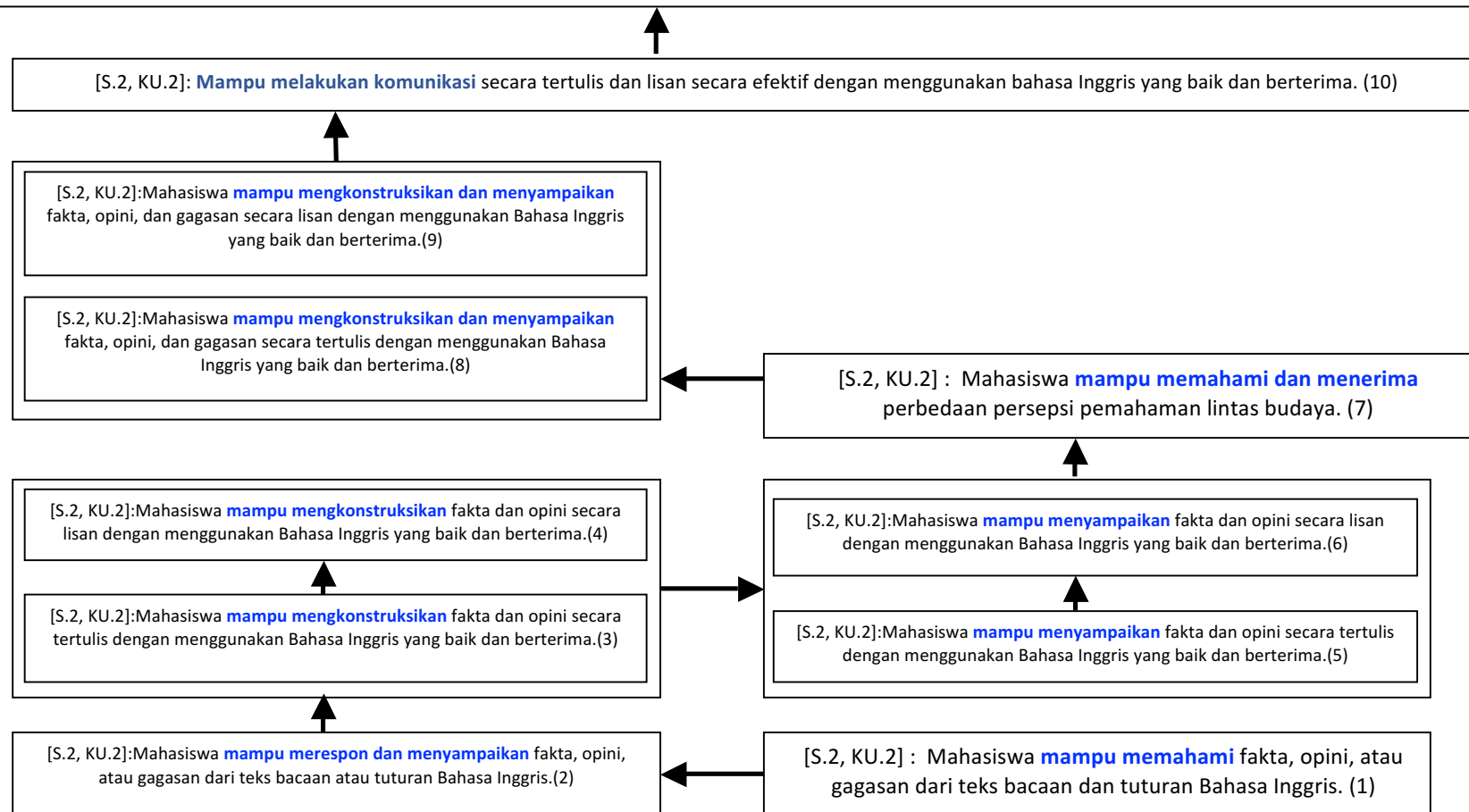**Mata kuliah: BAHASA INGGRIS I (LUH1B2/2SKS / Semester 1 atau Semester 2**

CAPAIAN PEMBELAJARAN LULUSAN PRODI:
1. **Mampu memahami dan menyampaikan** informasi dari teks bacaan atau tuturan bahasa Inggris dengan menggunakan bahasa Inggris yang baik dan berterima.
2. **Mampu memahami dan menerima** perbedaan persepsi pemahaman lintas budaya (CCU).
3. **Mampu mengkonstruksikan** fakta, opini, dan gagasan dengan menggunakan bahasa Inggris yang baik dan berterima.
4. **Mampu melakukan komunikasi** secara tertulis dan lisan secara efektif dengan menggunakan bahasa Inggris yang baik dan berterima.

