for Word, Above-Word, and Sentence Levels</li> <li>6. Practical Application of Translation Skills</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Baker, M. (2018). <i>In Other Words: A Coursebook on Translation</i>. Routledge.</li> <li>2. Hatim, B., &amp; Munday, J. (2004). <i>Translation: An Advanced Resource Book</i>. Routledge.</li> <li>3. House, J. (2017). <i>Translation: The Basics</i>. Routledge.</li> <li>4. Munday, J. (2016). <i>Introducing Translation Studies: Theories and Applications</i>. Routledge.</li> <li>5. Newmark, P. (1988). <i>A Textbook of Translation</i>. Prentice Hall.</li> </ol>

	COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA					Document Code FTK6014114
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Creative Writing	FTK6014114	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28 TOTAL 79.3	5	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Group Discussion, Project-Based Learning, Writing Practice					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Class Participation 10% 2. Writing Assignments 70% 3. Final Project 20%					
<b>Module Coordinator</b>	Prof. Dr. Ratna Sari Dewi, S.Pd., M.Pd.					
<b>Lecturer</b>	Prof. Dr. Ratna Sari Dewi, S.Pd., M.Pd.					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO 1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO 2 Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process. CLO 3 Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen. CLO 4 Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards. CLO 5 Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards. CLO 6 Mastering theories of English language learning and being able to formulate them procedurally in English language teaching. CLO 7 Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level. <b>Sub-CLO</b> Sub-CLO1.1 Understand differences between fiction and non-fiction genres. Sub-CLO2.1 Master language styles and rhetorical figures to create desired effects in writing. Sub-CLO3.1 Create vivid characters and settings with detail and imagination. Sub-CLO4.1 Develop engaging plots and effective narrative structures. Sub-CLO5.1 Edit and improve drafts critically for coherence and flow.					
<b>Brief Description of the Course</b>	This Creative Writing course equips students with fundamental skills in creative writing, covering both fiction and non-fiction genres. The course focuses on ideation, drafting, character development, plot construction, and editing, with an emphasis on creative expression and the publishing process.					

<b>Scientific Integration</b>	<ol style="list-style-type: none"> <li>1. Develop creativity grounded in Islamic ethics and values.</li> <li>2. Encourage students to respect diversity in cultural expressions and viewpoints.</li> <li>3. Apply critical analysis to enhance written expression and originality.</li> </ol>
<b>Research and Community Service Integration</b>	None
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Basic Concepts and Techniques of Creative Writing</li> <li>2. Generating Ideas for Writing</li> <li>3. Writing Non-Fiction Texts</li> <li>4. Writing Fiction Texts</li> <li>5. Character and Setting Design</li> <li>6. Plot and Conflict Development</li> <li>7. Writing for Children and Publishing</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Dev, A. N., Marwah, A., &amp; Pal, S. (2009). <i>Creative Writing: A Beginner's Manual</i>. Pearson Longman.</li> <li>2. Maskell, V., &amp; Perry, G. (1999). <i>Write to Publish</i>. Allen &amp; Unwin.</li> <li>3. Kane, T. S. (2000). <i>The Oxford Essential Guide to Writing</i>. Berkley Books.</li> <li>4. Sucharov, M. (2019). <i>Public Influence: A Guide to Op-Ed Writing and Social Media Engagement</i>. University of Toronto Press.</li> <li>5. Hilliard, R. L. (2015). <i>Writing for Television, Radio, and New Media</i>. Cengage Learning.</li> </ol>

**Methods of Teaching II**

	<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME</b> <b>FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>					<b>Document Code</b> <b>FTK6014130</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>
Methods of Teaching II	FTK6014130	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28  TOTAL 79.3	5	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Group Discussion, Project-Based Learning, Cooperative Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Class Participation 10% 2. Mid-Term Exam 30% 3. Practical Assignments 20% 4. Final Project 40%					
<b>Module Coordinator</b>	Prof. Dr. Alek, S.S., M.Pd.					
<b>Lecturer</b>	Prof. Dr. Alek, S.S., M.Pd.					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions. ILO6 Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach. ILO3 Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology.					
	<b>COURSE LEARNING OUTCOMES (CLO)</b> CLO1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO2. Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level. CLO3 Possessing work capabilities, knowledge mastery, managerial skills, and responsibility as an assistant researcher in the field of English while maintaining good character. CLO4 Having broad and up-to-date knowledge in the field and being able to perform duties responsibly based on Islamic teachings, scientific principles, and expertise. CLO5 Demonstrating an inclusive attitude, acting objectively, and being non-discriminatory based on gender, religion, race, physical condition, family background, and socioeconomic status. CLO6 Demonstrating work ethics, responsibility, pride, confidence, and passion for becoming an English language educator in schools/madrasahs or other English language service institutions.					
	<b>Sub-CLO</b> Sub-CLO1 Describe various teaching methods and the competencies required for English teachers. Sub-CLO2 Analyze English language materials suitable for specific cognitive development stages of students. Sub-CLO3 Design instruction for teaching grammar, vocabulary, listening, speaking, reading, and writing skills. Sub-CLO4 Present teaching methods for reading and writing with ICT tools. Sub-CLO5 Identify and address common challenges in English teaching and develop methods to overcome them. Sub-CLO6 Describe various teaching methods and the competencies required for English teachers.					
<b>Brief Description of the Course</b>	The Methods of Teaching II course builds on fundamental teaching strategies, emphasizing English as a Foreign Language (EFL). This course covers instructional approaches, techniques for teaching grammar, vocabulary, and the four language skills. It addresses material analysis, appropriate method selection, and solutions for common classroom challenges, integrating ICT for a modern teaching approach.					

<b>Scientific Integration</b>	<ol style="list-style-type: none"> <li>1. Incorporate Islamic values and ethics in pedagogical practices.</li> <li>2. Develop analytical skills for method selection and classroom management.</li> <li>3. Integrate ICT to enhance teaching practices and improve learning outcomes.</li> </ol>
<b>Research and Community Service Integration</b>	None
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Overview of Teaching Methods and Teacher Competencies</li> <li>2. Material Selection for Various Student Levels</li> <li>3. Instructional Design for Vocabulary, Grammar, and Skills</li> <li>4. Using ICT in Teaching Reading and Writing</li> <li>5. Evaluation and Addressing Classroom Challenges</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Harmer, J. (2007). <i>How to Teach English</i>. Pearson ELT.</li> <li>2. Thornbury, S. (2002). <i>How to Teach Vocabulary</i>. Longman.</li> <li>3. Sprenger, M. (2014). <i>Vocab Rehab</i>. ASCD.</li> <li>4. Richards, J. C., &amp; Renandya, W. A. (2002). <i>Methodology in Language Teaching</i>. Cambridge University Press.</li> <li>5. McGuinness, D. (2004). <i>Early Reading Instruction</i>. MIT Press.</li> </ol>

## English Education Research Methods

	<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME</b> <b>FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>					<b>Document Code</b> <b>ENG6033201</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>
English Education Research Methods	FTK6014134	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28  TOTAL 79.3	5	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Group Discussion, Problem-Based Learning, Practical Application					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 30% 2. Mid-Term Examination: 30% 3. Final-Term Examination: 40%					
<b>Module Coordinator</b>	Dr. Maya Defianty, Ph.D					
<b>Lecturer</b>	Dr. Maya Defianty, Ph.D					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO4 Being able to make appropriate decisions based on the analysis of information and data, providing guidance in selecting various alternative solutions independently and collaboratively, and being responsible for personal and organizational achievements. ILO5 Being able to adapt English language-related arts and culture positively into Indonesian language culture within their field to solve problems and adapt to different situations. ILO6 Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach. ILO3 Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO2 Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level. CLO3 Being able to develop and research English language teaching models integrated with Islamic values. CLO4 Possessing work capabilities, knowledge mastery, managerial skills, and responsibility as an assistant researcher in the field of English while maintaining good character. CLO5 Demonstrating an inclusive attitude, acting objectively, and being non-discriminatory based on gender, religion, race, physical condition, family background, and socioeconomic status. CLO6 Being able to conduct self-evaluation of the workgroup under their responsibility and manage learning independently. CLO7 Planning, implementing, managing, evaluating teaching, and improving methods and processes in English as a foreign language instruction based on the characteristics and needs of students and stakeholders according to process and quality standards. <b>Sub-CLO</b> Sub-CLO1.1 Explain basic research concepts, including types of research and methodological approaches. Sub-CLO2.1 Identify research problems and formulate research questions and hypotheses. Sub-CLO3.1 Use data collection techniques and analyze data using qualitative and quantitative methods. Sub-CLO4.1 Discuss and apply ethical principles in research processes. Sub-CLO5.1 Draft a research proposal that includes background, objectives, methodology, and expected outcomes.					
<b>Brief Description of the Course</b>	The English Education Research Methods course equips students with knowledge of educational research principles, focusing on design, data collection, analysis, and reporting. Students gain skills in identifying research problems, selecting appropriate methodologies, and conducting both qualitative and quantitative analysis. This course includes practical assignments, discussions, and a final project involving a complete research proposal.					

<b>Scientific Integration</b>	<ol style="list-style-type: none"> <li>1. Emphasize Islamic values and ethical conduct in research activities.</li> <li>2. Advance analytical and critical thinking for evaluating research methodologies and data.</li> <li>3. Integrate digital tools for research data collection, analysis, and presentation.</li> </ol>
<b>Research and Community Service Integration</b>	None
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to Research in Education</li> <li>2. Research Problem Identification and Formulation</li> <li>3. Literature Review and Hypothesis Development</li> <li>4. Research Design and Methodology (Qualitative and Quantitative)</li> <li>5. Data Collection Techniques and Analysis</li> <li>6. Reporting and Ethical Standards in Research</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Anderson, J., &amp; Poole, M. (2001). Assignment and Thesis Writing. John Wiley &amp; Sons.</li> <li>2. Dornyei, Z. (2003). Questionnaires in Second Language Research. LEA Publishers.</li> <li>3. Griffee, D. T. (2012). An Introduction to Second Language Research Methodology. TESL-EJ.</li> <li>4. McKay, S. L. (2006). Researching Language in the Classroom. LEA Publisher.</li> <li>5. Silverman, D. (2005). Doing Qualitative Research: A Practical Handbook. Sage Publications.</li> </ol>

Language Assessment

<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						<b>Document Code</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>
Language Assessment	FTK6014135	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	5	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Group Discussion, Problem-Based Learning, Practical Application					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Classroom Participation and Attendance: 20% 2. Group Presentation: 20% 3. Mid Test: 30% 4. Final Test: 30%					
<b>Module Coordinator</b>	Prof. Siti Nurul Azkiyah, M.Sc., Ph.D.					
<b>Lecturer</b>	Prof. Siti Nurul Azkiyah, M.Sc., Ph.D.					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of <i>Tarbiyah, Ta'dib, and Ta'lim</i> in English language learning at the primary and secondary school levels. ILO2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions. ILO4 Being able to make appropriate decisions based on the analysis of information and data, providing guidance in selecting various alternative solutions independently and collaboratively, and being responsible for personal and organizational achievements. ILO6 Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach. ILO3 Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO 1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO 2 Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process. CLO 3 Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen. CLO 4 Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards. CLO 5 Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards. CLO 6 Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level. <b>Sub-CLO</b> Sub-CLO1 Define general concepts and terminology related to tests, assessments, and evaluations. Sub-CLO2 Describe theoretical approaches and developments in language assessment. Sub-CLO3 Differentiate between tools and instruments for assessing English language skills. Sub-CLO4 Explain the criteria of a good test and demonstrate test quality analysis skills. Sub-CLO5 Select appropriate methods and tools for assessing each language skill and component. Sub-CLO6 Conduct reliability, validity, and item difficulty analysis, documenting results in a report.					
<b>Brief Description of the Course</b>	The Language Assessment course provides students with a comprehensive understanding of assessment principles, focusing on English language learning. It covers test development, validity, reliability, and item analysis. Through individual and group assignments, students develop skills in designing, analyzing, and interpreting language tests, supported by Islamic values for ethical assessment practices.					

