# TELKOM UNIVERSITY SAP Bahasa Inggris II

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| **Course Catalog Description** | : | Mata Kuliah ini bertujuan untuk mengembangkan keterampilan berbahasa Inggris mahasiswa, terutama dalam hal menulis dan berbicara dalam konteks akademik. Dengan mengikuti mata kuliah ini diharapkan mahasiswa mampu mengungkapkan ide-ide yang mereka miliki kedalam satu paragraf yang utuh dan komprehensif serta mengkomunikasikan ide tertulis mereka melalui presentasi individu yang singkat menggunakan bahasa Inggris yang berterima dan runut sesuai unsur kebahasaan yang benar. Oleh karenanya, matakuliah ini dibagi menjadi dua bagian utama yaitu 1) menulis dan 2) presentasi. Berkaitan dengan menulis, mahasiswa akan dipandu untuk dapat menuangkan ide mereka kedalam komponen paragraf yang meliputi: introductory sentence, topic sentence, supporting sentences, dan concluding sentence. Mahasiswa juga akan belajar merencanakan, menulis, dan merangkai keempat jenis kalimat tersebut menjadi sebuah paragraf yang komprehensif, menarik, dan mudah dipahami. Sementara itu, untuk ketrampilan berbicara, mahasiswa akan belajar melalaui praktek, bagaimana mempresentasikan ide secara menarik dan mudah dipahami. Dalam hal ini, mereka akan belajar prinsip ekspresi baku atau ekspresi formal, menggunakan signposting (ungkapan penyambung ide) yang benar dan sesuai konteks, menggunakan alat visual untuk memperjelas ide yang disampaikan, serta menggunakan bahasa tubuh yang baik. |
| **Pre-Requisite Courses** | : | Bahasa Inggris I |
| **Textbook & Materials** | : | 1. Fazio, Gene et.al. (1990). Practicing Paragraphs. Chicago: Hold, Rinehart, and Winston, Inc.2. Greene, Anne E. (2013). Writing Science in Plain English. Chicago: The University of Chicago.3. Harlington, David and LeBeau, C. (2008). Speaking Speech. Japan: Macmillan House.4. Jordan, R.R. (1999). Academic Writing Course. New York: Longman.5. LeBeau, C. & Harrington, D. (2003). Getting Ready for Speech: A Beginner Guide to Public Speaking. Oregon: Language Solution, Inc.6. Kusmayanti, Ima N. (2014). Basic English for ICT Engineering Students. Bandung: Language Center Telkom University.7. Kusmayanti, Ima N. (2012). Communicative English for ICT Engineering Students. Bandung: Dewa Ruchi.8. Kusmayanti, Ima N. (2010). English for Academic Writing. Bandung: Institut Teknologi Telkom.9. McCharthy, M, & O’Dell F. (2013). Academic Vocabulary in Use. 8th Edition. Cambridge: Cambridge University Press.10. Kusmayanti, Ima N. (2010). English for Academic Writing. Bandung: Institut Teknologi Telkom.11. Oshima, A. & Hogue, Ann. (2005). Writing Academic English. New York: Longman.12. Powell, Mark. (2010). Dynamic Presentations. Cambridge: Cambridge University Press.13. Powell, Mark. (2002). Presenting in English: How to Give Successful Presentations. Boston: Thomson.14. Reinhart, Susan M. (2013). Giving Academic Presentation. 2nd Edition. Michigan: The University of Michigan.15. Reynold, Garr. (2008). Presentationzen: Simple Ideas on Presentation Design and Delivery. California: New Riders.16. Sari, Florita D. (2004). From Sentence to Essay. Bandung: STT TelkomVarious online articles. |
| **Program Learning Outcome (Capaian Pembelajaran Program Studi)** | : | 1. Mempunyai kemampuan untuk berkomunikasi secara efektif baik secara lisan maupun tulisan. (TT: PLO g; IF: PO12; FRI: SO 11) 2. Kemampuan bekerja dalam tim lintas disiplin dan lintas budaya (IABEE: kriteria h; TT: PLO i) 3. Kemampuan memahami kebutuhan akan pembelajaran sepanjang hayat, termasuk akses terhadap pengetahuan terkait isu-isu kekinian yang relevan (IABEE: kriteria j, TT: PLO k-isu-isu mutakhir dibidang telekomunikasi dan wawasan kewirausahaan Benchmark/Theoretical foundation: 1. Foreign language learning principles (STARTALK endorsed principles; The 5Cs; Thematic Lesson Planning (Integrating language, culture, and content;) 2. NCSSFL/ACTFL Can Do Statements (Performance Indicator for language learners): • Priority: Advanced Low for Presentational Writing: Students “can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.” • Support: Advanced Low for other Interpersonal, Interpretive, and Presentational modes of communication ( 3. (Hofstede’s Six Dimesion of National Culture): https://geert-hofstede.com/national-culture.html.) |
| **Course Learning Outcomes (Capaian Pembelajaran MK)** | : | 1. Mahasiswa mampu, secara individu, mengungkapkan ide dalam bentuk sebuah paragraf utuh dan berkolaborasi dengan mahasiswa lain untuk mengembangkan paragraf yang telah ditulis menjadi esai sederhana sepanjang 500-1000 kata dalam bahasa Inggris yang berterima dan runut.2. Secara individu, mahasiswa mampu mempresentasikan secara lisan ide yang telah mereka tuangkan dalam paragraph serta merespon pertanyaan dan komentar dari audiens dengan menggunakan bahasa Inggris yang berterima dan runut sesuai unsur kebahasaan yang benar. |
| **Assessment Percentage** | : | UTS (30%) UAS (30%) Lainnya (40%)  |

