APPENDIX 2:

Examples of Syllabus from University

COURSE PROGRAM OF ACADEMIC SESSION 2015/2016

ENGLISH EDUCATION DEPARTMENT

ESA UNGGUL UNIVERSITY

Subject	: English Morphology and Syntax	**Subject Code**	:	PSB 413
Prerequisite	: Introduction to Linguistics and English Articulatory Phonetics and Phonology	**Credit**	:	2 SKS
Lecturer	: Nuryansyah Adijaya, M.Pd.	**Lecturer Code**	:	
Time Allocation	: 14 meetings x 100 minutes			

Learning Objectives : After completing this course, students are expected to be able to:

1. Analyze the internal structure of English words in terms of their classes and the processes of word formation

2. Determine the internal structure of English words morphologically and morphemically

3. Describe English phrases and clauses structure of word classes

Week	Learning Outcomes	Topic/Subtopic	Classroom Activities & Media	References	Indicators for Scoring
1	Students are able to identify the course	1. CCourse outline	Studens are given Course Outline, then Identify learning	Course Outline	Students Understand the course outline

	outline and the class regulations	2. Class regulations	topics assignment, assessment system, and references. Media : class, computer, *LCD* and *whiteboard*		and the regulations of the class
2-3	Students are able to identify and analyze internal structure of English words; root, stem, morphemes, and morphs	1.roots 2.stem 3.morphemes 4.morphs	Students elaborate and distinguish the internal structure of English words. Presentation, questioning sessions, and lecturing Media : class, computer, *LCD* and *whiteboard*	Guijarro-Fuentes. F, Maria. P.L, and John Clibbens. (2008). First Language Acquisition of Morphology and Syntax. Amsterdam: John Benjamins Publishing Co. Carnie. Andrew. (2010*). Constituent Structure*. Oxford: Oxford University Press. Bibe. D, Stig.J, Geoffrey.L, Susan. C, Edward. F. (2007). *Grammar of Spoken and Written English*. Edinburgh: Peasrson Education Ltd.	Students' comprehension and accuracy to identify and distinguish English words; roots, stem, morphemes, and morph.
4	Students are able to identify and analyze	1.lexical	Students recognize and differentiate		Students' understanding

	word classes, lexical,category, and affixation	2. category 3.affixation	word classes lexical,category, and affixation Paper writing, presentation, and discussion Media : class, computer, *LCD* and *whiteboard*		and accuracy to identify and differentiate word classes,lexical,category and affixation
5	Students are able to explain the hierarchical structures of words	Structure of words	Students Identify the hierarchical structures of words Lecturing, presenting, and questioning Media : class, computer, *LCD* and *whiteboard*		Students' comprehension to identify the hierarchical structures of words
6	Students are able to Identify and analyze	1.morphology 2.morphemic	Students recognize and distinguish		Students' competency and accuracy to

	morphological and morphemic analyses		morphological and morphemic analyses Presentation, question sessions, and lecturing Media : class, computer, *LCD* and *whiteboard*		identify and distinguish morphological and morphemic analyses
7	Students are able to Identify and analyze allomorphs and cliticization	Allopmorphs and cliticization	Students classify and distinguish allomorphs and cliticization Presentation, question and answer sessions, and lecturing Media : class, computer, *LCD* and *whiteboard*		Students' comprehension and accuracy to identify and analyze allomorphs and cliticization
8	**MID-TERM TEST**				

9-10	Students are able to explain the process of word formation	Word formation	Students describe the process of word formation Presentation, question and answer sessions, and lecturing Media : class, computer, *LCD* and *whiteboard*	Guijarro-Fuentes. F, Maria. P.L, and John Clibbens. (2008). First Language Acquisition of Morphology and Syntax. Amsterdam: John Benjamins Publishing Co. Carnie. Andrew. (2010*). Constituent Structure*. Oxford: Oxford University Press. Bibe. D, Stig.J, Geoffrey.L, Susan. C, Edward. F. (2007). *Grammar of Spoken and Written English*. Edinburgh: Peasrson Education Ltd.	Students' comprehension to describe the process of word formation
11	Students are able to explain the base of grammar and structure	Grammatical and structure	Students identify the base of grammar and structure Presentation, lecturing, and questioning		Students' comprehension to identify the base of grammar and structure.

