

### Description of Course Unit

Course unit title	English for Communication Science
Course unit code	AK081322
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First cycle bachelor
Year of study when the course unit is delivered (if applicable)	First year
Semester/trimester when the course unit is delivered	First semester
Number of ECTS credits allocated	3.2
Name of lecturer(s)	-
Learning outcomes of the course unit	<ol style="list-style-type: none"> <li>1. Students are able to master basic English grammar correctly.</li> <li>2. Students are able to comprehend English texts according to their contexts.</li> <li>3. Students are proficient in English vocabulary related to the learning topics.</li> <li>4. Students can systematically understand English conversations.</li> <li>5. Students can speak English fluently.</li> <li>6. Students can elaborate on language functions with ethics in communication.</li> </ol>
Mode of delivery (face-to-face, distance learning)	Hybrid learning
Prerequisites and co-requisites (if applicable)	-
Course content	<ol style="list-style-type: none"> <li>1. The degree of comparison, listening countries, and discussing holidays</li> <li>2. The participles, articles, listening jokes, and role-playing: giving advice</li> <li>3. The conditional sentences, listening street survey, and speaking: deciding TV</li> <li>4. Part of speech: noun, listening and discussing about job</li> <li>5. The prepositions, listening team building, and speaking: interview</li> <li>6. Present simple, present Continuous, listening: the soundtrack of our lives and speaking: memories</li> <li>7. The future, listening: radio phone-in, and speaking: role-play; giving information</li> <li>8. Present perfect, listening: Scary story, and reading: a newspaper report</li> </ol>

	<ol style="list-style-type: none"> <li>9. Present perfect with for and since, listening: phone message, and reading: describing object</li> <li>10. Past Simple, listening: Clayton Street and speaking: the best present</li> <li>11. Past simple, past continuous, listening and speaking about scene from a play and ambitions</li> <li>12. Used to, listening radio advertisements, and speaking about invitation to a meeting</li> <li>13. Modal verbs, listening about schooldays and speaking about education debate.</li> <li>14. Verb patterns, listening news, and speaking about describe something.</li> </ol>
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> <li>1. Harmer, Jeremy. Just Grammar. London: Marshall Cavendish Education</li> <li>2. Harmer, Jeremy. 2007. Just Listening and Speaking. London: Marshall Cavendish Education</li> <li>3. Murphy, R.2007. Essential Grammar in Use. Cambridge University Press</li> <li>4. Murphy, R. 2012. English Grammar in Use. Cambridge University Press</li> <li>5. Hancock, Mark., and A. McDonald. English Result Intermediate Student's Book. Oxford University Press</li> </ol>
Planned learning activities and teaching methods	Collaborative learning, contextualizing, problem based learning, self-learning and relating to real life examples and experiences
Language of instruction	English and Bahasa Indonesia
Assessment methods and criteria	Participatory activity, creative writing project outcomes, quizzes, mid and final semester exams.

## English for communication assessment rubric

### Communication Project on Conventional Platform.

Direction: Choose one of the following topics for your communication project on a conventional platform:

1. Design and deliver a persuasive oral presentation on a topic of your choice, such as a social issue or a personal experience. The presentation should be 10-15 minutes long.
2. Write a formal business letter or memo addressing a communication challenge in a workplace scenario. The letter or memo should be well-structured and professionally written.

### Communication project on digital platform.

Direction: Choose one of the following topics for your communication project on a digital platform:

1. Create an engaging and informative video presentation on a current global issue. The video should be 5-7 minutes long and uploaded to a video-sharing platform.
2. Develop a multimedia blog post discussing the impact of technology on modern communication. The blog post should include text, images, and hyperlinks.

### Mid-term test for English Communication course.

Direction: Participate in an oral test where you will have a conversation or discussion with the instructor or a peer on one of the following communication-related topics:

1. "Effective Strategies for Effective Interpersonal Communication"
2. "The Influence of Media and Technology on Modern Communication"

No	Criteria/Grade	80-100	65-79	50-64	40-59	0-39
1	Integration of knowledge	The student demonstrates a deep understanding of theoretical concepts related to communication, seamlessly integrating them into their work. Concepts are applied creatively and effectively, enhancing the overall quality of communication projects.	The student shows a good grasp of theoretical concepts, effectively integrating them into their communication projects. Concepts are applied well, contributing to the overall quality of work.	The student demonstrates a basic understanding of theoretical concepts, but integration is somewhat inconsistent. While some concepts are effectively incorporated, others may lack clarity or depth.	The student struggles to integrate theoretical concepts into their work consistently. Concepts are present but lack depth or may not be effectively applied, affecting the overall quality of communication projects.	The student fails to integrate or apply theoretical concepts effectively in their work. Concepts are either absent or misunderstood, significantly impacting the quality of communication projects.

2	Topic focus	Demonstrates an exceptional overall focus on the chosen topic throughout the assignment or assessment. Maintains topic relevance consistently with clear and relevant content.	Maintains a strong overall focus on the chosen topic in the assignment or assessment. Content is mostly relevant and on-topic..	Adequately maintains an overall focus on the chosen topic but may occasionally deviate from it.	Shows limited overall focus on the chosen topic, with frequent deviations and distractions.	Fails to maintain an overall focus on the chosen topic; content is largely irrelevant or off-topic.
3	Depth of discussion	Demonstrates an exceptional depth of discussion in the assignment or assessment. Provides in-depth analysis, insights, and explores multiple aspects of the topic.	Provides a strong depth of discussion in the assignment or assessment. Offers detailed analysis and insights into the topic.	Provides an adequate depth of discussion but may lack some depth or thoroughness in the analysis.	Shows limited depth of discussion with shallow analysis and minimal exploration of the topic.	Fails to provide a meaningful depth of discussion; discussion is superficial and lacks analysis or insight.
4	Cohesiveness	Demonstrates exceptional cohesiveness in the assignment or assessment. Content is seamlessly organized, flows logically, and transitions effectively between ideas.	Maintains a strong level of cohesiveness in the assignment or assessment. Content is well-organized, with clear transitions between ideas.	Provides a satisfactory level of cohesiveness but may have some minor issues with organization or transitions.	Shows limited cohesiveness, with noticeable issues in content organization and transitions between ideas.	Lacks cohesiveness; content is disjointed, disorganized, and lacks clear transitions between ideas.
5	Spelling & grammar	No spelling &/or grammar mistakes.	minimal spelling or grammar mistakes	noticeable spelling or grammar mistakes	Unacceptable number of spelling and/or grammar mistakes.	the mistakes are so severe that makes it hardly possible to understand.