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| **Outcome** | **Level** | **Proficiency assessed by** |
| Bertaqwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius | None |  |
| Mempunyai pengetahuan dan kemampuan untuk menggunakan ilmu dasar matematika, sains, dan rekayasa | None |  |
| Mempunyai kemampuan merancang suatu sistem, komponen, atau proses untuk memenuhi kebutuhan yang diharapkan dalam batasan-batasan realistis termasuk pengiriman konten broadband melalui metoda rekayasa dibidang telekomunikasi | None |  |
| Mempunyai kemampuan merancang dan melaksanakan eksperimen, termasuk menganalisis dan menginterpretasikan data secara ilmiah menggunakan metoda ilmiah | None |  |
| Mempunyai kemampuan untuk mengidentifikasi, memformulasi, dan menyelesaikan permasalahan rekayasa telekomunikasi | None |  |
| Mempunyai keterampilan dalam mengoperasikan perangkat keras, menggunakan aplikasi perangkat lunak dan kemampuan pemrograman yang berkaitan dengan teknologi informasi dan telekomunikasi | None |  |
| Mempunyai kemampuan untuk berkomunikasi secara efektif baik lisan maupun tulisan | None |  |
| Kemampuan merencanakan menyelesaikan dan mengevaluasi tugas di dalam batasan-batasan yang ada | None |  |
| Mampu menunjukkan sikap peran serta dalam kelompok kerja multi disiplin dan lintas budaya | None |  |
| Mampu menunjukkan sikap bertanggung jawab yang sesuai dengan etika profesi | None |  |
| Mampu memahami kebutuhan akan pembelajaran sepanjang hayat termasuk akses terhadap isu-isu mutakhir di bidang telekomunikasi dan wawasan kewirausahaan | None |  |

