

MODULE HANDBOOK

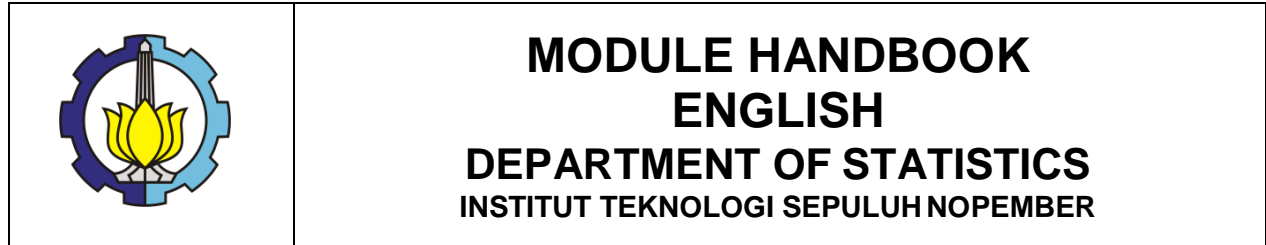
English



UNDERGRADUATE PROGRAM
DEPARTMENT OF STATISTICS

FACULTY OF SCIENCE AND DATA ANALYTICS
INSTITUT TEKNOLOGI SEPULUH NOPEMBER

ENDORSEMENT PAGE



Proses Process	Penanggung Jawab Person in Charge			Tanggal Date
	Nama Name	Jabatan Position	Tandatangan Signature	
Perumus <i>Preparation</i>	Drs. Usman Arief, M.Si	Dosen <i>Lecturer</i>		March 28, 2019
Pemeriksa dan Pengendalian <i>Review and Control</i>	Dra. Endang Susilowati, M. Kes; Ratna Rintaningrum, S.S., M.Ed., Ph.D; Arfan Fahmi, S.S., M.Pd; Umi Trisyanti, S.S., M.Pd; Hermanto, S.S., M.Pd; Adi Suryani, S.S., M.Ed., Ph.D; Dr. Kartika Nuswantara, S.Pd., M.Pd	Tim kurikulum <i>Curriculum team</i>		April 15, 2019
Persetujuan <i>Approval</i>		Koordinator RMK <i>Course Cluster Coordinator</i>		July 17, 2019
Penetapan <i>Determination</i>	Dr. Kartika Fithriasari, M.Si	Kepala Departemen <i>Head of Department</i>		July 30, 2019


MODULE HANDBOOK

ENGLISH

Module name	English	
Module level	Undergraduate	
Code	UG234914	
Course (if applicable)	English	
Semester	6 th or 7 th semester	
Person responsible for the module	Drs. Usman Arief, M.Si	
Lecturer	Drs. Usman Arief, M.Si; Dra. Endang Susilowati, M. Kes; Ratna Rintaningrum, S.S., M.Ed., Ph.D; Arfan Fahmi, S.S., M.Pd; Umi Trisyanti, S.S., M.Pd; Hermanto, S.S., M.Pd; Adi Suryani, S.S., M.Ed., Ph.D; Dr. Kartika Nuswantara, S.Pd., M.Pd	
Language	English	
Relation to curriculum	Undergraduate degree program, mandatory , 6 th or 7 th semester.	
Type of teaching, contact hours	Case Method (12.5%) Team Based Project (25%) Other SCL Methods (62.5%)	
Workload	<ol style="list-style-type: none"> 1. Lectures[L]: 2 x 50 = 100 minutes per week. 2. Exercises and Assignments [EA]: 2 x 60 = 120 minutes (2 hours) per week. 3. Independent Learning [IL]: 2 x 60 = 120 minutes (2 hours) per week. 	
Credit points	2 credit points (sks), Equivalent 3.2 ECTS	
Requirements according to the examination regulations	A student must have attended at least 80% of the lectures to sit in the exams.	
Mandatory prerequisites	-	
Learning outcomes and their corresponding PLOs	<p>CLO 1. Students are able to analyze texts by applying reading strategies effectively.</p> <p>CLO 2. Students are able to write five-paragraph essays by applying the essay writing structure correctly.</p> <p>CLO 3. Students are able to make academic presentations by applying presentation strategies correctly.</p> <p>CLO 4. Students are able to integrate language skills for the needs of preparing for the world of work.</p>	S KU