[S.2, KU.2]: **Mampu melakukan komunikasi** secara tertulis dan lisan secara efektif dengan menggunakan bahasa Inggris yang baik dan berterima. (10)

[S.2, KU.2]:Mahasiswa **mampu mengkonstruksikan dan menyampaikan** fakta, opini, dan gagasan secara lisan dengan menggunakan Bahasa Inggris yang baik dan berterima.(9)

[S.2, KU.2]:Mahasiswa **mampu mengkonstruksikan dan menyampaikan** fakta, opini, dan gagasan secara tertulis dengan menggunakan Bahasa Inggris yang baik dan berterima.(8)

[S.2, KU.2] : Mahasiswa **mampu memahami dan menerima** perbedaan persepsi pemahaman lintas budaya. (7)

[S.2, KU.2]:Mahasiswa **mampu mengkonstruksikan** fakta dan opini secara lisan dengan menggunakan Bahasa Inggris yang baik dan berterima.(4)

[S.2, KU.2]:Mahasiswa **mampu mengkonstruksikan** fakta dan opini secara tertulis dengan menggunakan Bahasa Inggris yang baik dan berterima.(3)

[S.2, KU.2]:Mahasiswa **mampu menyampaikan** fakta dan opini secara lisan dengan menggunakan Bahasa Inggris yang baik dan berterima.(6)

[S.2, KU.2]:Mahasiswa **mampu menyampaikan** fakta dan opini secara tertulis dengan menggunakan Bahasa Inggris yang baik dan berterima.(5)

[S.2, KU.2]:Mahasiswa **mampu merespon dan menyampaikan** fakta, opini, atau gagasan dari teks bacaan atau tuturan Bahasa Inggris.(2)

[S.2, KU.2] : Mahasiswa **mampu memahami** fakta, opini, atau gagasan dari teks bacaan dan tuturan Bahasa Inggris. (1)

Garis Entry Behavior

RENCANA PEMBELAJARAN SEMESTER **SEMUA PROGRAM STUDI** **SEMUA FAKULTAS**						
MATA KULIAH		**KODE**	**Rumpun MK**	**BOBOT (sks)**		**SEMESTER**	**Direvisi**
Bahasa Inggris 1		**LUH1B2**	PPDU (UMUM)	T=1	P=1	1 atau 2	16 Juni 2016
OTORISASI		**Pengembang RPS**		**Ketua PPDU**		**Direktur Akademik**
		Ima Normalia Kusmayanti, S.S., M.Pd.		**Dra. Endang Budiasih, M.T.**		**Ir. Christanto Triwibisono, M.M.**

Capaian Pembelajaran (CP)

CP-MK

Mahasiswa:

1. Mampu memahami dan menyampaikan informasi dari teks bacaan dan tuturan bahasa Inggris dengan menggunakan bahasa Inggris yang baik dan berterima.
2. Mampu memahami dan menerima perbedaan persepsi pemahaman lintas budaya (CCU).
3. Mampu mengkonstruksikan fakta, opini, dan gagasan dengan menggunakan bahasa Inggris yang baik dan berterima.
4. Mampu melakukan komunikasi secara tertulis dan lisan secara efektif dengan menggunakan bahasa Inggris yang baik dan berterima.

Sub-CP-MK

Mahasiswa:

1. Mampu memahami fakta, opini, dan gagasan dari teks bacaan atau tuturan Bahasa Inggris;
2. Mampu merespon dan menyampaikan fakta, opini, dan gagasan dari teks bacaan atau tuturan Bahasa Inggris;
3. Mampu mengkonstruksikan fakta dan opini secara tertulis dengan menggunakan Bahasa Inggris yang baik dan berterima;
4. Mampu mengkonstruksikan fakta dan opini secara lisan dengan menggunakan Bahasa Inggris yang baik dan berterima;
5. Mampu menyampaikan fakta dan opini secara tertulis dengan menggunakan Bahasa Inggris yang baik dan berterima;
6. Mampu menyampaikan fakta dan opini secara lisan dengan menggunakan Bahasa Inggris yang baik dan berterima;
7. Mampu memahami dan menerima perbedaan persepsi pemahaman lintas budaya;
8. Mampu mengkonstruksikan dan menyampaikan fakta, opini, dan gagasan secara tertulis dengan menggunakan Bahasa Inggris yang baik dan berterima;
9. Mampu mengkonstruksikan dan menyampaikan fakta, opini, dan gagasan secara lisan dengan menggunakan Bahasa Inggris yang baik dan berterima;