<b>Scientific Integration</b>	Integrates assessment theory with practical test design to support effective EFL teaching practices.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>1. Encourages research in language assessment to improve teaching quality and supports community education.</li> <li>2. Combines Islamic educational values with language assessment, promoting ethical and respectful evaluation practices.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to language assessment concepts, including tests, assessments, evaluations, and their distinctions.</li> <li>2. Theoretical approaches to language assessment.</li> <li>3. Types of assessment tools and their purposes for measuring language proficiency.</li> <li>4. Principles of test development: validity, reliability, practicality, and objectivity.</li> <li>5. Assessing specific language skills and components: listening, reading, speaking, writing, vocabulary, and grammar.</li> <li>6. Item analysis, including reliability, validity, difficulty level, and implications for EFL teaching.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Bachman, Lyle F. &amp; Palmer, Adrian S. (1996). <i>Language Testing in Practice: Designing and Developing Useful Language Tests</i>. Oxford: Oxford University Press.</li> <li>2. Bachman, Lyle F. (1990). <i>Fundamental Considerations in Language Testing</i>. Oxford: Oxford University Press.</li> <li>3. Center for Applied Linguistics (2008). <i>Understanding assessment: A guide for foreign language educators</i>. Accessed at <a href="http://www.cal.org/flad/tutorial/">http://www.cal.org/flad/tutorial/</a> on 1/26/09</li> <li>4. Hughes, A. (2003). <i>Testing for Language Teacher</i>. Cambridge University Press.</li> <li>5. Menken, K. (2006). Teaching to the test: How No Child Left Behind impacts language policy, curriculum and instruction for English language learners. <i>Bilingual Research Journal</i>, 30(2), 521-546.</li> <li>6. Messick, S. (1996). Validity and washback in language testing. <i>Language Testing</i>, 13(3), 241- 256.</li> <li>7. O'Malley, J. &amp; Valdez-Pierce, L. (1996). <i>Authentic assessment for English language learners: Practical approaches for teachers</i>. Longman.</li> <li>8. Field, A. (2013) <i>Discovering Statistics Using IBM SPSS Statistics</i>, 4th Edition, Sage, Los Angeles, London, New Delhi.</li> <li>9. Yasin, H., Gunawan, S. T., Husna, N., &amp; Hidayat, D. N. (2020). Teachers' Perspectives towards Validity of Teacher-Made Test. <i>Edukasi: Jurnal Pendidikan dan Pengajaran</i>, 99-108.</li> <li>10. Jayanti, D., Husna, N., &amp; Hidayat, D. N. (2019). The validity and reliability analysis of English National Final Examination for junior high school. <i>VELES: Voices of English Language Education Society</i>, 3(2), 127-135.</li> <li>11. Fidrayani, F., Nahartini, D., Yuliani, A., &amp; Latip, A. E. (2020). Analysis of Goals, Metacognition and Academic Achievement Students' of Muhammadiyah Malang University. In Proceedings of the 1st International Conference on Recent Innovation (Vol. 1).</li> </ol>



	Sub-CLO05	Students are able to collaborate and present an educational business plan or micro-project through effective pitching and team coordination.
<b>Brief Description of the Course</b>	This course introduces students to the concepts and practices of entrepreneurship within the field of education, with a particular emphasis on English language teaching (ELT). It explores how educational problems can be transformed into entrepreneurial opportunities, fostering creativity, innovation, and problem-solving skills. Students will examine real-life case studies of English education ventures and will be guided to develop their own business ideas related to tutoring services, educational content creation, online courses, or language learning platforms. Through individual and group projects, students will design business models, create prototypes, and present their educational business ideas using effective pitching techniques. This course also promotes collaboration, digital literacy, and market awareness to prepare students for future roles as edupreneurs in the evolving educational landscape.	
<b>Scientific Integration</b>		
<b>Research and Community Service Integration</b>		
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to Educational Entrepreneurship</li> <li>2. Entrepreneurship in English Education</li> <li>3. Types of Educational Products &amp; Services</li> <li>4. Identifying Problems in ELT</li> <li>5. Market Analysis &amp; Audience Targeting</li> <li>6. Ideation and Value Proposition</li> <li>7. Branding &amp; Promotion for Edupreneurs</li> <li>8. Midterm Test – Business Plan Analysis</li> <li>9. Business Model Canvas for ELT</li> <li>10. Product/Service Development</li> <li>11. Financial Planning Basics</li> <li>12. Digital Platforms for Educational Ventures</li> <li>13. Pitching Techniques</li> <li>14. Final Pitch &amp; Project Showcase</li> <li>15. Final Exam – Group Business Pitch</li> <li>16. Reflection and Course Wrap-up</li> </ol>	
<b>References</b>	<p><b>Primary :</b></p> <ol style="list-style-type: none"> <li>1. Kuratko, D. F. (2020). <i>Entrepreneurship: Theory, Process, Practice</i>. Cengage.</li> <li>2. Bygrave, W. D., &amp; Zacharakis, A. (2017). <i>Entrepreneurship</i>. Wiley.</li> <li>3. Shane, S. (2012). <i>The Illusions of Entrepreneurship</i>. Yale University Press.</li> <li>4. Sarasvathy, S. D. (2008). <i>Effectuation: Elements of Entrepreneurial Expertise</i>. Edward Elgar.</li> <li>5. Ockert, D. (2021). <i>Edupreneurship in EFL: Teaching English with a Business Mindset</i>. Routledge.</li> <li>6. Cielocha, K. (2022). <i>Start Your Own Online Teaching Business</i>. Self-published.</li> <li>7. Bell, M., &amp; Enyon, R. (2020). <i>Digital Learning and Education Startups</i>. Springer.</li> <li>8. Ghani, M. (2019). <i>Creative English Teaching Business</i>. ELT Journal Indonesia.</li> <li>9. Brown, P. (2018). <i>Education Entrepreneurs: Making a Difference in the Classroom and Beyond</i>. Harvard Education Press.</li> <li>10. Rahayu, S. &amp; Sutrisno, A. (2023). "English Learning Startups in Indonesia: Business Potential in the Digital Era." <i>Jurnal Pendidikan Bahasa</i>, 15(2), 98–110.</li> </ol>	

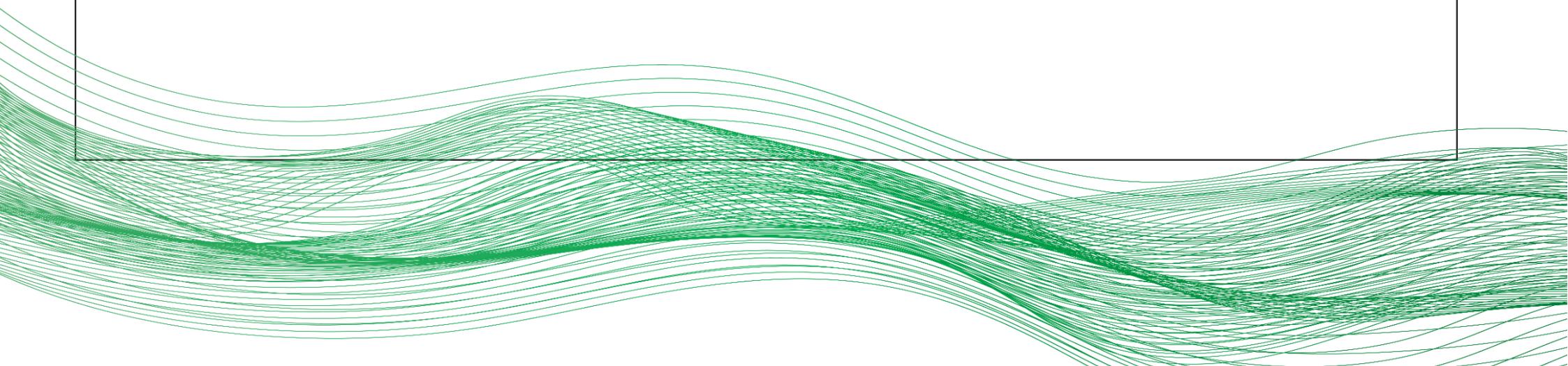
	COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA					Document Code ENG6013214
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Technology in Language Teaching	FTK6014137	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	5	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Group Discussion, Project-Based Learning, Practical Applications					
<b>Type of Examination</b>	<p>The final mark will be weighted as follows:</p> <ol style="list-style-type: none"> <li>1. Discussion Board Posts 30%</li> <li>2. Group Presentation 30%</li> <li>3. Final Essay 40%</li> </ol>					
<b>Module Coordinator</b>	Walidaydin, MA TESOL					
<b>Lecturer</b>	Walidaydin, MA TESOL					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b>					
	ILO1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.				
	ILO2	Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.				
	ILO5	Being able to adapt English language-related arts and culture positively into Indonesian language culture within their field to solve problems and adapt to different situations.				
	ILO6	Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach.				
	ILO3	Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology.				
	<b>COURSE LEARNING OUTCOMES (CLO)</b>					
	CLO 1	Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.				
	CLO 2	Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.				
	CLO 3	Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.				
	CLO 4	Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards.				
	CLO 5	Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards.				
	CLO 6	Mastering theories of English language learning and being able to formulate them procedurally in English language teaching.				
	CLO 7	Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level.				
	CLO 8	Being responsible and able to take responsibility for implementing effective, productive, and meaningful English language teaching based on humanitarian values in multilingual communities, both independently and in partnership.				
	CLO 9	Being able to adapt to the teaching context of English and its culture while integrating Indonesian language values in English teaching with a stable, mature, wise, and authoritative personality, setting an example for students with noble character independently and confidently.				
<b>Sub-CLO</b>						
Sub-CLO1		Communicate understanding of technological trends in ELT responsibly.				
Sub-CLO2		Identify and evaluate appropriate technology to enhance curriculum and student outcomes.				

	Sub-CLO3	Facilitate a technology-supported learning environment that promotes innovation.
	Sub-CLO4	Design English learning activities using digital technology to support curricular goals.
	Sub-CLO5	Integrate technology seamlessly with pedagogy to foster critical thinking and problem-solving skills.
	Sub-CLO6	Identify technology-based learning resources and environments appropriate to the learning context.
	Sub-CLO7	Able to integrate technology coherently in pedagogical and assessment approaches.
	Sub-CLO8	Facilitate the use of technology to encourage and enhance learning methods that can develop higher-level thinking, decision-making and problem-solving skills.
	Sub-CLO9	Able to use related research results to increase knowledge in compiling English learning activities and tasks that involve technology.
<b>Brief Description of the Course</b>	The Technology in English Language Teaching course explores the role of digital technology in English education. It focuses on identifying suitable technologies, integrating them into curricula, and addressing challenges in digital ELT environments. The course includes practical applications, discussions, and assignments to encourage students to innovate in English teaching using digital tools.	

<b>Scientific Integration</b>	1. Apply Islamic values to ethical practices in technology use within education. 2. Cultivate analytical skills for assessing digital resources in ELT. 3. Foster creative use of technology to enhance learning outcomes.
<b>Research and Community Service Integration</b>	None
<b>Learning Materials</b>	1. Trends in English Language Teaching with ICT 2. Digital Tools and Applications in English Language Education 3. Technology Integration Models for Effective Learning 4. Teaching English with AI and Virtual Learning Environments 5. Assessment and Evaluation Using Technology 6. Ethical and Social Considerations in Digital Education
<b>References</b>	1. Chapelle, C. (2003). English Language Learning and Technology. John Benjamins Publishing. 2. Gulati, S. (2008). Technology-Enhanced Learning in Developing Nations. The International Review of Research in Open and Distributed Learning. 3. Laurillard, D., Oliver, M., Wasson, B., & Hoppe, U. (2011). Technology-Enhanced Learning Principles and Products. 4. Richards, J. C. (2015). Technology in Language Teaching Today. Indonesian JELT. 5. Setyawan, I. Y. (2014). Designing TPACK Lesson Plans for English Classrooms. Jurnal Kependidikan Widya Dharma 6. Jarvis, H. (2005). Technology and change in English language teaching (ELT). The Asian EFL Journal, 7(4), 213-227. 7. Selvan, P. T., & Kalaiyaran, G. (2021). Digital Ethics in Teaching-Learning Practices in The Current Climate. The Opportunities of Uncertainties: Flexibility and Adaptation Needed in Current Climate Volume 1 (Social Science and ICT), 239.

**COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME  
FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA**

# **SEMESTER 6**



Seminar in TEFL

<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						Document Code																														
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE																														
Seminar in TEFL	FTK6014133	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28 TOTAL 79.3	6	4 <sup>th</sup> September 2023																														
<b>Language details</b>	English																																			
<b>Teaching methods</b>	Lecture, Classroom Discussion, Independent Study, Project																																			
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Class Participation: 10% 2. Assignments and Presentation: 10% 3. Mid-Term Test: 30% 4. Final-Term: 50%																																			
<b>Module Coordinator</b>	Prof. Dr. Ratna Sari Dewi, M.Pd.																																			
<b>Lecturer</b>	Prof. Dr. Ratna Sari Dewi, M.Pd.																																			
<b>Course Requirements</b>	None																																			
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> <table border="1" data-bbox="534 696 2135 839"> <tr> <td>ILO1</td><td>Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.</td></tr> <tr> <td>ILO4</td><td>Being able to make appropriate decisions based on the analysis of information and data, providing guidance in selecting various alternative solutions independently and collaboratively, and being responsible for personal and organizational achievements.</td></tr> <tr> <td>ILO3</td><td>Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology.</td></tr> </table> <b>COURSE LEARNING OUTCOMES (CLO)</b> <table border="1" data-bbox="534 855 2135 1014"> <tr> <td>CLO 1</td><td>Demonstrating an inclusive attitude, acting objectively, and being non-discriminatory based on gender, religion, race, physical condition, family background, and socioeconomic status.</td></tr> <tr> <td>CLO 2</td><td>Demonstrating work ethics, responsibility, pride, confidence, and passion for becoming an English language educator in schools/madrasahs or other English language service institutions.</td></tr> <tr> <td>CLO 3</td><td>Being able to conduct self-evaluation of the workgroup under their responsibility and manage learning independently.</td></tr> <tr> <td>CLO 4</td><td>Planning, implementing, managing, evaluating teaching, and improving methods and processes in English as a foreign language instruction based on the characteristics and needs of students and stakeholders according to process and quality standards.</td></tr> </table> <b>Sub-CLO</b> <table border="1" data-bbox="534 1014 2135 1237"> <tr> <td>Sub-CLO1</td><td>Explain the foundational concepts in EFL teaching and distinguish it from other language teaching contexts.</td></tr> <tr> <td>Sub-CLO2</td><td>Analyze various teaching strategies and select those best suited to learning objectives and student needs in EFL.</td></tr> <tr> <td>Sub-CLO3</td><td>Implement interactive teaching techniques to foster active teacher-student engagement.</td></tr> <tr> <td>Sub-CLO4</td><td>Incorporate technology effectively into EFL lesson planning.</td></tr> <tr> <td>Sub-CLO5</td><td>Design and adapt teaching materials that address learners' abilities and needs.</td></tr> <tr> <td>Sub-CLO6</td><td>Apply diverse assessment techniques to gauge student progress and provide meaningful feedback.</td></tr> <tr> <td>Sub-CLO7</td><td>Evaluate contemporary trends in EFL teaching and apply relevant insights to current practice.</td></tr> <tr> <td>Sub-CLO8</td><td>Reflect on teaching practices to enhance professional development and commitment to lifelong learning in EFL.</td></tr> </table>						ILO1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.	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Sub-CLO7	Evaluate contemporary trends in EFL teaching and apply relevant insights to current practice.	Sub-CLO8	Reflect on teaching practices to enhance professional development and commitment to lifelong learning in EFL.
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<b>Brief Description of the Course</b>	This course deals with major theories of or approaches to language teaching as well as their applications, both as proposed and practised, with reference to EFL teaching/learning in the Indonesian context. It is therefore both theoretical and practical. The topics to be covered include: EFL Teacher Competencies, Teacher's Styles in English Language Teaching, Major Approaches to and Methods Language Teaching, Communicative language Teaching-Learning, Language Syllabus Models, Roles of Fluency and Accuracy, Collaborative Language Teaching-learning; Approaches, Methods, & Techniques, Teaching Four Language Skills, Teaching Grammatical Competence, The Implementation and Development of Teching-Learning Strategy; and Second/foreign Language Assessment.																																			

<b>Scientific Integration</b>	<ol style="list-style-type: none"> <li>1. Define the philosophy and purpose of scientific knowledge</li> <li>2. Integrates scientific and linguistic theories with practical teaching methodologies to enhance teaching quality.</li> </ol>
<b>Research and Community Service Integration</b>	Encourages research on EFL strategies, supporting improved instructional quality and community-based applications.
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Orientation and course overview: foundational principles of EFL teaching.</li> <li>2. EFL teacher competencies: teacher styles, effective teaching, and collaboration techniques.</li> <li>3. Overview of teaching methods and strategies in EFL, including Communicative Language Teaching and collaborative approaches.</li> <li>4. Implementation of ICT and digital tools in EFL lesson planning and materials.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Brown, D.H (2001). <i>Teaching by Principles</i>. Englewood Cliffs, N.J.: Prentice Hall.</li> <li>2. Brown, D.H. (2000). <i>Principles of Language Learning and Teaching</i>. Englewood Cliff, N.J.: Prentice Hall.</li> <li>3. Harmer, J. (1988). <i>How to Teach English</i>. Essex, England: Longman</li> <li>4. Harmer, J. (2007). <i>The Practice of English Language Teaching</i>, Fourth Edition. Essex, England: Pearson Education Ltd.</li> <li>5. Nunan, D. (1999). <i>Second Language Teaching &amp; Learning</i>. Massachusetts, USA: Heinle &amp; Heinle Publishers</li> <li>6. Nunan, D. (2003). <i>Practical English Language Teaching</i>. New York: McGraw-Hill Companies</li> <li>7. Spratt, M. et al. (2005). <i>The Teaching Knowledge Test Course</i>. Cambridge: CUP.</li> <li>8. Richard-Amato, Patricia A. (2003). <i>Making It Happen: From Interactive to Participatory Language Teaching</i>. New York: Pearson Education Inc.</li> <li>9. Richard, Jack C., &amp; Rodgers, Theodore S. (2001). <i>Approaches and Methods in Language Teaching</i>. New York: Cambridge University Press</li> </ol>

Contrastive and Error Analysis

<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						Document Code					
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE					
Contrastive and Error Analysis	FTK6014136	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28 TOTAL 79.3	6	2021					
<b>Language details</b>	English										
<b>Teaching methods</b>	Lecture, Classroom Discussion, Independent Study, Project										
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Class Activities: Quiz, Homework, etc. 2. Assignments: 3. Mid-Term Examination: 4. Final-Term Examination:										
<b>Module Coordinator</b>	Prof. Dr. Alek, S.S., M.Pd.										
<b>Lecturer</b>	Prof. Dr. Alek, S.S., M.Pd.										
<b>Course Requirements</b>	None										
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b>										
	ILO1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.									
	ILO2	Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.									
	<b>COURSE LEARNING OUTCOMES (CLO)</b>										
	CLO1	Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.									
	CLO 2	Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.									
	CLO 3	Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.									
	CLO 4	Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards.									
	CLO 5	Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards.									
	CLO 6	Mastering theories of English language learning and being able to formulate them procedurally in English language teaching.									
	CLO 7	Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level.									
<b>Brief Description of the Course</b>	<b>Sub-CLO</b> Sub-CLO1 Identify the background, objectives, principles, and main ideas of contrastive analysis in bilingual learning contexts. Sub-CLO2 Analyze phonological, morphological, syntactic, and semantic differences and similarities between two languages. Sub-CLO3 Identify types and causes of errors commonly found in second language learning. Sub-CLO4 Develop, implement, and evaluate teaching strategies based on contrastive and error analysis.										
	The Contrastive and Error Analysis course provides an in-depth study of theoretical and practical aspects of contrastive and error analysis. Students will explore how these approaches aid in understanding the differences and similarities between languages, assisting learners in improving second language proficiency. Topics include analyzing linguistic structures, identifying common errors, and applying this knowledge to create effective language teaching strategies. This course integrates Islamic and educational values to promote responsible and ethical language teaching practices.										

<b>Scientific Integration</b>	Connects linguistic theory with teaching strategies to enhance learners' language acquisition through contrastive and error analysis.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>Engage students in practical applications of contrastive and error analysis for community and academic benefits.</li> <li>Incorporates Islamic values and principles into language teaching methods to foster a culturally balanced approach.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>Introduction to contrastive and error analysis and course orientation.</li> <li>History and significance of contrastive and error analysis in language teaching.</li> <li>Theoretical frameworks, including structuralism, behaviorism, and cognitive linguistics in error analysis.</li> <li>Applications of contrastive analysis in phonology, grammar, and vocabulary acquisition.</li> <li>Error analysis techniques in pronunciation, grammar, and vocabulary.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>Ellis, R. Understanding Second Language Acquisition, Oxford University Press, 1997.</li> <li>Gass, S. M., &amp; Selinker, L. Second Language Acquisition: An Introductory Course, Routledge, 2008.</li> <li>James, C. Errors in Language Learning and Use: Exploring Error Analysis, Longman, 1998.</li> <li>Lado, Linguistics across Cultures: Applied Linguistics for Language Teachers, University of Michigan Press, 1957.R.</li> <li>Huda, M. F. N., &amp; Hidayat, D. N. (2020). An Investigation of Macrostructure, Superstructure, and Microstructure on Online News Text. NOBEL: Journal of Literature and Language Teaching, 11(2), 149-161.</li> </ol>

## Academic Writing

Course Syllabus of English Education Study Programme Faculty of Educational Sciences UIN Syarif Hidayatullah Jakarta						Document Code																																														
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE																																														
Academic Writing	FTK6014115	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	6	4 <sup>th</sup> September 2023																																														
Language details	English																																																			
Teaching methods	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning																																																			
Type of Examination	<p>The final mark will be weighted as follows:</p> <ol style="list-style-type: none"> <li>1. Formative Assignments:</li> <li>2. Mid-Term Examination:</li> <li>3. Final-Term Examination:</li> </ol>																																																			
Module Coordinator	Prof. Dr. Ratna Sari Dewi, M.Pd.																																																			
Lecturer	Prof. Dr. Ratna Sari Dewi, M.Pd.																																																			
Course Requirements	None																																																			
CLO4Learning Outcomes	<p><b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b></p> <table border="1"> <tr> <td>ILO1</td><td>Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.</td></tr> <tr> <td>ILO6</td><td>Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach.</td></tr> <tr> <td>ILO3</td><td>Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology.</td></tr> </table> <p><b>COURSE LEARNING OUTCOMES (CLO)</b></p> <table border="1"> <tr> <td>CLO 1</td><td>Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.</td></tr> <tr> <td>CLO 2</td><td>Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.</td></tr> <tr> <td>CLO 3</td><td>Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.</td></tr> <tr> <td>CLO 4</td><td>Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards.</td></tr> <tr> <td>CLO 5</td><td>Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards.</td></tr> <tr> <td>CLO 6</td><td>Mastering theories of English language learning and being able to formulate them procedurally in English language teaching.</td></tr> <tr> <td>CLO 7</td><td>Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level.</td></tr> </table> <p><b>Sub-CLO</b></p> <table border="1"> <tr> <td>Sub-CLO 1</td><td>Explain academic writing principles and strategies responsibly and precisely.</td></tr> <tr> <td>Sub-CLO 2</td><td>Analyze academic writing methods appropriately.</td></tr> <tr> <td>Sub-CLO 3</td><td>Explain standard procedures for scientific writing (Chapters 1 and 2).</td></tr> <tr> <td>Sub-CLO 4</td><td>Analyze the structure of academic papers, particularly Chapters 3, 4, and 5.</td></tr> <tr> <td>Sub-CLO 5</td><td>Select research topics that meet the criteria for academic suitability.</td></tr> <tr> <td>Sub-CLO 6</td><td>Write a detailed background for the research topic.</td></tr> <tr> <td>Sub-CLO 7</td><td>Analyze literature reviews as references for supporting arguments in body text and references.</td></tr> <tr> <td>Sub-CLO 8</td><td>Evaluate supporting theories to strengthen the research topic.</td></tr> <tr> <td>Sub-CLO 9</td><td>Design an appropriate research methodology, including type, methods, population, and sampling techniques.</td></tr> <tr> <td>Sub-CLO 10</td><td>Describe research instruments, data collection methods, and data processing.</td></tr> <tr> <td>Sub-CLO 11</td><td>Write and report research findings effectively.</td></tr> <tr> <td>Sub-CLO 12</td><td>Analyze elements in conclusions, suggestions, and implications.</td></tr> <tr> <td>Sub-CLO 13</td><td>Present a thesis proposal as a scholarly work.</td></tr> </table>						ILO1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.	ILO6	Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach.	ILO3	Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology.	CLO 1	Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.	CLO 2	Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.	CLO 3	Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.	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<b>Brief Description of the Course</b>	Academic Writing is intended for advanced students after completing Writing 1-4. In general, the course is aimed at equipping students' necessary knowledge and skills in producing academic texts, in this case proposal and thesis (skripsi) writing. The subject trains students in finding a topic for research and developing it further into a proposal. The use of paraphrasing, summarizing, and making a critical review are needed. A great deal of activity will be focused on the development of research background, literature review, and research methodology. The methods used in this subject are presentation, discussion, Project Based Learning, Task Based learning, and Blended learning. The methods used include discussions, presentations, and assignments based on a textual-contextual approach and problem-solving.
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<b>Scientific Integration</b>	Merges academic writing skills with Islamic values and scientific rigor, fostering a balanced scholarly approach.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>1. Encourages research and service in academic writing, focusing on producing high-quality, ethical scholarly work.</li> <li>2. Incorporates national and religious principles to support a well-rounded approach to academic writing.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to Academic Writing, syllabus overview, and class activity procedures.</li> <li>2. Key concepts and strategies for writing scientific papers responsibly.</li> <li>3. Structure of scientific writing, including Introduction, Methodology, Findings, and Conclusion sections.</li> <li>4. Elements and structure of thesis proposals, including outlining and topic selection.</li> <li>5. Strategies for identifying and refining research topics.</li> <li>6. Developing research background with academic integrity and accuracy.</li> <li>7. Analyzing literature reviews and evaluating supporting theories.</li> <li>8. Designing research methodology, including population, sampling, and data collection.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Long, Elizabeth Cloninger ( 2007). College writing resources with readings. Sacramento City College: Pearson Longman.</li> <li>2. Arnaudet, M. L., &amp; Barrett, M. E. (1984). Aproaches to academic reading and writing. New Jersey: Prentice Hall</li> <li>3. Meyers, A. (2015). Gateways, to academic writing. New York: Pearson Education.</li> <li>4. Oshima, A., and Hogue, A. (1997). Introduction to academic writing. New York: Longman</li> <li>5. Oshima, A., and Hogue, A. (2006). Writing academic English. New York: Pearson Longman.</li> <li>6. Ruetten, M. K. (2001). Developing composition skills: Rhetoric and Grammar. Boston: Heinle.</li> <li>7. Long, E. C. (2007). College Writing Resources. New York: Pearson Education, Inc</li> <li>8. Trisnaningrum, Y., Alek, A., &amp; Hidayat, D. N. (2019). Discourse analysis of grammatical cohesion devices in college students' academic writing essay. IJEE (Indonesian Journal of English Education), 6(1), 79-90.</li> <li>9. English Education lecturers' articles published by Scopus indexed journals.</li> <li>10. Relevant printed materials and internet websites.</li> </ol>