Content	The English course as an ITS characteristic course is designed to help students integrate English language skills to meet academic needs and language needs in the world of work.
Assessment and its weight	Assignment (35%) Quiz (25%) Project (25%) Cognitive Final Exam (15%)
Media employed	LCD, whiteboard, websites (myITS Classroom), zoom.
Reading list	<p>Main References</p> <ol style="list-style-type: none"> 1. Hogue Ann, Oshima Alice, "Introduction to Academic Writing", Longman, 1997 2. Johnston Susan S, Zukowski Jean/Faust, "Steps to Academic Reading," Heinle, Canada, 2002 3. Mikulecky, Beatrice S, "Advanced Reading Power", Pearson Education, New York, 2007 4. Preiss Sherry, "NorthStar: Listening and Speaking," Pearson Education, New York 2009 5. Becker Lucinda & Joan Van Emden, "Presentation Skills for Students, Palgrave, Macmillan, 2010 <p>Supporting references:</p> <ol style="list-style-type: none"> 1. Becker Lucinda & Joan Van Emden, "Presentation Skills for Students, Palgrave, Macmillan, 2010 2. Bonamy David, "Technical English," Pearson Education, New York, 2011 3. Fellag Linda Robinson, "College Reading," Houghton Mifflin Company, 2006 4. Fuchs Marjorie & Bonner Margaret, "Focus on Grammar; An Integrated Skills Approach," Pearson Education, Inc, 2006 5. Hague Ann, "First Steps in Academic Writing," Addison Wesley Publishing Company, 1996 6. Hockly Nicky & Dudeney Gavin, "How to Teach English with Technology, Pearson Education Limited, 2007 7. Phillipd Deborah, "Longman Preparation Course for the TOEFL Test," Pearson Education, Inc, 2003 8. Root Christine & Blanchard Karen, "Ready to Read Now, Pearson Education, New York, 2005 9. Root Christine & Blanchard Karen, "Ready to Write, Pearson Education, New York, 2003 10. Weissman Jerry, "Presenting to Win, the Art of Telling Your Story, Prentice Hall, 2006

Rencana Pembelajaran Semester Semester Learning Plan

	INSTITUT TEKNOLOGI SEPULUH NOPEMBER FAKULTAS SAINS DAN ANALITIKA DATA STATISTIKA S1 STATISTIKA	Kode Dokumen- Document Code			
RENCANA PEMBELAJARAN SEMESTER SEMESTER LEARNING PLAN					
MATA KULIAH (MK) -Course	KODE-Code	Rumpun MK- Course Group	BOBOT (sks) -Weight	SEMESTER	Tgl Penyusunan -Date
<i>Bahasa Inggris</i>	<i>UG234914</i>		<i>2</i> <i>-</i>	<i>6 atau 7</i>	
PENGESAHAN- AUTHORIZATION	Dosen Pengembang RPS - Developer		Koordinator RMK- Coordinator		Ka Prodi -Head of Study Program
			(Jika ada) Tanda tangan - <i>Signature</i>		Dr. Kartika Fithriasari, M.Si
Capaian Pembelajaran Learning Outcome	CPL-PRODI yang dibebankan pada MK - PLO Charged to the Course				
<i>Sikap Attitude</i>	Mampu menunjukkan sikap dan karakter yang mencerminkan: ketakwaan kepada Tuhan Yang Maha Esa, etika dan integritas, berbudi pekerti luhur, peka dan peduli terhadap masalah sosial dan lingkungan, menghargai perbedaan budaya dan kemajemukan, menjunjung tinggi penegakan hukum, mendahulukan kepentingan bangsa dan masyarakat luas, melalui kreatifitas dan inovasi, eksekusi, kepemimpinan yang kuat, sinergi, dan potensi lain yang dimiliki untuk mencapai hasil yang maksimal. <i>Able to show attitudes and characters that reflect: piety to God Almighty, ethics and integrity, virtuous character, sensitive and caring for social and environmental issues, respecting cultural differences and plurality, upholding law enforcement, prioritizing the interests of the</i>				