	10. Mampu melakukan komunikasi secara tertulis dan lisan secara efektif dengan menggunakan bahasa Inggris yang baik dan berterima.
Diskripsi Singkat MK	Mata Kuliah Bahasa Inggris I (*General English*) termasuk kedalam kelompok Perkuliahan Dasar Umum (PPDU) sebagai mata kuliah yang mendukung kompetensi kemampuan berkomunikasi. Mata kuliah ini membekali mahasiswa untuk dapat mengembangkan kemampuan dasar bahasa Inggris yang mencakup memahami, menyampaikan, mengkonstruksikan, dan mengkomunikasikan fakta, opini, dan gagasan dalam bahasa Inggris yang baik dan berterima. Mahasiwa pun diharapkan dapat memahami dan menerima perbedaan persepsi dalam pemahaman lintas budaya.
Pustaka	**Utama :** 1. Jones, L. (2013). *Let's Talk 1.* 28th Edition. Cambridge: Cambridge University Press 2. Kusmayanti, et.al. (2016). *English Conversation: Advanced*. Bandung: Language Center of Telkom University. 3. Redman, S. (2012). *English Vocabulary in Use: Pre-Intermediate and Intermediate.* Cambridge: Cambridge University Press. 4. https://www.teachingenglish.org.uk/teaching-teens/resources 5. http://www.elllo.org **Pendukung :** 1. Hofstede, G., Hostede, G.J., and Minkov, M. (2010). *Cultures and Organizations: Software of the Mind, Intercultural Cooperation and Its Importance for Survival*. New York: McGraw-Hill. 2. LeBeau C. & Harrington, D. (2006). *Discussion: Process and Principles.* Oregon: Language Solution, Inc. 3. LeBeau, C. & Harrington, D. (2003). *Getting Ready for Speech: A Beginner Guide to Public Speaking.* Oregon: Language Solution, Inc.
Media Pembelajaran	**Software :**	**Hardware :**
	Edmodo, Altissia, Glogster, Gmail, Facebook	PC atau laptop dilengkapi dengan koneksi internet dan LCD Projector.
Team Teaching	INK, FLO, RTH, FPS, DIR, ISK, ARS, YNG, SNB, YEL, PWT, RFN, LSK, WDY, PRE, EMA, SKY, AZI, SNA, MTN, NDH, DHL, TNT, WHE, ZKL, GTK, NRC, MAU, IFM, RLA, REW, AAE, LSI, NER, INR, DRR, RSI, PEE, MAD, ASH, MRJ, EDV, IWI, JRH
Matakuliah Syarat	-

Mg Ke-	Kemampuan Akhir Sesuai tahapan belajar (Sub-CP-MK)	Materi Pembelajaran [Pustaka]	Metode Pembelajaran [Estimasi Waktu]	Asesmen		Bobot (%)
				Indikator	Bentuk	
TALKING ABOUT PERSONAL CHARACTERISTICS AND FEELINGS						
1. Mahasiswa mampu memahami fakta, opini, dan gagasan dari teks bacaan atau tuturan Bahasa Inggris;						
2. Mahasiswa mampu merespon dan menyampaikan fakta, opini, dan gagasan dari teks bacaan atau tuturan Bahasa Inggris;						
3. Mahasiswa mampu mengkonstruksikan fakta dan opini secara tertulis atau lisan dengan menggunakan Bahasa Inggris yang baik dan berterima;						
4. Mahasiswa mampu menyampaikan fakta dan opini secara tertulis atau lisan dengan menggunakan Bahasa Inggris yang baik dan berterima;						
5. Mahasiswa mampu memahami dan menerima perbedaan persepsi pemahaman lintas budaya.						

1,2	• Mahasiswa mampu memahami fakta, opini, dan gagasan dari teks bacaan atau tuturan Bahasa Inggris;
	• Mahasiswa mampu merespon dan menyampaikan fakta, opini, dan gagasan dari teks bacaan atau tuturan Bahasa Inggris;
	• Mahasiswa mampu mengkonstruksikan fakta secara tertulis atau lisan dengan menggunakan Bahasa Inggris yang baik dan berterima;
	• Mahasiswa mampu menyampaikan fakta secara tertulis atau lisan dengan menggunakan Bahasa Inggris yang baik dan berterima
	• Mahasiswa mampu memahami dan
		a. *Topic 1: Personal Characteristics*
		b. *Topic 2: Feelings toward Certain Situations*
		c. *CCU 1: Individualism vs. Collectivism*
		d. *CCU 2: Restraint vs. Indulgence*
		e. *Vocabulary 1: Negative adjective (un-, im-, dis-)*
		f. *Vocabulary 2: positive adjective (-ful, -ed, -ous)*
		g. *Grammar 1: Complete Sentences*
		h. *Grammar 2: Word Order*
		(Pustaka: 1 (Unit 1, Unit 2); 3 (Unit 11, Unit 12)
			-Lecture
			-Cooperative Learning
			  a. Choral Group
			  b. Small Group: Gap Filling
			  c. Small Group: Sharing Sessions
			[TM: 2x(2x50")]
			[P:1x(2x50")]
				o **Content Tugas 1**: Poster tentang "all about me"	Non-Tes :
					o Lembar kerja *gap filling*; [kejelasan dan kelengkapan]
					o Rubrik penilaian *"Creating Poster"*
					o Rubrik penilaian *"Effort and Participation"*
						10%