Interpreting

 <b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						Document Code
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Interpreting	FTK6014127	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28 TOTAL 79.3	6	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Classroom Participation: 30% 2. Mid Test: 30% 3. Final Test: 40%					
<b>Module Coordinator</b>	Kustiwan, S.Ag., M.A., Ph.D					
<b>Lecturer</b>	Kustiwan, S.Ag., M.A., Ph.D					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO 2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO1 Understand the fundamental principles of Indonesian-English interpreting. CLO2 Master consecutive interpreting skills, including active listening, note-taking, and accurate interpretation. CLO3 Identify and manage interpreting challenges, such as comprehension difficulties or time pressure. CLO4 Demonstrate professional ethics in interpreting, including confidentiality and neutrality. CLO5 Apply relevant vocabulary across various domains, such as business, law, healthcare, and technology. CLO6 Work with interpreting tools, including notebooks, software, and other supporting devices. CLO7 Recognize cultural and linguistic differences and integrate these considerations into interpreting. <b>Sub-CLO</b> Sub-CLO 1 Grasp basic interpreting principles between Indonesian and English. Sub-CLO 2 Understand and apply textual equivalence and coherence in interpreting tasks. Sub-CLO 3 Utilize note-taking techniques for effective consecutive interpreting. Sub-CLO 4 Handle specialized vocabulary in fields like business and law for accurate interpreting. Sub-CLO 5 Demonstrate ethics and professionalism in interpreting practices. Sub-CLO 6 Adapt to changing contexts quickly while maintaining accuracy in interpretations. Sub-CLO 7 Address cultural differences in interpreting tasks for smooth cross-cultural communication.					
<b>Brief Description of the Course</b>	The Indonesian-English Interpreting course provides intensive training in interpretation skills for individuals interested in becoming proficient interpreters between the Indonesian and English languages. This course focuses on developing the necessary language proficiency, cultural understanding, and interpreting techniques required for accurate and effective communication in various contexts. Upon completion of the Indonesian-English Interpreting course, students will possess the skills and knowledge required to work as professional interpreters between the Indonesian and English languages. They will be able to accurately and fluently interpret spoken messages in various settings, bridging the communication gap between Indonesian and English-speaking individuals and organizations.					

<b>Scientific Integration</b>	Combines linguistic and interpreting theory with practical interpreting skills to support effective bilingual communication.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>1. Encourages research into interpreting practices and supports community projects that require interpretation services.</li> <li>2. Merges Islamic, Indonesian, and international principles to enhance ethical and effective interpreting practices.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to interpreting, including theories, definitions, and key concepts in Indonesian-English interpreting.</li> <li>2. Consecutive interpreting techniques: active listening, note-taking, and delivering coherent messages.</li> <li>3. Addressing challenges in interpreting: managing time pressure and comprehension issues.</li> <li>4. Professionalism and ethics in interpreting: confidentiality, neutrality, and integrity.</li> <li>5. Specialized vocabulary and contextual understanding in fields like business, law, healthcare, and</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Gile, D. (2011) Basic Concept and Models for Interpreter and Translator Training. Shanghai</li> <li>2. Kreidler, Charless W., (1998) Introduction to English Semantics. London, Routledge.</li> <li>3. Yule, George (1996) Pragmatics (Oxford Introductions to Language Study). Oxford University Press.</li> <li>4. Candlin, C. N. 1981 (1978). 'Discoursal patterning and the equalising of interpretive opportunity' in L. Smith (ed.). English for Cross-Cultural Communication. London: Macmillan.</li> <li>5. Thomas, J. A. 1981. 'Pragmatic Failure'. Unpublished MA dissertation. University of Lancaster</li> <li>6. Any other accessible materials from internet.</li> <li>7. Video and film related to topics (you tube, netflix, and other documentary films</li> </ol>

Syntax

 <b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						Document Code
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Syntax	FTK6014123	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28 TOTAL 79.3	6	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 40% 2. Mid-Term Examination: 30% 3. Final-Term Examination: 30%					
<b>Module Coordinator</b>	Zaharil An'asy, S.Ag, M.Hum.					
<b>Lecturer</b>	Zaharil An'asy, S.Ag, M.Hum.					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO 1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO 2 Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards. CLO 3 Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards. CLO 4 Mastering theories of English language learning and being able to formulate them procedurally in English language teaching. CLO 5 Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level. <b>Sub-CLO</b> Sub-CLO 1 Explain basic syntax concepts and the differentiation of acceptable and unacceptable sentences in English. Sub-CLO 2 Classify sentence elements like nominal groups, adjectives, verbs, and prepositions. Sub-CLO 3 Identify sentence functions, including subject, predicate, and adjuncts in English sentences. Sub-CLO 4 Analyze phrase structures, focusing on adverbial, prepositional, and adjectival phrases. Sub-CLO 5 Distinguish transitive, intransitive, ditransitive, and complex verbs within sentence contexts. Sub-CLO 6 Define auxiliary verb functions and recognize modal and primary auxiliary verbs in English. Sub-CLO 7 Conduct advanced analysis of clause and sentence structures based on generative grammar principles.					
<b>Brief Description of the Course</b>	This course is a study program expertise course (MKKP). This course discusses Syntax (various definitions and characteristics, description of Syntax structure, sentence study theory based on traditional, structural, and transformational approaches), clauses (definitions and characteristics), functional elements of clauses, classification of clauses, phrases (definitions and characteristics), and classification of phrases. After attending this course, students have adequate knowledge of English sentences, clauses, and phrases. In addition, students have the ability to analyse sentences, clauses and phrases based on traditional, structural and transformational analysis, and are able to develop learning models for English sentences, clauses and phrases. In addition, models of learning English Syntax are discussed. The implementation of the lecture uses an expository approach in the form of lectures and questions and answers complemented by the use of OHP and LCD and uses an inquiry approach, namely the completion of the task of preparing book reports, papers, presenting papers, discussions, and problem solving. The stage of student mastery in addition to evaluation through UTS and UAS is also an evaluation of assignments, presentations, and discussions.					
<b>Scientific Integration</b>	Integrates linguistic theory and analysis methods with Islamic values to support syntax teaching and learning.					
<b>Research and Community Service Integration</b>	Promotes research into syntactic structures, with community and academic applications in English education.					

<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Syntax basics, sentence acceptability, word categorization, and phrase structures.</li> <li>2. Nominal, adjectival, verbal, prepositional, adverbial, conjunctional, and interjectional word classes.</li> <li>3. Functions in sentences: subject, predicate, and adjunct analysis.</li> <li>4. Phrase structure, including adverbial and adjectival phrase classifications.</li> <li>5. Verb classifications: transitive, intransitive, ditransitive, complex, modal, and primary auxiliaries.</li> <li>6. Complex sentence analysis, clause hierarchy, and sentence pattern recognition.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Baker, C. L. (1995). English syntax. Mit Press.</li> <li>2. Carnap, R. (2014). Logical syntax of language. Routledge.</li> <li>3. Chomsky, N. (2014). Aspects of the Theory of Syntax (No. 11). MIT press.</li> <li>4. Culicover, P. W., &amp; Jackendoff, R. (2005). Simpler syntax. OUP Oxford.</li> <li>5. Lerner, G. H. (1991). On the syntax of sentences-in-progress. <i>Language in society</i>, 20(3), 441-458.</li> <li>6. Matthews, P. H. (1981). Syntax. Cambridge University Press.</li> <li>7. Miller, J. (2016). Introduction to English syntax. Edinburgh University Press.</li> <li>8. Radford, A. (2004). English syntax: An introduction. Cambridge University Press.</li> <li>9. Serruys, P. W., Onuma, Y., Garg, S., Sarno, G., van den Brand, M., Kappetein, A. P., ... &amp; Mohr, F. W. (2009). Assessment of the SYNTAX score in the Syntax study. <i>EuroIntervention</i>, 5(1), 50-56.</li> <li>10. Tallerman, M. (2019). Understanding syntax. Routledge.</li> <li>11. Tesnière, L. (2015). Elements of structural syntax. John Benjamins Publishing Company.</li> <li>12. Van Valin Jr, R. D. (2005). Exploring the syntax-semantics interface. Cambridge University Press.</li> <li>13. Van Valin, R. D. (2001). An introduction to syntax. Cambridge university press.</li> <li>14. Van Valin, R. D., &amp; LaPolla, R. J. (1997). Syntax: Structure, meaning, and function. Cambridge University Press.</li> <li>15. Veit, R. (1986). Discovering English Grammar. Boston: Houghton Mifflin Co.</li> </ol>

## Introduction to English Curriculum

	<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME</b> <b>FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>					<b>Document Code</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILED DATE</b>
Introduction to English Curriculum	FTK6014203	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28  TOTAL 79.3	6	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 40% 2. Mid-Term Examination: 30% 3. Final-Term Examination: 30%					
<b>Module Coordinator</b>	Kustiwan, S.Ag., M.A., Ph.D.					
<b>Lecturer</b>	Kustiwan, S.Ag., M.A., Ph.D.					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions. ILO6 Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach. ILO3 Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO1 Understand foundational curriculum concepts, such as definitions and essential elements, and distinguish between formal, hidden, and written curricula. CLO2 Explain curriculum models and approaches, including linear, spiral, and competency-based models, and evaluate their strengths and weaknesses. CLO3 Identify relevant curriculum theories and principles and apply them in curriculum design. CLO 4 Analyze curriculum development processes, including needs assessment, goal formulation, content selection, and evaluation steps. CLO 5 Design lesson plans based on curriculum, integrating educational technology and relevant teaching methods. CLO 6 Apply formative and summative evaluation techniques, utilizing assessment tools to measure curriculum achievement. CLO 7 Examine contemporary curriculum issues, including competency-based, inclusive, and environmentally-conscious curricula. <b>Sub-CLO</b> Sub-CLO 1 Define key curriculum concepts and elements accurately. Sub-CLO 2 Compare and analyze curriculum models and approaches critically. Sub-CLO 3 Discuss curriculum theories and their relevance to educational settings. Sub-CLO 4 Outline steps for effective curriculum development and design a simple curriculum document. Sub-CLO 5 Develop a detailed lesson plan integrating curriculum objectives and teaching aids. Sub-CLO 6 Use evaluation techniques to assess curriculum outcomes and suggest improvements. Sub-CLO 7 Analyze and address current curriculum challenges in various educational contexts.					
<b>Brief Description of the Course</b>	This course equips students with theoretical knowledge about curriculum traditions with an emphasis on their competing and even conflicting characters. It also addresses practical issues as to the pursuit of curriculum making or curriculum development. Finally, it also gives students opportunities to apply their theoretical and practical understanding of curriculum in analyzing curriculum problems and undertaking a curriculum making project in the Indonesian education context.					

<b>Scientific Integration</b>	Integrates curriculum theories with practical development to support educational excellence and relevance.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>Promotes curriculum research focused on Indonesia's unique educational challenges and curriculum needs.</li> <li>Incorporates social science perspectives to promote balanced curriculum development in the Indonesian context.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>Introduction to curriculum theory and analysis of formal, hidden, and written curriculum differences.</li> <li>Curriculum models and approaches: linear, spiral, and competency-based models.</li> <li>Examination of curriculum theories relevant to curriculum design and implementation.</li> <li>Steps in curriculum development, including needs assessment, goal formulation, and content selection.</li> <li>Designing lesson plans and integrating technology and teaching aids.</li> <li>Evaluation techniques and tools for assessing curriculum implementation.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>Null, W. (2011). Curriculum: From theory to practice. New York: Rowman &amp; Littlefield Publishers, Inc.</li> <li>Kelly, A. V. (2009). The curriculum: Theory and practice. London: SAGE Publications Limited.</li> <li>Tyler, R. W. (1949). Basic principles of curriculum and instruction. Chicago: University of Chicago Press.</li> <li>Dewi, R. S., Nahartini, D., Setiono, D. P., Rahmah, F. A., &amp; Wahyudi, A. (2020). Exploring Materials Development of English Curricula in Indonesia: A Content Analysis Study.</li> <li>Waliyadin. Modul Bahasa Inggris level A1 dan A2</li> </ol>

**Lesson Planning**

	<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME</b> <b>FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>					<b>Document Code</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>
Lesson Planning	FTK6014131	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28 TOTAL 79.3	6	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments: 2. Mid-Term Examination: 3. Final-Term Examination:					
<b>Module Coordinator</b>	Dr. Farida Hamid, M.Pd					
<b>Lecturer</b>	Dr. Farida Hamid, M.Pd					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO4 Being able to make appropriate decisions based on the analysis of information and data, providing guidance in selecting various alternative solutions independently and collaboratively, and being responsible for personal and organizational achievements. ILO6 Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach. ILO3 Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO1 Demonstrate understanding of this course and critical participation in completing lesson planning tasks independently. CLO2 Acquire conceptual knowledge of the Indonesian curriculum from 2006 to Curriculum Merdeka. CLO3 Master techniques for creating comprehensive lesson plans. CLO 4 Apply technology and innovative media in planning and teaching. CLO 5 Develop appropriate assessments based on lesson objectives. <b>Sub-CLO</b> Sub-CLO 1 Explain basic concepts of Lesson Planning, including review in learning theory. Sub-CLO 2 Understand Indonesian curriculum history from 2006 to Curriculum Merdeka. Sub-CLO 3 Differentiate between lesson plans across curricula (2006, 2013, and Curriculum Merdeka). Sub-CLO 4 Create detailed lesson plans from start to end. Sub-CLO 5 Develop one-page lesson plans.					
<b>Brief Description of the Course</b>	Lesson Planning is a course with 2 credit points which implement several approaches such as the concept approach, cognitive approach, discovery approach, and practice approach. This course mainly consists of how to make the learning implementation plan correct and proper. The materials are limited as learning theory, making a learning implementation plan from curriculum 2013, making a learning implementation plan in 1 sheet, and making a learning implementation plan for Curriculum Merdeka. The understanding of lesson planning types will be supported by the understanding of the sequence making of lesson planning from the beginning until the end of the lesson in the class, an understanding learning implementation plan from Curriculum 2006 until Curriculum Merdeka. The core material for this course is how to make a learning implementation plan in curriculum differences. The assessment will be in the form of exercises and is practice to make lesson planning based on each type, in individual assignments. The material and the assignment were provided in PowerPoint for the course as well as from other resources.					