		<i>nation and the wider community, through creativity and innovation, externality, strong leadership, synergy, and other potentials possessed to achieve maximum results.</i>															
Keterampilan Umum <i>General skill</i>	Mampu mengkaji dan memanfaatkan ilmu pengetahuan dan teknologi dalam rangka mengaplikasikannya pada bidang keahlian prodi, serta mampu mengambil keputusan secara tepat dari hasil kerja sendiri maupun kerja kelompok dalam bentuk laporan tugas akhir atau bentuk kegiatan pembelajaran lain yang luarannya setara dengan tugas akhir melalui pemikiran logis, kritis, sistematis dan inovatif. <i>Able to study and utilize science and technology in order to apply it to the field of expertise of the study program, and able to make decisions precisely from the results of own work and group work in the form of final project reports or other forms of learning activities whose output is equivalent to the final project through logical, critical, systematic and innovative thinking.</i>																
Capaian Pembelajaran Mata Kuliah (CPMK) – Course Learning Outcomes (CLO)																	
CP MK 1	Mahasiswa mampu menganalisa teks dengan menerapkan strategi membaca secara efektif. <i>Students are able to analyze texts by applying reading strategies effectively.</i>																
CP MK 2	Mahasiswa mampu menulis lima paragraph essay dengan menerapkan struktur penulisan essay dengan benar. <i>Students are able to write five-paragraph essays by applying the essay writing structure correctly.</i>																
CP MK 3	Mahasiswa mampu melakukan presentasi akademik dengan menerapkan strategi presentasi dengan benar. <i>Students are able to make academic presentations by applying presentation strategies correctly.</i>																
CP MK 4	Mahasiswa mampu mengintegrasikan keterampilan berbahasa untuk kebutuhan persiapan menghadapi dunia kerja. <i>Students are able to integrate language skills for the needs of preparing for the world of work.</i>																
Peta CPL – CP MK Map of PLO - CLO	<i>Peta matriks antara CPL dengan CPMK (Sub CP MK) PLO-CLO Matrix</i> <table border="1" data-bbox="376 1098 1079 1278"> <thead> <tr> <th></th> <th>S</th> <th>KU</th> </tr> </thead> <tbody> <tr> <td>CPMK 1</td> <td>√</td> <td>√</td> </tr> <tr> <td>CPMK 2</td> <td>√</td> <td>√</td> </tr> <tr> <td>CPMK 3</td> <td>√</td> <td>√</td> </tr> <tr> <td>CPMK 4</td> <td>√</td> <td>√</td> </tr> </tbody> </table> <p>Catatan: CPL digunakan SN Dikti</p>			S	KU	CPMK 1	√	√	CPMK 2	√	√	CPMK 3	√	√	CPMK 4	√	√
	S	KU															
CPMK 1	√	√															
CPMK 2	√	√															
CPMK 3	√	√															
CPMK 4	√	√															

Diskripsi Singkat MK <i>Course Description</i>	Mata Kuliah Bahasa Inggris sebagai mata kuliah penciri ITS dirancang untuk membantu mahasiswa mengintegrasikan keterampilan bahasa Inggris untuk memenuhi kebutuhan akademik dan kebutuhan kebahasaan di dunia kerja. <i>The English course as an ITS characteristic course is designed to help students integrate English language skills to meet academic needs and language needs in the world of work.</i>
Bahan Kajian: Materi pembelajaran <i>Study Materials</i>	Reading Strategies: Skimming, Scanning, Reading for detail comprehension Vocabulary in context Text Organization/text structure Signal words for text organization Sentence Structure Paragraph Writing Process Essay Writing The Structure of an Essay Writing an Essay References Citation Academic Presentation Planning: Establishing the context Structuring Your Presentation Using Visual Aids Delivering your speech Dos and Don'ts English for Workplace Addressing Selection Criteria Writing Your CV/Resume Writing Your Application At The Interview
Pustaka <i>References</i>	Utama - Main :