			Media : class, computer, *LCD* and *whiteboard*		
12	Students are able to identify a tree diagram, hierarchical structure and structural ambiguity	Tree diagram and structural ambiguity	Students recognize a tree diagram, hierarchical structure and structural ambiguity Paper writing, presentation and questioning Media : class, computer, *LCD* and *whiteboard*		Students' comprehension to describe a tree diagram, hierarchical structure and structural ambiguity
13-14	Students are able to analyze a word and phrase in syntactical categories	Syntactical categories	Students distinguish a word and phrase in syntactical categories	Guijarro-Fuentes. F, Maria. P.L, and John Clibbens. (2008). First Language Acquisition of Morphology and Syntax. Amsterdam: John Benjamins Publishing Co. Carnie. Andrew. (2010*). Constituent Structure*. Oxford: Oxford University Press.	Students accuracy to analyze word and phrase in syntactical categories

				Bibe. D, Stig.J, Geoffrey.L, Susan. C, Edward. F. (2007). *Grammar of Spoken and Written English*. Edinburgh: Peasrson Education Ltd.	
15	Students are able to explain and analyze fronting; passive and inversion	Passive and inversion	Students elaborate and distinguish fronting; passive and inversion		Students' comprehension and accuracy to explain and analyze fronting; passive and inversion
UJIAN AKHIR SEMESTER					

ASSESSMENT

WEEK	PROCEDURE	FORM	SCORE ≥ 77 (A / A-)	SCORE ≥ 65 (B- / B / B+)	SCORE ≥ 60 (C / C+)	SCORE ≥ 45 (D)	SCORE < 45 (E)	WEIGHT
1	Understand the course outline and class regulation							0
2	Performance assessment	Presentation	* See rubric	* See rubric	* See rubric	* See rubric	* See rubric	20 %
3-4	Performance assessment	Presentation	* See rubric	* See rubric	* See rubric	* See rubric	* See rubric	20 %
5	Performance assessment	Presentation	* See rubric	* See rubric	* See rubric	* See rubric	* See rubric	20 %
6	Performance assessment	Presentation	* See rubric	* See rubric	* See rubric	* See rubric	* See rubric	20 %
7	Performance assessment	Presentation	* See rubric	* See rubric	* See rubric	* See rubric	* See rubric	20 %
9	Performance assessment	Presentation	* See rubric	* See rubric	* See rubric	* See rubric	* See rubric	20 %

10	**Performance assessment**	**Presentation**	* See rubric	* See rubric	* See rubric	* See rubric	* See rubric	20 %
11	**Performance assessment**	**Presentation**	* See rubric	* See rubric	* See rubric	* See rubric	* See rubric	20 %
12	**Performance assessment**	**Presentation**	* See rubric	* See rubric	* See rubric	* See rubric	* See rubric	20 %
13	**Performance assessment**	**Presentation**	* See rubric	* See rubric	* See rubric	* See rubric	* See rubric	20 %
14	**Performance assessment**	**Presentation**	* See rubric	* See rubric	* See rubric	* See rubric	* See rubric	20 %
15	**Performance assessment**	**Presentation**	* See rubric	* See rubric	* See rubric	* See rubric	* See rubric	20 %

Scoring Rubric for Presentation

	SCORE $\geq$ 77 **(A / A-)**	**SCORE$\geq$ 65** **(B- / B / B+)**	**SCORE $\geq$ 60** **(C / C+)**	**SCORE$\geq$ 45** **(D)**	**SCORE < 45** **(E)**
Information quality and organization	• Main points are very clear	• Main points are clear and	• Main points are somewhat	• Main points are not clear	• Presentation lacks main

	and very detailed • Information is directly linked to presentation topic • Information is very organized	detailed • Information is linked to presentation topic • Information is well organized	clear but could use more detail • Most information is linked to the presentation topic • Information is organized	and lack significant detail • Some information is linked to the presentation topic • Information is loosely organized	points and related details • Information lacks connection to the presentation topic • Information is not organized
Nonverbal Communication	• Speaker appears very comfortable and confident • Speaker consistently faces the audience and maintains good eye contact • Speaker consistently appears to be engaging with the audience	• Speaker appears fairly comfortable and confident • Speaker generally faces the audience and maintains good eye contact • Speaker generally appears to be engaging with the audience	• Speaker appears generally at ease and confident • Speaker sometimes faces the audience and maintains eye contact • Speaker sometimes appears to be engaging with the audience • Speaker's body motions and	• Speaker appears uneasy and somewhat insecure • Speaker rarely faces the audience or makes eye contact • Speaker rarely appears to be engaging with the audience • Speaker uses few body	• Speaker appears very uneasy and insecure • Speaker faces away from the audience or makes no eye contact • Speaker appears disengaged from the audience • Speaker lacks any body