Scientific Integration	Combines educational psychology and curriculum development to support effective lesson planning and classroom practice.
Research and Community Service Integration	<ol style="list-style-type: none"> <li>1. Encourages applied research in lesson planning strategies relevant to the Indonesian curriculum framework.</li> <li>2. Fosters Islamic values and ethical principles in educational and curriculum planning approaches.</li> </ol>
Learning Materials	<ol style="list-style-type: none"> <li>1. Introduction to Lesson Planning and curriculum overview in Indonesia.</li> <li>2. Major learning theories: Cognitive, Humanism, Behaviorism, Constructivism.</li> <li>3. Overview of teaching methods: GTM, Audio-lingual, CLT, TPR, Suggestopedia.</li> <li>4. Analysis of the 2013 Curriculum and competencies (KI/KD).</li> <li>5. Implementation of Kurikulum Merdeka and lesson plan modifications.</li> </ol>
References	<ol style="list-style-type: none"> <li>1. Farrell, T. S. (2002). Lesson planning. <i>Methodology in language teaching: An anthology of current practice</i>, 11(2), 30-39.</li> <li>2. Butt, G. (2008). <i>Lesson planning</i> 3rd edition. Bloomsbury Publishing.</li> <li>3. Milkova, S. (2012). Strategies for effective lesson planning. <i>Center for Research on learning and Teaching</i>, 1(1), 1-29.</li> <li>4. Enow, L., &amp; Goodwyn, A. (2018). The invisible plan: how English teachers develop their expertise and the special place of adapting the skills of lesson planning. <i>English in Education</i>, 52(2), 120-134.</li> <li>5. Panasuk, R. M., &amp; Todd, J. (2005). Effectiveness of lesson planning: Factor analysis. <i>Journal of Instructional Psychology</i>, 32(3), 215.</li> <li>6. Fautley, M., &amp; Savage, J. (2013). <i>Lesson planning for effective learning</i>. McGraw-Hill Education (UK).</li> <li>7. John, P. D. (2006). Lesson planning and the student teacher: re-thinking the dominant model. <i>Journal of Curriculum Studies</i>, 38(4), 483-498.</li> <li>8. Courey, S. J., Tappe, P., Siker, J., &amp; LePage, P. (2013). Improved lesson planning with universal design for learning (UDL). <i>Teacher education and special education</i>, 36(1), 7-27.</li> <li>9. Savage, J. (2014). <i>Lesson Planning: Key concepts and skills for teachers</i>. Routledge.</li> <li>10. Cuñado, A. G., &amp; Aboceljo, F. T. (2019). Lesson planning competency of English major university sophomore students. <i>European Journal of Education Studies</i>.</li> <li>11. Black, A., Lawson, H., &amp; Norwich, B. (2019). Lesson planning for diversity. <i>Journal of Research in Special Educational Needs</i>, 19(2), 115-125.</li> <li>12. Bin-Hady, W. R. A., &amp; Abdulsafi, A. S. T. (2019). How can i prepare an ideal lesson-plan. <i>SSRN Electronic Journal</i>, 7(4).</li> <li>13. Rusnyak, L., &amp; Walton, E. (2011). Lesson planning guidelines for student teachers: A scaffold for the development of pedagogical content knowledge. <i>Education as change</i>, 15(2), 271-285.</li> <li>14. Ruys, I., Keer, H. V., &amp; Aelterman, A. (2012). Examining pre-service teacher competence in lesson planning pertaining to collaborative learning. <i>Journal of Curriculum Studies</i>, 44(3), 349-379.</li> <li>15. König, J., Krepf, M., Bremerich-Vos, A., &amp; Buchholtz, C. (2021). Meeting cognitive demands of lesson planning: Introducing the CODE-PLAN model to describe and analyze teachers' planning competence. <i>The Teacher Educator</i>, 56(4), 466-487.</li> <li>16. Gülsen, A. Z. (2013). Am I planning well? Teacher trainees' voices on lesson planning. <i>Procedia-Social and Behavioral Sciences</i>, 93, 1409-1413.</li> <li>17. Emiliaasari, R. N. (2019). Lesson planning in EFL classroom: A case study in lesson plan preparation and implementation. <i>Wiralodra English Journal</i>, 3(2), 367-375.</li> <li>18. Contreras, K., Arredondo, C., Diaz, C., Inostroza, M. J., &amp; Strickland, B. (2020). Examining differences between pre-and in-service teachers' cognition when lesson planning. <i>System</i>, 91, 102240.</li> <li>19. Radifan, M. F., &amp; Dewanti, R. (2020). The incorporation of 4C skills in senior high school english teachers' lesson plans. <i>STAIRS: English Language Education Journal</i>, 1(2), 75-87.</li> <li>20. Manalu, D. B. (2016). The English teachers' design of lesson plan based on 2013 Curriculum. <i>Journal of English Teaching as a Foreign Language</i>, 2(2), 40-49.</li> </ol>

COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA						Document Code
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Media and Language Learning	FTK6014132	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	6	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Classroom Participation: 10% 2. Group Presentation: 20% 3. Mid Test: 20% 4. Final Test: 50%					
<b>Module Coordinator</b>	Agus Sufyan, M.App.Ling.					
<b>Lecturer</b>	Agus Sufyan, M.App.Ling.					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<p><b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b></p> <p>ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.</p> <p>ILO6 Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach.</p> <p>ILO3 Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology</p> <p><b>COURSE LEARNING OUTCOMES (CLO)</b></p> <p>CLO1 Apply Indonesian cultural values, diversity, and nationalism in collaborative learning contexts.</p> <p>CLO2 Develop unique and innovative English learning content, demonstrating academic integrity.</p> <p>CLO3 Create digital content related to linguistic knowledge, covering topics like English features, tenses, and social expressions.</p> <p>CLO4 Process English learning information into drafts for English learning content.</p> <p>CLO5 Use technology in English learning content creation and regularly publish learning content.</p> <p>CLO6 Present English learning content in audio, visual, and audiovisual formats.</p> <p>CLO7 Work collaboratively, valuing teamwork in content creation and media learning.</p> <p><b>Sub-CLO</b></p> <p>Sub-CLO 1 Explain Indonesian values of diversity, responsibility, and nationalism within content creation for language learning.</p> <p>Sub-CLO 2 Design unique and innovative English learning materials that reflect academic freedom and integrity.</p> <p>Sub-CLO 3 Present English language content on linguistic topics such as vocabulary, tenses, and expressions.</p> <p>Sub-CLO 4 Transform English materials into digital drafts suitable for multimedia learning content.</p> <p>Sub-CLO 5 Show proficiency in using technology to produce and distribute English learning media.</p> <p>Sub-CLO 6 Develop media content in multiple formats, including audio, visual, and audiovisual presentations.</p> <p>Sub-CLO 7 Collaborate effectively in teams, applying teamwork skills to educational media projects.</p>					
<b>Brief Description of the Course</b>	The Media and Language Learning course introduces students to the use of digital media in English education. Through project-based learning, students create digital English learning materials that integrate linguistic content with technology. Collaborative assignments focus on real-world media applications to improve learning quality and engagement, aligning with Islamic and cultural principles to produce ethical, accessible, and culturally relevant English learning resources.					

<b>Scientific Integration</b>	Integrates educational media theory with practical language learning to create engaging digital learning content.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>Promotes research on media usage in English learning to support community engagement and academic advancement.</li> <li>Combines Islamic, Indonesian, and academic principles to foster culturally relevant and ethical learning materials.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>Introduction to Media and Language Learning: theory and practical applications in English learning media.</li> <li>Collaborative learning techniques and digital media for language education.</li> <li>Curriculum requirements and media integration in lesson planning for English language learners.</li> <li>Audio-visual content creation: tools and methods for digital media in language learning.</li> <li>Interactive multimedia and technology applications in English education.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>Erben, T., Ban, R., &amp; Castaneda, M. (2008). <i>Teaching English language learners through technology</i>. Routledge.</li> <li>Hockly, N., Dudeney, G., &amp; Pegrum, M. (2013). <i>Digital literacies</i>. Routledge.</li> <li>McKenzie, W. (2005). <i>Multiple intelligences and instructional technology</i>. ISTE (Internl Soc Tech Educ.</li> <li>Angeli, C., &amp; Valanides, N. (Eds.). (2014). <i>Technological pedagogical content knowledge: Exploring, developing, and assessing TPCK</i>. Springer.</li> <li>Other relevant learning resources.</li> </ol>

Cross Cultural Understanding

<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						<b>Document Code</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>
Cross Cultural Understanding	FTK6014139	Compulsory	3 ECTS	L: 23.3; It: 28; St: 28 TOTAL 79.3	6	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Classroom Discussion, Task-Based Learning, Contextual Teaching Learning					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assignments, attendance, class participation, etc: 35% 2. Mid-Term Paper Project: 30% 3. Final-Term Project: 35%					
<b>Module Coordinator</b>	Atik Yuliyani, M.A. TESOL					
<b>Lecturer</b>	Atik Yuliyani, M.A. TESOL					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO5 Being able to adapt English language-related arts and culture positively into Indonesian language culture within their field to solve problems and adapt to different situations ILO6 Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO1 Understand the importance of cultural awareness and diversity in global contexts. CLO2 Identify and explain basic cultural concepts, such as values, norms, beliefs, and practices across different cultures. CLO3 Recognize and appreciate cultural diversity, applying an open and inclusive approach toward cultural differences. CLO4 Analyze the impact of cultural differences in interpersonal and business communication. CLO5 Develop skills to communicate effectively with people from diverse cultural backgrounds. CLO6 Identify and overcome stereotypes, prejudice, and cultural discrimination. CLO7 Understand the role of culture in international business and apply this knowledge globally. CLO8 Adapt to new cultures and work effectively in multicultural teams. CLO9 Manage cultural conflicts effectively and foster harmonious cross-cultural relationships. CLO10 Develop broad cultural insights and apply them in personal, professional, and social contexts. <b>Sub-CLO</b> Sub-CLO 1 Define and explain the importance of cultural awareness in globalization. Sub-CLO 2 Identify core cultural concepts like values, norms, and practices. Sub-CLO 3 Demonstrate appreciation for cultural diversity and inclusiveness. Sub-CLO 4 Analyze the influence of culture on communication styles.  Sub-CLO 5 Build effective cross-cultural communication skills. Sub-CLO 6 Address and overcome cultural biases and stereotypes. Sub-CLO 7 Apply cultural knowledge in a business or professional setting. Sub-CLO 8 Show adaptability in new cultural environments. Sub-CLO 9 Manage intercultural conflicts with empathy and understanding.					