1. Hogue Ann, Oshima Alice, "Introduction to Academic Writing", Longman, 1997
2. Johnston Susan S, Zukowski Jean/Faust, "Steps to Academic Reading," Heinle, Canada, 2002
3. Mikulecky, Beatrice S, "Advanced Reading Power", Pearson Education, New York, 2007
4. Fellag Linda Robinson, "College Reading," Houghton Mifflin Company, 2006
5. Hague Ann, "First Steps in Academic Writing," Addison Wesley Publishing Company, 1996
6. Weissman Jerry, "Presenting to Win, the Art of Telling Your Story, Prentice Hall, 2006
7. Becker Lucinda & Joan Van Emden, "Presentation Skills for Students, Palgrave, Macmillan, 2010
8. Barbara Chivers and Michael Shoolbred, *Student's Guide to Presentation, Making Your Presentation Count*, SAGE Publication, 2007
9. Godwin, J. (2014). *Planning Your Essay*. 2nd ed. Basingstoke: Palgrave-MacMillan
10. University of Leicester. (2012). *Writing Essays*. Available from
11. University of Essex. (2008). *How to improve your academic writing*. Available from
12. Cooper, H. and Shoolbred, M. (2016). *Where's your argument?* London: Palgrave.
13. Anderson, L.W., Krathwohl, D.R. 2001. *A Taxonomy for Learning, Teaching, and Assesing: A Revision of Bloom's Taxonomy of Educationl Objectives*. New York: Addison Wesley Longman, Inc.
14. Oshima A. & Hogue, A. *Writing Academic English* (1998) NY: Addison Wesley Longman
15. Anderson, M & Anderson, K. 2003, *Text Types in English 3*, South Yarra: Macmillan Education Australia PTY LTD Macmillan.
16. Jordan, R.R. 2012, *English for Academic Purposes*, Cambridge: Cambridge University Press.
17. Nunan, D. 1999. *Second Language Teaching and Learning*, Heinle & Heinle Publisher Boston.
18. Harmer, J. 2003. *How to Teach English: An Introduction to the Practice of English Language Teaching*. England: Pearson Education Limited.
19. Valerir Ellery, 2005, *Creating Strategic Readers*, Florida: International Reading Association, Inc.
20. Bochner, D. 2007. *Professional English Reader*. Adelaide: School of Humanities, Flinders University
21. Richard J.C. & Renandya W. 2010. *Methodology in Language Teaching*, Cambridge: Cambridge University Press

**Pendukung -
Supporting:**

1. Root Christine & Blanchard Karen, "Ready to Read Now, Pearson Education, New York, 2005
2. Root Christine & Blanchard Karen, "Ready to Write, Pearson Education, New York, 2003
3. Bonamy David, "Technical English," Pearson Education, New York, 2011
4. Fellag Linda Robinson, "College Reading," Houghton Mifflin Company, 2006
5. Fuchs Marjorie & Bonner Margaret, "Focus on Grammar; An Integrated Skills Approach," Pearson Education, Inc, 2006
6. Hague Ann, "First Steps in Academic Writing," Addison Wesley Publishing Company, 1996

Dosen Pengampu <i>Instructors</i>	Dra. Endang Susilowati, M. Kes Ratna Rintaningrum, S.S., M.Ed., Ph.D Arfan Fahmi, S.S., M.Pd Umi Trisyanti, S.S., M.Pd Hermanto, S.S., M.Pd Adi Suryani, S.S., M.Ed., Ph.D Dr. Kartika Nuswantara, S.Pd., M.Pd						
Matakuliah syarat <i>Pre-required subject</i>	Tidak ada - <i>Nothing</i>						
Minggu Ke-meeting	Kemampuan akhir tiap tahapan belajar (Sub-CPMK) <i>Learning outcome</i>	Penilaian - <i>Assessment</i>		Bentuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; <i>Learning methods-time</i>		Materi Pembelajaran <i>References</i>	Bobot Penilaian <i>weight (%)</i>
		Indikator - <i>indicators</i>	Kriteria & Bentuk <i>Criteria & Format</i>				
(1)	(2)	(3)	(4)	Tatap Muka/Luring (5)	Daring (6)	(7)	(8)