	• Speaker uses body motions and gestures very effectively • Speaker utilizes the room very effectively via movement	• Speaker uses body motions and gestures well • Speaker utilizes much of the room via movement	gestures neither support nor detract from presentation • Speaker moves about some of the room	motions or gestures or has gestures or movements that distract the audience • Speaker is mostly stationary	motions or gestures or demonstrates consistently distraction body motions or gestures • Speaker is completely stationary
Quality of Verbal Communication	• Speaker's voice is very confident, steady, strong, and clear • Speaker consistently uses inflections to emphasize key points or to create interest • Speaker's talking pace is	• Speaker's voice is steady, strong and clear • Speaker often uses inflections to emphasize key points and create interest • Speaker's talking pace is mostly appropriate	• Speaker's voice is generally steady, strong and clear • Speaker sometimes uses inflections to emphasize key points and create interest • Speaker's talking pace is appropriate	• Speaker's voice is frequently too weak or too strong • Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately	• Speaker's voice is consistently too weak or too strong • Speaker fails to use inflections to emphasize key points and create interest or speaker often uses inflections inappropriately

				• Speaker's talking pace is often too slow or too fast	• Speaker's talking pace is consistently too slow or too fast
consistently appropriate					
Visual Tools	• Visual aids are very creative, clear, and easy to read • Presentation is consistently enhanced by the visual tools	• Visual aids are usually creative, clear, and easy to read • Presentation is often enhanced by the visual tools	• Visual aids are reasonably creative, clear, and easy to read • Presentation is sometimes enhanced by the visual tools	• Visual aids have limited creativity or clarity or are sometimes difficult to read • Presentation is not enhanced by the visual tools	• Visual aids demonstrate no creativity or clarity and are often difficult to read • Presentation is weakened by the visual tools
Appropriate Use of Vocabulary	• All terms are included in the presentation • Used in unique and creative ways • Used in context	• All terms are included in the presentation • Used effectively • Used in context	• Most terms are included in the presentation • Generally used appropriately • Generally used in appropriate context	• Several terms are included in the presentation • May or may not be used appropriately • May lack context	• Few or no terms are included in the presentation • May or may not be used appropriately • Lacks context

Precision and Detail in Documents Produced	• Documents are clear, well constructed, accurate and show attention to detail • Extra care has been taken in the production	• Clearly evident that documents are correct, detailed and accurate • Care has been taken in the production	• Evident that documents are correct and show a general attention to detail and accuracy • General care has been taken in production	• Documents may have some errors and show some detail • Some care has been taken in production	• Documents have numerous errors and lack detail • Little care taken in the production
Overall Presentation Effectiveness	• This was an exceptional presentation and extremely effective	• This was a very good presentation and very effective	• This presentation was good and effective 7	• This presentation was average and somewhat effective	• This presentation was weak and not effective

ASSESSMENT SCHEME AND CRITERIA

- Assignments the weight of which is 10% of the final score; maximum score (A: 80-100) is given when the assignments are due and meet at least 80% of the expected features.
- Presentations the weight of which is 10% of the final score; maximum score (A: 80-100) is given when the presenters are well prepared and manage to present the materials clearly with at least 80% mastery.
- Mid-term test the weight of which is 25% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered.
- Written end-of-term test the weight of which is 40% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered.
- End-of-term academic paper the weight of which is 15% of the final score; maximum score (A: 80-100) is given when the assignments are due and meet at least 80% of the expected features.

- Attendance, in-class behavior, participation in discussions   5 %

  - Quizzes   10 %

  - Midterm   25 %

  - Final exam   40 %

  - Project :   20 %

This course follows the university standard for grading :

A – excellent , B – above average, C – average, D – below average, E - failure

Approved by   **Jakarta, January 2016**

Head of English Education Department   **Lecturer**

Dr. Rokiah Kusumapradja,MHA   **Nuryansyah Adijaya, M.Pd.**

SATUAN ACARA PERKULIAHAN (SAP)

Mata Kuliah : Introduction to Language and Linguistics

Tahun/Semester : II/1

Bobot SKS : 3

Jumlah Pertemuan : 16

Standar Kompetensi

Mahasiswa mampu mendemonstrasikan pengetahuan dan pemahamannya tentang bahasa, ilmu bahasa (linguistik), dan cabang-cabangnya (fonetik, fonologi, morfologi, sintaksis, semantik, sosiolinguistik, dll) serta aliran linguistik (strukturalisme dan transformasional grammar/TG); pemerolehan bahasa kedua (SLA) hubungan antara linguistik dengan pengajaran bahasa dan penerjemahan; serta menggunakan pengetahuan dan pemahaman tersebut dalam memfasilitasi pembelajaran mata kuliah-mata kuliah linguistik selanjutnya.