**Typical Topics Covered on a Week by Week Basis**

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| **Week 1** | o Introductio to English 2 (LUH2C2o Plagiarism softwareo Introductory Sentenceo Subjects and Predicateo Personal and Impersonal Sentenceo Topic Sentenceo Active and Passive Sentences o S-V Agreements o Supporting Sentenceo Sentence Connectorso Three varieties of sentenceo Irrelevant sentences Concluding Sentenceo Pee rEditingo Writing an essasyo Introductory paragrapho Body paragraphso Concluding paragraph |
| **Week 2** | o Introductio to English 2 (LUH2C2o Plagiarism softwareo Introductory Sentenceo Subjects and Predicateo Personal and Impersonal Sentenceo Topic Sentenceo Active and Passive Sentences o S-V Agreements o Supporting Sentenceo Sentence Connectorso Three varieties of sentenceo Irrelevant sentences Concluding Sentenceo Pee rEditingo Writing an essasyo Introductory paragrapho Body paragraphso Concluding paragraph |
| **Week 3** | o Introductio to English 2 (LUH2C2o Plagiarism softwareo Introductory Sentenceo Subjects and Predicateo Personal and Impersonal Sentenceo Topic Sentenceo Active and Passive Sentences o S-V Agreements o Supporting Sentenceo Sentence Connectorso Three varieties of sentenceo Irrelevant sentences Concluding Sentenceo Pee rEditingo Writing an essasyo Introductory paragrapho Body paragraphso Concluding paragraph |
| **Week 4** | o Introductio to English 2 (LUH2C2o Plagiarism softwareo Introductory Sentenceo Subjects and Predicateo Personal and Impersonal Sentenceo Topic Sentenceo Active and Passive Sentences o S-V Agreements o Supporting Sentenceo Sentence Connectorso Three varieties of sentenceo Irrelevant sentences Concluding Sentenceo Pee rEditingo Writing an essasyo Introductory paragrapho Body paragraphso Concluding paragraph |
| **Week 5** | o Introductio to English 2 (LUH2C2o Plagiarism softwareo Introductory Sentenceo Subjects and Predicateo Personal and Impersonal Sentenceo Topic Sentenceo Active and Passive Sentences o S-V Agreements o Supporting Sentenceo Sentence Connectorso Three varieties of sentenceo Irrelevant sentences Concluding Sentenceo Pee rEditingo Writing an essasyo Introductory paragrapho Body paragraphso Concluding paragraph |
| **Week 6** | o Introductio to English 2 (LUH2C2o Plagiarism softwareo Introductory Sentenceo Subjects and Predicateo Personal and Impersonal Sentenceo Topic Sentenceo Active and Passive Sentences o S-V Agreements o Supporting Sentenceo Sentence Connectorso Three varieties of sentenceo Irrelevant sentences Concluding Sentenceo Pee rEditingo Writing an essasyo Introductory paragrapho Body paragraphso Concluding paragraph |
| **Week 7** | o Introductio to English 2 (LUH2C2o Plagiarism softwareo Introductory Sentenceo Subjects and Predicateo Personal and Impersonal Sentenceo Topic Sentenceo Active and Passive Sentences o S-V Agreements o Supporting Sentenceo Sentence Connectorso Three varieties of sentenceo Irrelevant sentences Concluding Sentenceo Pee rEditingo Writing an essasyo Introductory paragrapho Body paragraphso Concluding paragraph |
| **Week 10** | o Introductio to English 2 (LUH2C2o Plagiarism softwareo Introductory Sentenceo Subjects and Predicateo Personal and Impersonal Sentenceo Topic Sentenceo Active and Passive Sentences o S-V Agreements o Supporting Sentenceo Sentence Connectorso Three varieties of sentenceo Irrelevant sentences Concluding Sentenceo Pee rEditingo Writing an essasyo Introductory paragrapho Body paragraphso Concluding paragraph |
| **Week 11** | o Proper and bad body languageo Bad visualso Good visualso Better visualso Signpostingo Expressions useful to begin a presentation, retain audience’s interest and attention, and end a presentation. |
| **Week 12** | o Proper and bad body languageo Bad visualso Good visualso Better visualso Signpostingo Expressions useful to begin a presentation, retain audience’s interest and attention, and end a presentation. |
| **Week 13** | o Proper and bad body languageo Bad visualso Good visualso Better visualso Signpostingo Expressions useful to begin a presentation, retain audience’s interest and attention, and end a presentation. |
| **Week 14** | o Proper and bad body languageo Bad visualso Good visualso Better visualso Signpostingo Expressions useful to begin a presentation, retain audience’s interest and attention, and end a presentation. |
| **Week 15** | o Proper and bad body languageo Bad visualso Good visualso Better visualso Signpostingo Expressions useful to begin a presentation, retain audience’s interest and attention, and end a presentation. |
| **Week 16** | o Proper and bad body languageo Bad visualso Good visualso Better visualso Signpostingo Expressions useful to begin a presentation, retain audience’s interest and attention, and end a presentation. |

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| **Computer Usage** | : | Hardware: PC dengan koneksi & LCD Projector |