1 - 4	<p>CPMK 1: Mahasiswa mampu menganalisa teks dengan menerapkan strategi membaca secara efektif.</p> <p><i>Students are able to analyze texts by applying reading strategies effectively.</i></p> <p>Sub CPMK 1.1: Mampu menerapkan reading strategies scanning, skimming and reading for detail comprehension untuk menganalisa teks.</p> <p><i>Students are able to apply reading strategies scanning, skimming and reading for detail comprehension to analyze text.</i></p>	<p>1.1.1. Mahasiswa mampu menjawab soal/pertanyaan secara lisan dan tulisan dengan benar.</p> <p><i>Students are able to answer questions orally and in writing correctly.</i></p> <p>1.1.2. Mahasiswa mampu memprediksi isi teks.</p> <p><i>Students are able to predict the content of the text.</i></p>	<p>Tes:</p> <p>- Latihan/<i>exercise</i> - Project: Tugas kelompok/Project : Group task (reading report: comprehension, vocabulary in context, text structure, summary: text/note taking: list, column, mind mapping/Table/Diagram) - Kuis/<i>Quiz</i></p>	<ul style="list-style-type: none"> - Kuliah - Diskusi - <i>lecture</i> - <i>discussion</i> <p>(4 x 100 menit)</p>	<ul style="list-style-type: none"> - MyITS Classroom 	<p>Reading Strategies:</p> <p>Skimming: general idea</p> <p>Scanning: specific information</p> <p>reading for detail comprehension: analysing the content of the text, main idea, Predicting connecting (what I already know to what I am reading; previous part to what I am reading Evaluating Asking questions Checking for answer to questions Translating</p> <p>Linguistics elements:</p> <p>Grammatical: sentence structure, clause types, tense</p> <p>Lexical/discourse: reference item,</p>	<p>20%</p>
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		<p>1.1.3. Mahasiswa mampu mengidentifikasi ide/gagasan utama pada tiap paragraph. <i>Students are able to identify the main idea in each paragraph.</i></p> <p>1.1.4. Mahasiswa mampu menjelaskan isi teks secara umum. <i>Students are able to explain the content of the text in general.</i></p> <p>1.1.5. Mahasiswa mampu menjelaskan informasi khusus yang terdapat pada teks. <i>Students are able to explain the special information contained in the text.</i></p> <p>1.1.6. Mahasiswa mampu menjelaskan isi teks secara detil baik secara lisan maupun tertulis.</p>				<p>conjunction, linking expression</p> <p>Vocabulary in context: synonyms, contextual redefinition, what do you mean? (select words with multiple meanings), categorising (which words belong to), prefixes</p> <p>Text Organization/text structure (chronological order, cause and effect, procedure/process, comparison and contrast, critique)</p> <p>Signal words for text organization</p> <p>Punctuation</p> <p>The way sentences are constructed</p> <p>Paragraphing</p>	
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	<p>Sub CPMK 1.2: Mahasiswa mampu mengidentifikasi struktur teks.</p> <p><i>Students are able to identify the structure of the text.</i></p>	<p><i>Students are able to explain the content of the text in detail both orally and in writing.</i></p> <p>1.1.7. Mahasiswa mampu membuat summary dalam bentuk paragraph, atau dalam bentuk diagram, atau tabel. <i>Students are able to make summaries in the form of paragraphs, or in the form of diagrams, or tables.</i></p> <p>1.2.1. Mahasiswa mampu mengidentifikasi signal words pada teks dengan struktur yang berbeda. <i>Students are able to identify signal words in text with different structures.</i></p> <p>1.2.2. Mahasiswa mampu mengidentifikasi struktur teks. <i>Students are able to identify the structure of the text.</i></p> <p>1.2.3. Mahasiswa mampu menganalisa teks, baik dalam bentuk ringkasan</p>				Text (summary)/note taking/diagram/Table	
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		tertulis, diagram, maupun tabel. <i>Students are able to analyze text, both in the form of written summaries, diagrams, and tables.</i>					
5 - 9	<p>CPMK 2: Mahasiswa mampu menulis lima paragraf essay dengan menerapkan struktur penulisan essay secara benar.</p> <p><i>Students are able to write five paragraphs of essays by applying the essay writing structure correctly.</i></p> <p>Sub CPMK 2.1: Mahasiswa mampu menulis kalimat dengan menggunakan Phrases to Clauses dengan benar. <i>Students are able to write sentences using Phrases to Clauses correctly.</i></p> <p>Sub CPMK 2.2: Mahasiswa mampu menggunakan Cohesive devices dalam tulisan dengan benar.</p>	<p>2.1.1. Mahasiswa mampu menulis kalimat dengan menggunakan Phrases to Clauses secara benar. <i>Students are able to write sentences using Phrases to Clauses correctly.</i></p> <p>2.2.1. Mahasiswa mampu menulis kalimat dengan</p>	<p>Tes dan Non tes/Test and non-test: - Sentence structure test - Project: Tugas Kelompok/<i>Group Tasks</i>: Essay Writing</p>	<p>Diskusi kelompok dan simulasi</p> <p><i>Group discussions and simulations</i></p> <p>(5 x 100 menit)</p>	MyITS Classroom	<p>Sentence Structure, types of sentences, clauses types, phrases, cohesive devices, transitions</p> <p>Paragraph What is paragraph? Paragraph organization: Topic sentence Supporting sentences Concluding sentence</p> <p>Writing Process (Stages of Writing) Pre-writing: Step 1: Choose a topic Step 2: Gather ideas Step 3: Organise</p> <p>Drafting (Writing itself): Step 4: Write.</p> <p>Reviewing and Revising</p>	25%