Pertemuan	Kompetensi	Indikator Keberhasilan	Kegiatan Belajar Mengajar	Sumber Materi
1	Memahami definisi dan konsep-konsep dasar tentang bahasa dan linguistik	Memahami beberapa hal pokok tentang bahasa dan linguistik (language and linguistics) antara lain: 1. definisi bahasa dan linguistik 2. linguistik sebagai ilmu pengetahuan 3. komponen bahasa	1. Ceramah, dan 2. Diskusi kelas 3. Rangkuman	Djunaidi (handout 1); Soenjono (2003: 17-26)
2	Memahami ciri-ciri dasar bahasa	Memahami ciri-ciri dasar bahasa (traits of language) seperti: 1. sistematis (systematic) 2. arbitrer (arbitrary) 3. simbol bunyi (vocal symbol)	1. Ceramah, 2. Diskusi kelas, 3. Rangkuman, dan	Djunaidi (handout 1); Kreidler (1998: 3-5); Crabtree and Powers (1991: 17-21)

			4. Pembagian kelompok dan tugas presentasi	
3	Memahami hal-hal yang berhubungan dengan bahasa binatang (animal language)	Memahami hal-hal yang berhubungan dengan bahasa binatang, antara lain: 1. apakah binatang benar-benar bicara? 2. apakah perbedaan bahasa manusia dan bahasa binatang?	1. Kuliah Pengantar (dosen) 2. Presentasi (mahasiswa) 3. Diskusi kelas 4. Rangkuman	Fromkin and Rodman (1998: 22-24); Soenjono (2003: 8-16); Kreidler (1998: 3-5); Crabtree and Powers (1991: 31-39)
4	Memahami istilah dan hal-hal yang berhubungan language universals	Memahami istilah dan hal-hal yang berhubungan universalitas bahasa, antara lain: 1. universal grammar 2. language acquisition device (LAD)	1. Kuliah Pengantar (dosen) 2. Presentasi (mahasiswa) 3. Diskusi kelas 4. Rangkuman	Fromkin and Rodman (1998: 20-21)
5			QUIZ 1	
6	Memahami konsep dan unsur-unsur pengetahuan linguistik (linguistic knowledge)	Memahami konsep dan unsur-unsur pengetahuan linguistik (linguistic knowledge) antara lain: 1. knowledge of the sound system 2. knowledge of words 3. the creativity of linguistic knowledge 4. knowledge of sentences and non sentences 5. linguistic knowledge and performance	1. Kuliah Pengantar (dosen) 2. Presentasi (mahasiswa) 3. Diskusi kelas 4. Rangkuman	Fromkin and Rodman (1998: 4-11); Crabtree and Powers (1991: 9-12)
7	Memahami konsep dan hal-hal yang berhubungan dengan grammar	Memahami konsep dan hal-hal yang berhubungan dengan grammar, antara lain: 1. grammar 2. descriptive grammar 3. prescriptive grammar	1. Kuliah Pengantar (dosen) 2. Presentasi (mahasiswa) 3. Diskusi kelas	Fromkin and Rodman (1998: 14-17); Kreidler (1998: 5-8); Crabtree and Powers (1991: 13-16)

			4. Rangkuman	
8			Ujian Tengah Semester	
9 - 10	Memahami pendekatan linguistik	Memahami berbagai pendekatan linguistic (linguistics approaches) seperti: 1. structuralism 2. transformational generative/TG 3. descriptive linguistics 4. applied linguistics 5. systemic functional linguistics	1. Kuliah Pengantar (dosen) 2. Presentasi (mahasiswa) 3. Diskusi kelas 4. Rangkuman 5. Persiapan penyusunan tugas akhir	Djunaidi (handout 2); Malmkjaer (1996: 436-438, 483-497); Matthews (1997: 356-357, 382, 93,); Richards, Platt, and Platt (1997: 19)