	Sub-CLO10   Integrate cultural knowledge into various personal and professional contexts.
<b>Brief Description of the Course</b>	This course is designed to equip students with an essential set of knowledge, attitudes, and skills necessary to promote cross-cultural understanding and to successfully engage in intercultural communication. The main objective of this course is to cultivate and promote intercultural awareness and competence among students so they can successfully manage communicative events involving global communities with diverse cultural backgrounds. As the world is now getting more and more digitally connected in which people of different cultural backgrounds can virtually interact via various communication channels, intercultural competence becomes extremely important for students to acquire to be actively engaged in global communication encounters.
<b>Scientific Integration</b>	Integrates intercultural communication theory with practical applications to foster cultural awareness in diverse settings.
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>1. Encourages research into cross-cultural communication to improve community relations and academic understanding.</li> <li>2. Combines Islamic and cultural principles with academic values for balanced intercultural engagement.</li> </ol>
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to Cross-Cultural Understanding and the importance of intercultural communication in global contexts.</li> <li>2. Basic concepts of culture, including values, beliefs, norms, and practices.</li> <li>3. Developing intercultural communication skills and overcoming stereotypes.</li> <li>4. Cultural impacts on business communication and adaptation to multicultural teams.</li> <li>5. Techniques for managing cultural conflicts and fostering cross-cultural harmony.</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Samovar, L. A., Porter, R. A., McDaniel, E. R., &amp; Carolyn S. Roy, C.S. (2017). Communication between cultures. (9th ed.). CENGAGE Learning.</li> <li>2. Lantz-Deaton, C., &amp; Golubeva, I. (2020). Intercultural competence for college and university students: A global guide for employability and social change. Springer.</li> </ol>

**COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME  
FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA**

# **SEMESTER 7**

Course Syllabus of English Education Study Programme Faculty of Educational Sciences UIN Syarif Hidayatullah Jakarta						Document Code FTK6014135
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Research and Publication in English Language Teaching	FTK6014138	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	7	4 <sup>th</sup> September 2023
Language details	English					
Teaching methods	Lecture, Group Discussion, Project-Based Learning, Individual & Group Assignments					
Type of Examination	The final mark will be weighted as follows: 1. Attendance and Participation 10% 2. Group Presentation 10% 3. Mid-Term Research Paper 30% 4. Individual Paper Presentation 10% 5. Final Research Paper 40%					
Module Coordinator	Prof. Didin Nuruddin Hidayat, MA. TESOL, Ph.D.					
Lecturer	Prof. Didin Nuruddin Hidayat, MA. TESOL, Ph.D.					
Course Requirements	None					
Learning Outcomes	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b>					
	ILO1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.				
	ILO4	Being able to make appropriate decisions based on the analysis of information and data, providing guidance in selecting various alternative solutions independently and collaboratively, and being responsible for personal and organizational achievements.				
	ILO6	Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach.				
	ILO3	Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology.				
	<b>COURSE LEARNING OUTCOMES (CLO)</b>					
	CLO1	Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.				
	CLO2	Being skilled in utilizing ICT based on the integration of scientific and Islamic knowledge at UIN Syarif Hidayatullah Jakarta and being responsible for task implementation based on academic and professional ethics.				
	CLO3	Understanding and being able to apply Technological Pedagogical Content Knowledge (TPACK) in English language teaching, curriculum design, and research integrated with Islamic values.				
	CLO4	Demonstrating an inclusive attitude, acting objectively, and being non-discriminatory based on gender, religion, race, physical condition, family background, and socioeconomic status.				
Brief Description of the Course	CLO5	Demonstrating work ethics, responsibility, pride, confidence, and passion for becoming an English language educator in schools/madrasahs or other English language service institutions.				
	CLO6	Being able to conduct self-evaluation of the workgroup under their responsibility and manage learning independently.				
	CLO7	Planning, implementing, managing, evaluating teaching, and improving methods and processes in English as a foreign language instruction based on the characteristics and needs of students and stakeholders according to process and quality standards.				
	<b>Sub-CLO</b>					
	Sub-CLO1	Identify the structure and purpose of research in ELT.				
	Sub-CLO2	Develop research questions and select appropriate research methodologies.				
	Sub-CLO3	Manage references using academic tools (e.g., Mendeley).				
Brief Description of the Course	Sub-CLO4	Write a structured literature review and articulate a research gap.				
	Sub-CLO5	Uphold research ethics and adhere to academic integrity principles.				
	Sub-CLO6	Submit and present findings in a format suitable for academic journals.				
	This course introduces students to the fundamentals of research and publication in English Language Teaching (ELT). It covers research stages, from topic selection to proposal writing, literature review, methodology, data collection, analysis, and publishing in accredited journals. The course includes project-based learning with structured weekly tasks to build independent research skills.					

<b>Scientific Integration</b>	<ol style="list-style-type: none"> <li>1. Apply Islamic principles in research ethics and scholarly work.</li> <li>2. Develop critical thinking for constructing research questions and methodologies.</li> <li>3. Encourage systematic inquiry in academic writing and publication.</li> </ol>
<b>Research and Community Service Integration</b>	<ol style="list-style-type: none"> <li>1. Students engage in research activities that contribute to the field of English Language Teaching (ELT), enhancing knowledge in ELT methodologies and pedagogical practices.</li> <li>2. Through research, students develop practical insights that can be shared with the wider ELT community, including teachers and educators, to improve teaching practices and support continuous learning.</li> <li>3. Promote collaborative research and community service projects with educational institutions and language learning centers, applying research findings to real-world teaching environments.</li> </ol>
<b>1. Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to Research in ELT</li> <li>2. Selecting and Defining Research Topics</li> <li>3. Literature Review and Reference Management</li> <li>4. Research Ethics and Academic Integrity</li> <li>5. Research Methodologies in ELT</li> <li>6. Data Collection and Analysis Techniques</li> <li>7. Writing for Publication in ELT Journals</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Leedy, P. D., &amp; Ormrod, J. E. (2015). <i>Practical Research: Planning and Design</i>. Pearson Education.</li> <li>2. Creswell, J. W. (2012). <i>Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research</i>. Pearson.</li> <li>3. Johnson, R. B., &amp; Christensen, L. (2014). <i>Educational Research: Quantitative, Qualitative, and Mixed Approaches</i>. SAGE.</li> <li>4. Mackey, A., &amp; Gass, S. M. (2005). <i>Second Language Research: Methodology and Design</i>. Lawrence Erlbaum Associates.</li> <li>5. Paltridge, B., &amp; Phakiti, A. (2015). <i>Research Methods in Applied Linguistics: A Practical Resource</i>. Bloomsbury.</li> </ol>

**Micro Teaching**

<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>						Document Code FTK6011205
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Micro Teaching	FTK6011205	Compulsory	4.5 ECTS	P (170) 510	7	4 <sup>th</sup> September 2023
<b>Language details</b>	English					
<b>Teaching methods</b>	Lecture, Discussion, Assignments, Simulation, Observation					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Formative Assessment 20% 2. Teaching Simulation 50% 3. Final Project 30%					
<b>Module Coordinator</b>	Dr. Farida Hamid, M.Pd					
<b>Lecturer</b>	Dr. Farida Hamid, M.Pd					
<b>Course Requirements</b>	None					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO1 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of <i>Tarbiyah</i> , <i>Ta'dib</i> , and <i>Ta'lim</i> in English language learning at the primary and secondary school levels. ILO2 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions. ILO4 Being able to make appropriate decisions based on the analysis of information and data, providing guidance in selecting various alternative solutions independently and collaboratively, and being responsible for personal and organizational achievements. ILO6 Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach. ILO3 Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology. <b>COURSE LEARNING OUTCOMES (CLO)</b> CLO 1 Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning. CLO 2 Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards. CLO 3 Being responsible and able to take responsibility for implementing effective, productive, and meaningful English language teaching based on humanitarian values in multilingual communities, both independently and in partnership. CLO 4 Understanding and being able to apply Technological Pedagogical Content Knowledge (TPACK) in English language teaching, curriculum design, and research integrated with Islamic values. CLO 5 Demonstrating an inclusive attitude, acting objectively, and being non-discriminatory based on gender, religion, race, physical condition, family background, and socioeconomic status. CLO 6 Demonstrating work ethics, responsibility, pride, confidence, and passion for becoming an English language educator in schools/madrasahs or other English language service institutions. CLO 7 Planning, implementing, managing, evaluating teaching, and improving methods and processes in English as a foreign language instruction based on the characteristics and needs of students and stakeholders according to process and quality standards. <b>Sub-CLO</b> Sub-CLO1.1 Understand key teaching competencies and their applications in a school setting. Sub-CLO1.2 Apply Islamic values in teaching practices and interactions within the classroom. Sub-CLO2.1 Develop lesson plans that align with curriculum standards and learning objectives. Sub-CLO2.2 Execute classroom simulations that demonstrate effective teaching strategies. Sub-CLO3.1 Conduct peer evaluations and feedback to enhance teaching quality. Sub-CLO3.2 Practice classroom management skills through simulations and role-play activities.					

<b>Brief Description of the Course</b>	Micro Teaching course enables students to develop essential teaching competencies, integrating pedagogical skills with Islamic values. The course includes planning, implementing, and evaluating lessons through structured simulations, peer feedback, and observation in real classroom settings. It prepares students for effective classroom management and instructional delivery.
<b>Scientific Integration</b>	<ol style="list-style-type: none"> <li>1. Analyze educational values and practices grounded in Islamic principles.</li> <li>2. Apply pedagogical theories to enhance teaching strategies and classroom management.</li> <li>3. Develop reflective practices for continuous improvement in educational activities.</li> </ol>
<b>Research and Community Service Integration</b>	None
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to Micro Teaching and Teaching Competencies</li> <li>2. Classroom Management and Observation Techniques</li> <li>3. Lesson Planning and Curriculum Alignment</li> <li>4. Teaching Simulation and Feedback Techniques</li> <li>5. Use of Educational Technology in Teaching</li> <li>6. Assessment and Evaluation in Micro</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Hedge, T. (2000). <i>Teaching and Learning in the Language Classroom</i>. Oxford University Press.</li> <li>2. Morrison, G. R., Ross, S. M., &amp; Kemp, J. E. (2007). <i>Designing Effective Instruction</i>. John Wiley &amp; Sons.</li> <li>3. Nunan, D. (1988). <i>Syllabus Design</i>. Oxford University Press.</li> <li>4. Anderson, L. W., &amp; Krathwohl, D. R. (2001). <i>A Taxonomy for Learning, Teaching, and Assessing</i>. Pearson.</li> <li>5. Fahriany, F., &amp; Haswani, F. (2017). <i>Professional Teacher for EFL Classroom</i>. Atlantis Press.</li> </ol>

#### Teaching English for Young Learners (TEYL)

	<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME</b> <b>FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>				Document Code <b>MGT51</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>

Teaching English for Young Learners (TEYL)	FTK6011206	Elective	3 ECTS	L: 23.3; It: 28; St: 28 TOTAL 79.3	7						
<b>Language details</b>	English										
<b>Teaching methods</b>	Discussion, presentations, lectures, Task-Based Learning										
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Final Exam 40% 2. Mid Exam 30% 3. Presentation and argumentation 30%										
<b>Module Coordinator</b>	Maya Defianty, Ph.D.										
<b>Lecturer</b>	Maya Defianty, Ph.D.										
<b>Course Requirements</b>	-										
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b>										
	ILO01	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ta'dib, and Ta'lim in English language learning at the primary and secondary school levels.									
	ILO02	Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.									
	ILO04	Being able to make appropriate decisions based on the analysis of information and data, providing guidance in selecting various alternative solutions independently and collaboratively, and being responsible for personal and organizational achievements.									
	ILO05	Being able to adapt English language-related arts and culture positively into Indonesian language culture within their field to solve problems and adapt to different situations.									
	ILO06	Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach.									
	ILO03	Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology.									
	<b>COURSE LEARNING OUTCOMES (CLO)</b>										
	CLO 1	Explain key theories and principles of teaching English to young learners.									
	CLO 2	Identify the developmental characteristics of young learners and how they affect language learning.									
	CLO 3	Design age-appropriate English learning activities and materials.									
	CLO 4	Apply effective classroom management strategies in young learner contexts.									
	CLO 5	Demonstrate micro-teaching skills using creative and child-centered methods.									
	CLO 6	Reflect critically on teaching practices for continuous improvement.									
	<b>Sub-CLO</b>										
	Sub-CLO01	Students are able to explain the characteristics of young learners and their implications for English language teaching.									
	Sub-CLO02	Students are able to describe various approaches and methods suitable for teaching English to children.									
	Sub-CLO03	Students are able to design simple, engaging, and age-appropriate activities for young learners.									
	Sub-CLO04	Students are able to apply basic classroom management techniques for effective learning in a young learner classroom.									
	Sub-CLO05	Students are able to perform micro-teaching using songs, games, stories, and visuals to teach English to young learners.									
<b>Brief Description of the Course</b>	This course introduces students to the fundamental theories, principles, and practical strategies for teaching English to young learners (aged 4–12). It explores characteristics of young learners, language development, classroom management, lesson planning, and materials development tailored to children's learning styles. The course emphasizes child-centered learning, creative language teaching, and integrating play, songs, and stories into English instruction. Students are guided to design age-appropriate teaching materials, micro-teaching lessons, and reflect on classroom practices based on current theories and approaches in young learner education.										
<b>Scientific Integration</b>											
<b>Research and Community Service Integration</b>											
<b>Learning Materials</b>	1. Introduction to TEYL: Who are Young Learners? 2. How Children Learn Languages 3. Characteristics of Young Learners 4. Teaching Listening and Speaking to Children 5. Teaching Reading and Writing to Children 6. Classroom Management in YL Classroom 7. Storytelling and Total Physical Response (TPR) 8. Midterm Test – Lesson Plan & Conceptual Review										