<p><i>Students are able to use Cohesive devices in writing correctly.</i></p> <p>Sub CPMK 2.3: Mahasiswa mampu menulis essay dengan benar <i>Students are able to write essays correctly.</i></p>	<p>menggunakan cohesive devices dalam paragraf. <i>Students are able to write sentences using cohesive devices in paragraphs.</i></p> <p>2.3.1 Mahasiswa mampu menulis thesis statement dalam paragraf essay. <i>Students are able to write a thesis statement in an essay paragraph.</i></p> <p>2.3.2. Mahasiswa mampu menulis sesuai tahap-tahap menulis essay. <i>Students are able to write according to the stages of writing an essay.</i></p> <p>2.3.3. Mahasiswa mampu menulis paragraf introduction untuk sebuah essay. <i>Students are able to write an introduction paragraph for an essay.</i></p> <p>2.3.4. Mahasiswa mampu mengembangkan dan menjelaskan ide/gagasan</p>					<p>Step 5: Review Structure and Content</p> <p>Re-writing Step 6: Revise Structure and content Proofread Make final corrections</p> <p>Essay Writing What is an Essay?</p> <p>The Structure of an Essay Introductory Paragraph: General Introductory Statement Thesis Statement Order of Argument</p> <p>Body: Paragraph 1 Paragraph 2 Paragraph 3 Paragraph 4</p> <p>Conclusion Restate Thesis General Conclusion Final Concluding Statement</p>	
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		<p>utama dan argumen secara tertulis dalam paragraf essay. <i>Students are able to develop and explain the main ideas and arguments in writing in essay paragraphs.</i></p> <p>2.3.5. Mahasiswa mampu menulis kesimpulan dengan cara membuat ringkasan dari ide/gagasan utama, memberikan komen/pandangan tentang ide/gagasan utama yang dikembangkan dalam paragraf essay. <i>Students are able to write conclusions by making a summary of the main idea / idea, providing comments / views on the main idea / ideas developed in the essay paragraph.</i></p> <p>2.3.6. Mahasiswa mampu memilih dan menggunakan referensi dengan benar.</p>				<p>What is a thesis statement? Writing a thesis statement: Connecting thesis statement to the Essay Developing a thesis statement</p> <p>Stages of Essay Writing Writing Generating ideas (Brainstorming ideas) (deciding topic, title, understand the question)</p> <p>Planning (Outlining) Essay: Introduction, Body, Conclusion (how many words each, how many paragraphs)</p> <p>Introductory Paragraph: General Introductory Statement Thesis Statement Order of Argument</p> <p>References Menggunakan buku sebagai referensi, dan cara penulisannya</p>	
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		<p><i>Students are able to choose and use references correctly.</i></p> <p>2.3.7. Mahasiswa mampu melakukan sitasi dengan benar.</p> <p><i>Students are able to do citations correctly.</i></p>				<p>(APA) style / Using a book as a reference, and how it's written (APA) style</p> <p>Springer, C 1999, 'The pleasure of the interface', in <i>Cybersexualities: A Reader on Feminist Theory, Cyborgs and Cyberspace</i>, ed Jenny Wolmark, Edinburgh University Press, Edinburgh, pp. 34-55.</p> <p>Citation</p> <ol style="list-style-type: none"> 1. The author's surname 2. The year of publication 3. The page numbers (only necessary if you make a direct quote or paraphrase an idea from a particular page) <p>Contoh: Smith (1999) indicates that there are significant pockets of deases in country towns.</p>	
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10 - 12	<p>CPMK 3: Mahasiswa mampu melakukan presentasi akademik. <i>Students are able to make academic presentations.</i></p> <p>Sub CPMK 3.1: Mahasiswa mampu menerapkan struktur presentasi akademik dengan baik dan benar. <i>Students are able to apply the structure of academic presentations properly and correctly.</i></p> <p>Sub CPMK 3.2: Mahasiswa mampu menggunakan media presentasi secara efektif. <i>Students are able to use presentation media effectively.</i></p>	<p>3.1.1. Mahasiswa mampu melakukan presentasi akademik dengan menerapkan teknik dan strategi presentasi akademik sesuai struktur presentasi akademik. <i>Students are able to make academic presentations by applying academic presentation techniques and strategies according to the structure of academic presentations.</i></p> <p>3.2.1. Mahasiswa mampu melakukan presentasi dengan menggunakan media presentasi secara efektif. <i>Students are able to make presentations by using presentation media effectively.</i></p>	<p>Non tes/nontest: - Unjuk kerja/tes lisan/ Performance/oral test</p> <p>- <i>Exercise</i> - <i>Assignment</i></p>	<p>- Kuliah - Tutorial</p> <p>- <i>Lecture</i> - <i>Tutorial</i> (3 x 100 menit)</p>	MyITS Classroom	<p>Academic Presentation (3 meetings) Planning: Establishing the context What is the purpose of your presentation? Who is your audience? Where are you going to talk? How long are you going to talk? Are you going to talk as a part of group or not?</p> <p>Structuring Your Presentation Introduction Reveal the topic of your speech Establish credibility and goodwill Relate everything to the audience The Main Body Build your main body around 3 main ideas Link your main points together through what are known as 'connective' The Conclusion</p>	20%
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						<p>Using Visual Aids Ppt handouts</p> <p>Delivering your speech Practice not reading your speech Reshape your written information for the public presentation</p> <p>Dos and Don'ts</p> <p>Presentation Assessment</p>	
14 - 15	<p>CPMK 4: Mahasiswa mampu mengintegrasikan keterampilan berbahasa untuk kebutuhan persiapan menghadapi dunia kerja.</p> <p><i>Students are able to integrate language skills for the needs of preparing for the world of work.</i></p> <p>Sub CPMK 4.1: Mahasiswa mampu menulis Curriculum vitae/personal profile dengan benar dan menarik. <i>Students are able to write a Curriculum vitae / personal</i></p>	<p>4.1.1. Mahasiswa mampu menulis curriculum vitae/personal profile dengan benar dan menarik. <i>Students are able to write a curriculum vitae / personal</i></p>	<p>- Latihan - Tugas Individu: membuat CV Exercise - Individual Task: create a CV</p> <p>- <i>Exercise: role play interview</i> - <i>Assignment</i></p> <p>Project: Tugas kelompok video interview/ <i>Project: Group video interview assignment</i></p>	<p>Kuliah Tutorial (4 x 100 menit)</p>	<p>MyITS Classroom</p>	<p>English for Workplace Addressing Selection Criteria Near the end of your degree: Top Tips Your Career Success What are selection criteria? Examples of selection criteria instruction Examples of criteria and how to address Responses to the criteria</p> <p>Writing Your CV/Resume</p>	20%