9 - 10	Memahami pendekatan linguistik	Memahami berbagai pendekatan linguistic (linguistics approaches) seperti: 6. structuralism 7. transformational generative/TG 8. descriptive linguistics 9. applied linguistics 10. systemic functional linguistics	6. Kuliah Pengantar (dosen) 7. Presentasi (mahasiswa) 8. Diskusi kelas 9. Rangkuman 10. Persiapan penyusunan tugas akhir	Djunaidi (handout 2); Malmkjaer (1996: 436-438, 483-497); Matthews (1997: 356-357, 382, 93,); Richards, Platt, and Platt (1997: 19)
11 - 13	Memahami cabang-cabang linguistik	Memahami objek kajian dan cabang-cabang linguistik, seperti: 1. phonology, phonetics, and phonemics (phonemes, allophones, transcription) 2. morphology (morphemes) 3. syntax (syntagm) 4. semantics (lexeme, homonyms, polysemy, synonyms, antonyms, hyponyms, metonyms, retronyms) 5. pragmatics 6. sociolinguistics	1. Kuliah Pengantar (dosen) 2. Presentasi (mahasiswa) 3. Diskusi kelas 4. Rangkuman	Djunaidi (handouts); Crabtree and Powers (1991); Malmkjaer (1996); Matthews (1997); Richards, Platt, and Platt (1997); Fromkin and Rodman (1998)

		7. psycholinguistics 8. language acquisition (LAD) 9. historical linguistics 10. contrastive linguistics 11. semiotics		
14	Memahami konsep dan proses pemerolehan bahasa kedua (Second Language Acquisition)	Memahami konsep dan proses pemerolehan bahasa kedua (Second Language Acquisition) melalui topik-topik sbb: 1. Key issues and concepts in SLA 2. The role of L1 and interlanguage 3. Individual differences in L2 acquisition 4. Input, interaction, and L2 acquisition 5. The role of formal instruction in L2 acquisition	1. Kuliah Pengantar (dosen) 2. Presentasi (mahasiswa) 3. Diskusi kelas 4. Rangkuman	Ellis (1994); Bowerman and Levinson (2001); Mitchell and Myles (2004); Fromkin and Rodman (2007)
15	Memahami hubungan antara linguistik dengan pengajaran bahasa dan penerjemahan	Memahami konsep linguistik terapan dan hubungan antara linguistik dengan pengajaran bahasa dan penerjemahan	1. Kuliah Pengantar (dosen) 2. Presentasi (mahasiswa) 3. Diskusi kelas 4. Rangkuman	Djunaidi (handouts)
16			Ujian Akhir Semester	

Referensi:

1. An Introduction to Language (Sixth Edition by Victoria Fromkin and Robert Rodman, 1998)
2. Introduction to General Linguistics (compiled by A. Djunaidi from various sources such as: 1) Linguistics: An Introduction to Language and Communication by Akmajian, R. A. Demers, and R. M. Hamish, 1985; 2) An Introduction to Linguistics for Language Teachers by Lim Kiat Boey, 1975; 3) An Introduction to Phonetics and Phonology by John Clark and Collin Yallop, 1990; 4) An Introduction to Descriptive Linguistics by H. A. Gleason, 1961; 5) Analisis Bahasa by Samsuri, 1985; 6) Introduction to Linguistics by Ronald Wardhaugh, 1977.
3. Dictionary of Language Teaching and Applied Linguistics by Jack C. Richards, John Platt, and Heidi Platt, 1997.
4. The Concise Oxford Dictionary of Linguistics by Peter Matthews, 1997.
5. The Linguistics Encyclopedia by Kirsten Malmkjaer, 1996.

6. Language Files (Department of Linguistics/The Ohio State University) compiled by Monica Crabtree and Joyce Powers, 1991.
7. Psikolinguistik: Pengantar Pemahaman Bahasa Manusia by Soenjono Dardjowidjojo, 2003
8. Introducing English Semantics by Charles W. Kreidler, 1998.
9. Additional Handouts (by the lecturers)
10. Bowerman, Melissa & Stephen C. Levinson. 2001. Language Acquisition and Conceptual Development. Cambridge: Cambridge University Press

11. Ellis, Rod. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press

12. Ellis, Rod. 1994. The Study of Second Language Acquisition. Oxford: Oxford University Press

13. Foster-Cohen, Susan H. 1999. An Introduction to Child Language Development. Addison Wesley Longman Limited

14. Fromkin, Victoria, Robert Rodman, & Nina Hyams. 2007. Introduction to Language. Ohio: Thomson Wadsworth

15. Mitchell, Rosamond & Florence Myles. 2004. Second Language Learning Theories (2nd ed.). London: Hodder Arnold