	9. Teaching Vocabulary & Grammar through Games 10. Planning a TEYL Lesson 11. Designing Learning Materials 12. Songs, Rhymes, and Chants 13. Micro-teaching Preparation 14. Micro-teaching Presentations 15. Error Analysis & Reflection in TEYL 16. Final Exam – Teaching Portfolio
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<b>References</b>	<p><b>Primary :</b></p> <ol style="list-style-type: none"> <li>1. Cameron, L. (2001). <i>Teaching Languages to Young Learners</i>. Cambridge University Press.</li> <li>2. Pinter, A. (2017). <i>Teaching Young Language Learners</i> (2nd ed.). Oxford University Press.</li> <li>3. Brewster, J., Ellis, G., &amp; Girard, D. (2002). <i>The Primary English Teacher's Guide</i>. Penguin English.</li> <li>4. Shin, J. K., &amp; Crandall, J. (2014). <i>Teaching Young Learners English</i>. National Geographic Learning.</li> <li>5. Vale, D., &amp; Feunteun, A. (1995). <i>Teaching Children English</i>. Cambridge University Press.</li> <li>6. Nunan, D. (2011). <i>Teaching English to Young Learners</i>. Anaheim University Press.</li> <li>7. Rixon, S. (1999). <i>Young Learners of English: Some Research Perspectives</i>. Longman.</li> <li>8. Moon, J. (2005). <i>Children Learning English</i>. Macmillan.</li> <li>9. Scott, W. A., &amp; Ytreberg, L. H. (1990). <i>Teaching English to Children</i>. Longman.</li> <li>10. Cameron, L. (2003). <i>Challenges for ELT from the Expansion in Teaching Children</i>. ELT Journal, 57(2).</li> </ol>
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COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA						Document Code MGT51
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
Statistic in Language Research	FTK6014142	Compulsory	4.5 ECTS	L: 35; It: 42; St:42 TOTAL 119	7	
<b>Language details</b>	Indonesian					
<b>Teaching methods</b>	Discussion and project research					
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Writing technique 30% 2. Content 40% 3. Presentation and argumentation 30%					
<b>Module Coordinator</b>	Ummi Kultsum, M.Pd., Ph.D.					
<b>Lecturer</b>	All Lecturer of English Education Study Program					
<b>Course Requirements</b>	Research Methodology, Proposal Examination, Comprehensive Examination					
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b>					
	ILO01	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, I'a'dib, and Ta'lim in English language learning at the primary and secondary school levels.				
	ILO02	Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.				
	ILO04	Being able to make appropriate decisions based on the analysis of information and data, providing guidance in selecting various alternative solutions independently and collaboratively, and being responsible for personal and organizational achievements.				
	ILO05	Being able to adapt English language-related arts and culture positively into Indonesian language culture within their field to solve problems and adapt to different situations.				
	ILO06	Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach.				
	ILO03	Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology.				
	<b>COURSE LEARNING OUTCOMES (CLO)</b>					
	CLO1.1	Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.				
	CLO1.2	Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.				
	CLO1.3	Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.				
	CLO2.1	Mastering theoretical concepts and scientific foundations of education deeply as a basis for developing students' English language potential to achieve the established competency standards.				
	CLO2.2	Mastering English language studies comprehensively, in-depth, and in an up-to-date manner to guide students in meeting established competency standards.				
	CLO2.3	Mastering theories of English language learning and being able to formulate them procedurally in English language teaching.				
	CLO2.4	Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level.				
	CLO4.1	Being responsible and able to take responsibility for implementing effective, productive, and meaningful English language teaching based on humanitarian values in multilingual communities, both independently and in partnership.				
	CLO4.2	Being able to adapt to the teaching context of English and its culture while integrating Indonesian language values in English teaching with a stable, mature, wise, and authoritative personality, setting an example for students with noble character independently and confidently.				
	CLO6.1	Demonstrating an inclusive attitude, acting objectively, and being non-discriminatory based on gender, religion, race, physical condition, family background, and socioeconomic status.				

	CLO6.2	Demonstrating work ethics, responsibility, pride, confidence, and passion for becoming an English language educator in schools/madrasahs or other English language service institutions.
	CLO6.3	Being able to conduct self-evaluation of the workgroup under their responsibility and manage learning independently.
	CLO6.4	Planning, implementing, managing, evaluating teaching, and improving methods and processes in English as a foreign language instruction based on the characteristics and needs of students and stakeholders according to process and quality standards.
	<b>Sub-CLO</b>	
	Sub-CLO01	C4. Students are able to make and explain Chapter 1 of the thesis draft (PLO01, PLO02, PLO04, PLO07, CLO01).
	Sub-CLO02	C4. Students are able to make and explain Chapter 2 of the thesis draft (PLO01, PLO02, PLO04, PLO07, CLO01).
	Sub-CLO03	C4. Students are able to make and explain Chapter 3 of the thesis draft (PLO01, PLO02, PLO04, PLO07, CLO01).
	Sub-CLO04	C4. Students are able to make and explain Chapter 4 of the thesis draft (PLO08, PLO09, ILO10, CLO02).
	Sub-CLO05	C4. Students are able to make and explain Chapter 5 of the thesis draft (PLO08, PLO09, ILO10, CLO02).
	<b>Brief Description of the Course</b>	The thesis or final assignment is scientific work created by students through a consultancy process with a thesis counselor, written according to the rules and norms of a scientific paper, based on the result of field study, laboratory, literature review, and/or other study that corresponds with the field, as the final requirement to achieve bachelor degree.
<b>Scientific Integration</b>		
<b>Research and Community Service Integration</b>	None	
<b>Learning Materials</b>	1. Preparing thesis chapter 1: background, research problem, research objective, research urgency 2. Preparing thesis chapter 2: literature review, previous research, relationship among variables, conceptual model, hypothesis 3. Preparing thesis chapter 3: research approach, population and sampling, operational definition and measurement variables, datacollecting, analysis technique 4. Preparing thesis chapter 4: findings, discussion 5. Preparing thesis chapter 5: conclusion	

<b>References</b>	<b>Primary :</b> 1. Pedoman Penulisan Skripsi FEB UIN Jakarta 2020 2. Sekaran, U. & Bougie, R., 2016, Research Methods For Business: A Skill Building Approach, 7th Edition, West Sussex, UK: Wiley & Sons. 3. Singgih Santoso, 2019, Menguasai Statistik dengan SPSS 25, Jakarta: Elex Media Komputindo. 4. Sugiono, 2019, Metode Penelitian Kuantitatif, Kualitatif dan R&D, Edisi Kedua, Bandung: Alfabeta
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**COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME  
FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA**

# **SEMESTER 8**

## School Field

Course Syllabus of English Education Study Programme Faculty of Educational Sciences UIN Syarif Hidayatullah Jakarta						Document Code PLP102
COURSE	CODE	CORE MODULE	WEIGHT (CREDITS)	WORKLOAD FOR EACH MODULE (IN HOURS)	SEMESTER	COMPILATION DATE
School Field Introduction II	FTK6011207	Compulsory	4.5 ECTS	P (170) 510	7	4 <sup>th</sup> September 2023
Language details	English					
Teaching methods	Observational Activities, Classroom Engagement, Supervised Practice					
Type of Examination	<p>The final mark will be weighted as follows:</p> <ol style="list-style-type: none"> <li>Formative: 20% (Classroom Activities, Peer Reviews)</li> <li>Project Reports: 50%</li> <li>Final Evaluation: 30%</li> </ol>					
Module Coordinator	Prof. Dr. Ratna Sari Dewi S.Pd., M.Pd.					
Lecturer	Prof. Dr. Ratna Sari Dewi S.Pd., M.Pd.					
Course Requirements	None					
Learning Outcomes	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b>					
	ILO1	Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, 'Ia'dah, and Ta'lim in English language learning at the primary and secondary school levels.				
	ILO2	Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions.				
	ILO4	Being able to make appropriate decisions based on the analysis of information and data, providing guidance in selecting various alternative solutions independently and collaboratively, and being responsible for personal and organizational achievements.				
	ILO6	Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the iPACk approach.				
	ILO3	Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology.				
	<b>COURSE LEARNING OUTCOMES (CLO)</b>					
	CLO 1	Possessing knowledge of the integration of scientific and Islamic knowledge as a scientific paradigm and mastering the concept of integrating science, religion, and Indonesian values in English language learning.				
	CLO 2	Mastering concepts and being able to implement the integration of Islamic values and English language teaching in the learning process.				
	CLO 3	Being able to adapt, collaborate, create, contribute, and innovate in applying knowledge to society and having a global perspective as a world citizen.				
	CLO 4	Mastering theoretical concepts of linguistics and communication techniques in both spoken and written English (general English) within daily, academic, and professional contexts at a post-intermediate level.				
	CLO 6	Demonstrating an inclusive attitude, acting objectively, and being non-discriminatory based on gender, religion, race, physical condition, family background, and socioeconomic status.				
	<b>Sub-CLO</b>					
	Sub-CLO 1	Display integrity and responsibility in all school-related activities, reflecting religious values.				
	Sub-CLO 2	Engage respectfully with teachers, students, and the school community.				
	Sub-CLO 3	Uphold ethical standards in planning, teaching, and assessing student performance.				
	Sub-CLO 4	Understand key principles in educational psychology and pedagogy.				
	Sub-CLO 5	Develop strategies for managing diverse learning environments effectively.				
	Sub-CLO 6	Demonstrate collaborative skills in planning and executing educational tasks with peers and mentors.				
	Sub-CLO 7	Conduct structured classroom observations to gather relevant teaching insights.				
	Sub-CLO 8	Document classroom management techniques and instructional strategies observed.				
	Sub-CLO 9	Reflect on observation experiences to suggest improvements in teaching practices.				
<b>Brief Description of the Course</b>	This course, School Field Introduction II, aims to immerse students in practical, hands-on experiences within a school setting. Students will develop their educational competencies by participating in direct observation, guided practice, and interaction with school faculty and students. This course encourages students to uphold ethical and religious values, develop their teaching competencies, and effectively manage classroom environments.					

<b>Scientific Integration</b>	<ol style="list-style-type: none"> <li>1. Define the role of educational values and religious principles within a school setting.</li> <li>2. Cultivate reflective practices for continuous improvement in teaching and learning.</li> <li>3. Integrate educational technology to support teaching, assessment, and student engagement.</li> </ol>
<b>Research and Community Service Integration</b>	None
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to PLP II</li> <li>2. School Culture and Organizational Structure</li> <li>3. Curriculum Analysis</li> <li>4. Lesson Planning and Execution</li> <li>5. Classroom Observation Techniques</li> <li>6. Educational Technology Integration</li> </ol>
<b>References</b>	<ol style="list-style-type: none"> <li>1. Arends, R. I. (2015). <i>Learning to Teach</i>. McGraw-Hill Education.</li> <li>2. Shulman, L. S. (2005). <i>The Wisdom of Practice: Essays on Teaching, Learning, and Learning to Teach</i>. Jossey-Bass.</li> <li>3. Eggen, P., &amp; Kauchak, D. (2012). <i>Educational Psychology: Windows on Classrooms</i>. Pearson.</li> <li>4. Gagné, R. M. (2005). <i>Principles of Instructional Design</i>. Wadsworth.</li> <li>5. Joyce, B., Weil, M., &amp; Calhoun, E. (2015). <i>Models of Teaching</i>. Pearson.</li> </ol>



	Sub-CLO04	Students are able to make and explain Chapter 4 of the thesis draft (PLO08, PLO09, ILO10, CLO02).
	Sub-CLO05	Students are able to make and explain Chapter 5 of the thesis draft (PLO08, PLO09, ILO10, CLO02).
<b>Brief Description of the Course</b>	The thesis or final assignment is scientific work created by students through a consultancy process with a thesis counselor, written according to the rules and norms of a scientific paper, based on the result of field study, laboratory, literature review, and or other study that corresponds with the field, as the final requirement to achieve bachelor degree.	
<b>Scientific Integration</b>		
<b>Research and Community Service Integration</b>	None	
<b>Learning Materials</b>	6. Preparing thesis chapter 1: background, research problem, research objective, research urgency 7. Preparing thesis chapter 2: literature review, previous research, relationship among variables, conceptual model, hypothesis 8. Preparing thesis chapter 3: research approach, population and sampling, operational definition and measurement variables, data	

	collecting, analysis technique 4. Preparing thesis chapter 4: findings, discussion 5. Preparing thesis chapter 5: conclusion
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<b>References</b>	<b>Primary :</b> 1. Pedoman Penulisan Skripsi UIN Jakarta 2020 2. Sekaran, U. & Bougie, R., 2016, Research Methods For Business: A Skill Building Approach, 7th Edition, West Sussex, UK: Wiley & Sons. 3. Singgih Santoso, 2019, Menguasai Statistik dengan SPSS 25, Jakarta: Elex Media Komputindo. 4. Sugiono, 2019, Metode Penelitian Kuantitatif, Kualitatif dan R&D, Edisi Kedua, Bandung: Alfabeta
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## Psycholinguistics