	<p><i>profile correctly and interestingly.</i></p> <p>Sub CPMK 4.2: Mahasiswa mampu menulis surat lamaran pekerjaan dengan benar. <i>Students are able to write a job application letter correctly.</i></p> <p>Sub CPMK 4.3: Mahasiswa mampu menghadapi wawancara kerja. <i>Students are able to deal with job interviews.</i></p>	<p><i>profile correctly and interestingly.</i></p> <p>4.2.1. Mahasiswa mampu membuat surat lamaran pekerjaan dengan benar. <i>Students are able to carry out job interviews correctly.</i></p> <p>4.3.1. Mahasiswa mampu melaksanakan wawancara kerja dengan benar. <i>Students are able to carry out job interviews correctly.</i></p>				<p>Step 1: Define who you are through self-assessment Step 2: Research the employer and what they are looking for Step 3: Match yourself to the Employer's requirement Step 4: Plan the resume structure and what information to include Step 5: Present your resume professionally Step 6: Create the content of your resume</p> <p>Writing Your Application What is a letter of application? Points to remember Some DON'T'S A sample letter of application format Writing your application</p> <p>At The Interview Types of interview Presenting a professional image What happens at the interview</p>	
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						Your body language and the job interview The STAR method After the interview The telephone/video interview The Panel interview How would you answer More practice	
16	<i>UAS / Evaluasi Akhir Semester – Final Exam</i>						15%