	CLO 10	Demonstrating an inclusive attitude, acting objectively, and being non-discriminatory based on gender, religion, race, physical condition, family background, and socioeconomic status.
	CLO 11	Demonstrating work ethics, responsibility, pride, confidence, and passion for becoming an English language educator in schools/madrasahs or other English language service institutions.
	CLO 12	Being able to conduct self-evaluation of the workgroup under their responsibility and manage learning independently.
	CLO 13	Planning, implementing, managing, evaluating teaching, and improving methods and processes in English as a foreign language instruction based on the characteristics and needs of students and stakeholders according to process and quality standards.
	<b>Sub-CLO</b>	
	Sub-CLO 1	C4. Students are able to make and explain Chapter 1 of the thesis draft (PLO01, PLO02, PLO04, PLO07, CLO01).
	Sub-CLO 2	C4. Students are able to make and explain Chapter 2 of the thesis draft (PLO01, PLO02, PLO04, PLO07, CLO01).
	Sub-CLO 3	C4. Students are able to make and explain Chapter 3 of the thesis draft (PLO01, PLO02, PLO04, PLO07, CLO01).
	Sub-CLO 4	C4. Students are able to make and explain Chapter 4 of the thesis draft (PLO08, PLO09, ILO10, CLO02).
	Sub-CLO 5	C4. Students are able to make and explain Chapter 5 of the thesis draft (PLO08, PLO09, ILO10, CLO02).
<b>Brief Description of the Course</b>	The thesis or final assignment is scientific work created by students through a consultancy process with a thesis counselor, written according to the rules and norms of a scientific paper, based on the result of field study, laboratory, literature review, and or other study that corresponds with the field, as the final requirement to achieve bachelor degree.	
<b>Scientific Integration</b>		
<b>Research and Community Service Integration</b>	None	
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Preparing thesis chapter 1: background, research problem, research objective, research urgency</li> <li>2. Preparing thesis chapter 2: literature review, previous research, relationship among variables, conceptual model, hypothesis</li> <li>3. Preparing thesis chapter 3: research approach, population and sampling, operational definition and measurement variables, data collecting, analysis technique</li> <li>4. Preparing thesis chapter 4: findings, discussion</li> <li>5. Preparing thesis chapter 5: conclusion</li> </ol>	
<b>References</b>	<b>Primary :</b> <ol style="list-style-type: none"> <li>1. Pedoman Penulisan Skripsi FEB UIN Jakarta 2020</li> <li>2. Sekaran, U. &amp; Bougie, R., 2016, Research Methods For Business: A Skill Building Approach, 7th Edition, West Sussex, UK: Wiley &amp; Sons.</li> <li>3. Singgih Santoso, 2019, Menguasai Statistik dengan SPSS 25, Jakarta: Elex Media Komputindo.</li> <li>4. Sugiono, 2019, Metode Penelitian Kuantitatif, Kualitatif dan R&amp;D, Edisi Kedua, Bandung: Alfabeta</li> </ol>	

Editing Theory and Practice

		<b>COURSE SYLLABUS OF ENGLISH EDUCATION STUDY PROGRAMME</b> <b>FACULTY OF EDUCATIONAL SCIENCES UIN SYARIF HIDAYATULLAH JAKARTA</b>					<b>Document Code</b> <b>MGT51</b>
<b>COURSE</b>	<b>CODE</b>	<b>CORE MODULE</b>	<b>WEIGHT (CREDITS)</b>	<b>WORKLOAD FOR EACH MODULE (IN HOURS)</b>	<b>SEMESTER</b>	<b>COMPILATION DATE</b>	
Editing Theory and Practice	BHS7139	Elective	3 ECTS	L: 23.3; It: 28; St: 28  TOTAL 79.3	7		
<b>Language details</b>	English						
<b>Teaching methods</b>	Discussion, presentations, lectures, Task-Based Learning						
<b>Type of Examination</b>	The final mark will be weighted as follows: 1. Final Exam 40% 2. Mid Exam 30% 3. Presentation and argumentation 30%						
<b>Module Coordinator</b>	Viviana Lisma Lestari, M.Pd.						
<b>Lecturer</b>	Childa Faiza, M.Pd.						
<b>Course Requirements</b>	-						
<b>Learning Outcomes</b>	<b>Intended Learning Outcome (ILO)/Program Study Learning Outcome</b> ILO01 Mastering concepts and being able to implement the integration of knowledge, Indonesian values, and Islamic principles, as well as understanding the values of Tarbiyah, Ia'dib, and Ta'lim in English language learning at the primary and secondary school levels. ILO02 Mastering theoretical concepts in a particular field of knowledge in general and in-depth theoretical concepts in specific areas of that field, as well as being able to formulate procedural solutions. ILO04 Being able to make appropriate decisions based on the analysis of information and data, providing guidance in selecting various alternative solutions independently and collaboratively, and being responsible for personal and organizational achievements. ILO05 Being able to adapt English language-related arts and culture positively into Indonesian language culture within their field to solve problems and adapt to different situations. ILO06 Being able to apply their expertise, utilize knowledge, and teach English by integrating Information and Communication Technology (ICT) through the TPACK approach. ILO03 Mastering concepts and techniques in curriculum development, instructional methods and procedures, classroom management, and evaluation of English language teaching programs, as well as mastering principles of developmental and educational psychology.						
	<b>COURSE LEARNING OUTCOMES (CLO)</b> CLO 1 Demonstrate understanding of fundamental editing theories and standards. CLO 2 Apply editing techniques to academic texts with accuracy and precision. CLO 3 Edit journal articles critically, focusing on grammar, cohesion, coherence, and consistency. CLO 4 Design and layout English learning materials or textbooks using appropriate software and editorial styles. CLO 5 Collaborate in peer-review activities and provide constructive feedback.						
	<b>Sub-CLO</b> Sub-CLO01 Students are able to explain key concepts, theories, and standards in academic editing. Sub-CLO02 Students are able to apply appropriate editing techniques to revise grammar, cohesion, coherence, and structure in academic texts. Sub-CLO03 Students are able to critically edit journal articles based on academic writing conventions and consistency of style. Sub-CLO04 Students are able to design and layout pages of English learning materials or textbooks using digital tools and editorial styles. Sub-CLO05 Students are able to participate in peer-review processes and give constructive editorial feedback to others' work.						
<b>Brief Description of the Course</b>	This course introduces students to the theoretical foundations and practical applications of editing in academic and professional contexts. It emphasizes linguistic accuracy, clarity, coherence, and formatting standards. Students will engage in hands-on editing activities such as proofreading and substantive editing of journal articles. Toward the end of the semester, students will practice layout English learning materials or textbooks using digital tools.						
<b>Scientific Integration</b>							

Research and Community Service Integration	Journal IJEE (Indonesian Journal of English Education)
Learning Materials	<ol style="list-style-type: none"> <li>1. Introduction to Editing: Scope and Role of Editors</li> <li>2. Types of Editing: Substantive, Copyediting, Proofreading</li> <li>3. Editing for Grammar and Style</li> <li>4. Editing for Clarity and Coherence</li> <li>5. Editing Academic Texts: Focus on Journals</li> <li>6. Common Errors in Academic Writing</li> <li>7. Citation and Referencing Consistency</li> <li>8. Midterm Exam: Editing a Journal Article</li> <li>9. Editing English Learning Materials</li> <li>10. Editing Visuals, Tables, and Figures</li> <li>11. Introduction to Layouting Tools (Canva, MS Publisher, etc.)</li> <li>12. Layout Design Principles: Readability and Aesthetics</li> <li>13. Layouting Practice: English Learning Textbook</li> <li>14. Project Consultation: Book Layouting Final Project</li> <li>15. Final Exam: Submission of Book Layouting Project</li> <li>16. Course Reflection &amp; Feedback</li> </ol>
References	<p><b>Primary :</b></p> <ol style="list-style-type: none"> <li>1. Einsohn, A. &amp; Schwartz, M. (2019). <i>The Copyeditor's Handbook</i> (4th ed.). University of California Press.</li> <li>2. Butcher, J. (2006). <i>Copy-editing: The Cambridge Handbook</i> (4th ed.). Cambridge University Press.</li> <li>3. Clark, I. L. (2020). <i>Writing and Editing for Digital Media</i> (4th ed.). Routledge.</li> <li>4. Yunkers, D., &amp; Genovese, J. (2021). <i>The Editor's Companion: An Indispensable Guide to Editing Books, Magazines, Online Publications, and More</i>. Basic Books.</li> <li>5. MacRae, A. (2023). <i>The Language of Editing: How to Improve Academic and Professional Writing</i>. Palgrave Macmillan.</li> <li>6. Norton, S., &amp; Gachot, M. (2022). <i>Textbook Layout Design for Educators and Content Creators</i>. EduDesign Press.</li> <li>7. Council of Science Editors (CSE). (2020). <i>Scientific Style and Format: The CSE Manual for Authors, Editors, and Publishers</i> (8th ed.). University of Chicago Press.</li> </ol> <p><b>Supplementary Materials:</b></p> <ol style="list-style-type: none"> <li>1. Chicago Manual of Style (latest edition)</li> <li>2. APA Publication Manual (7th edition)</li> <li>3. Selected Journal Articles and Learning Material Templates</li> </ol>

Semantics and Pragmatics

	<b>Sub-CLO</b> <table border="1"> <tr> <td>Sub-CLO01</td><td>Students are able to explain key concepts in semantics and pragmatics.</td></tr> <tr> <td>Sub-CLO02</td><td>Students are able to analyze meaning in English from semantic and pragmatic perspectives.</td></tr> <tr> <td>Sub-CLO03</td><td>Students are able to evaluate real-life language use involving semantic and pragmatic elements.</td></tr> <tr> <td>Sub-CLO04</td><td>Students are able to create teaching materials or language learning products based on semantic-pragmatic knowledge.</td></tr> <tr> <td>Sub-CLO05</td><td>Students are able to demonstrate critical awareness of meaning in context and intercultural communication.</td></tr> </table>	Sub-CLO01	Students are able to explain key concepts in semantics and pragmatics.	Sub-CLO02	Students are able to analyze meaning in English from semantic and pragmatic perspectives.	Sub-CLO03	Students are able to evaluate real-life language use involving semantic and pragmatic elements.	Sub-CLO04	Students are able to create teaching materials or language learning products based on semantic-pragmatic knowledge.	Sub-CLO05	Students are able to demonstrate critical awareness of meaning in context and intercultural communication.
Sub-CLO01	Students are able to explain key concepts in semantics and pragmatics.										
Sub-CLO02	Students are able to analyze meaning in English from semantic and pragmatic perspectives.										
Sub-CLO03	Students are able to evaluate real-life language use involving semantic and pragmatic elements.										
Sub-CLO04	Students are able to create teaching materials or language learning products based on semantic-pragmatic knowledge.										
Sub-CLO05	Students are able to demonstrate critical awareness of meaning in context and intercultural communication.										
<b>Brief Description of the Course</b>	This course provides an introduction to the study of meaning in language (semantics) and meaning in context (pragmatics). The first half explores how meaning is encoded in words, phrases, and sentences. The second half examines how speakers use language in interaction, including implicature, presupposition, speech acts, and deixis. Students will analyze authentic texts, create semantic-pragmatic-based tasks, and reflect on implications in English language teaching.										
<b>Scientific Integration</b>											
<b>Research and Community Service Integration</b>											
<b>Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Introduction to Semantics</li> <li>2. Lexical Meaning</li> <li>3. Sense Relations</li> <li>4. Ambiguity &amp; Polysemy</li> <li>5. Componential Analysis</li> <li>6. Semantic Roles</li> <li>7. Entailment &amp; Presupposition</li> <li>8. Midterm Exam</li> <li>9. Introduction to Pragmatics</li> <li>10. Deixis</li> <li>11. Implicature</li> <li>12. Presupposition in Pragmatics</li> <li>13. Speech Acts</li> <li>14. Politeness and Face</li> <li>15. Final Project Presentation</li> <li>16. Review &amp; Reflection</li> </ol>										
<b>References</b>	<p><b>Primary :</b></p> <ol style="list-style-type: none"> <li>1. Saeed, J. I. (2023). <i>Semantics</i> (5th ed.). Wiley-Blackwell.</li> <li>2. Yule, G. (2020). <i>Pragmatics</i> (2nd ed.). Oxford University Press.</li> <li>3. Griffiths, P. (2016). <i>An Introduction to English Semantics and Pragmatics</i> (2nd ed.). Edinburgh University Press.</li> <li>4. Cutting, J. (2021). <i>Pragmatics and Discourse: A Resource Book for Students</i> (3rd ed.). Routledge.</li> <li>5. Grundy, P. (2021). <i>Doing Pragmatics</i> (5th ed.). Routledge.</li> <li>6. Keeskes, I. (2021). "The interplay of lexical meaning and pragmatic inferences in meaning construction." <i>Journal of Pragmatics</i>, 181, 54–66.</li> <li>7. Sbisà, M. (2020). "Speech acts in context." <i>Pragmatics and Society</i>, 11(2), 187–204. <a href="https://doi.org/10.1075/ps.19014.sbi">https://doi.org/10.1075/ps.19014.sbi</a></li> <li>8. Levinson, S. C. (2019). "Deixis and the interactional foundations of reference." <i>Cognitive Science</i>, 43(9), e12727. <a href="https://doi.org/10.1111/cogs.12727">https://doi.org/10.1111/cogs.12727</a></li> <li>9. Bublitz, W., &amp; Hübner, A. (2018). "Metapragmatics and the construction of meaning." <i>Pragmatics &amp; Cognition</i>, 25(1), 57–80. <a href="https://doi.org/10.1075/pc.18003.bub">https://doi.org/10.1075/pc.18003.bub</a></li> <li>10. Taguchi, N. (2022). "Explicit instruction of implicature comprehension in L2 English: Effects and perceptions." <i>System</i>, 107, 102805. <a href="https://doi.org/10.1016/j.system.2022.102805">https://doi.org/10.1016/j.system.2022.102805</a></li> </ol>										