		menerima perbedaan persepsi pemahaman lintas budaya					

TELLING ABOUT FAMILY MEMBERS AND BEST FRIENDS

1. Mahasiswa mampu memahami fakta, opini, dan gagasan dari teks bacaan atau tuturan Bahasa Inggris;
2. Mahasiswa mampu merespon dan menyampaikan fakta, opini, dan gagasan dari teks bacaan atau tuturan Bahasa Inggris;
3. Mahasiswa mampu mengkonstruksikan fakta dan opini secara tertulis atau lisan dengan menggunakan Bahasa Inggris yang baik dan berterima;
4. Mahasiswa mampu menyampaikan fakta dan opini secara tertulis atau lisan dengan menggunakan Bahasa Inggris yang baik dan berterima;
5. Mahasiswa mampu memahami dan menerima perbedaan persepsi pemahaman lintas budaya.

3, 4	• Mahasiswa mampu memahami fakta, opini, dan gagasan dari teks bacaan atau tuturan Bahasa Inggris; • Mahasiswa mampu merespon dan menyampaikan fakta, opini, dan gagasan dari teks bacaan atau tuturan Bahasa Inggris; • Mahasiswa mampu mengkonstruksikan fakta dan opini secara tertulis atau lisan dengan menggunakan Bahasa Inggris yang baik dan berterima; • Mahasiswa mampu menyampaikan fakta dan opini secara tertulis atau lisan dengan menggunakan Bahasa Inggris yang baik dan berterima; • Mahasiswa mampu memahami dan menerima perbedaan	a. *Topic 1: Family Members* b. *Topic 2: Best Friends* c. *CCU 1: Masculinity vs. Femininity* d. *CCU 2: Long Term vs. Short Term* e. *Vocabulary 1: Negative adjective (un-, im-, dis-)* f. *Vocabulary 2: positive feeling (-ful, -ed, -ous)* g. *Grammar 1: Stating Advantages and Disadvantages* h. *Grammar 2: Comparing and Contrasting* **(Pustaka: 1 (Unit 4); 2 (Unit 1); 3 (Unit 13)**	-*Lecture* -*Cooperative Learning* *a. Small Group: Pass the Question* *b. Small Group: Play Trivia* *c. Reflective Writing and Speaking (Gibbs's Reflective Cycle)* **[TM: 2x(2x50")]** **[P:1x(2x50")]** **[BM:1x(1x50")]**	o **Content Tugas 2**: Cerita tentang orang yang paling disayangi	Non-Tes : o Rekam video o Rubrik penilaian *"Video Making"*	**10%**

		persepsi pemahaman lintas budaya.					

PERFORMING DIALOGUE

1. Mahasiswa mampu mengkonstruksikan dan menyampaikan fakta dan opini secara lisan dengan menggunakan Bahasa Inggris yang baik dan berterima;
2. Mahasiswa mampu menerima perbedaan persepsi pemahaman lintas budaya.

5,6	• Mahasiswa mampu mengkonstruksikan dan menyampaikan fakta dan opini secara lisan dengan menggunakan Bahasa Inggris yang baik dan berterima; • Mahasiswa mampu menerima perbedaan persepsi pemahaman lintas budaya.	Materi pertemuan 1-4. Topik dialog disesuaikan dengan pilihan mahasiswa.	*Dialogue Performance* **[BM:1x(2x50")]** **[P:2x(2x50")]**	○ Mampu berinteraksi aktif dalam dialog dengan rekan sebaya. ○ Mampu menghargai dan membantu rekan sebaya.	○ *Authentic Assessment: Paired Dialogue* ○ *Rubric "Self-Evaluation"* ○ *Rubric "Dialogue Performance"* ○ Skor ECCT	**30 %**

8-9	**Evaluasi Tengah Semester (Evaluasi formatif yg dimaksudkan untuk melakukan perbaikan pembelajaran berdasarkan assessment yang telah dilakukan). UTS dilaksanakan pada minggu ke-5 dan ke-6. Hal ini dilakukan karena tujuan utama Bahasa Inggris 1 adalah mengasah kemampuan komunikasi lisan mahasiswa.**

DISCUSSING ENTERTAINMENT, PEOPLE, AND FUTURE WORLD

1. Mahasiswa mampu memahami dan merespon fakta, opini, dan gagasan dari teks bacaan atau tuturan Bahasa Inggris;
2. Mahasiswa mampu mengkonstruksikan fakta, opini, dan gagasan secara tertulis atau lisan dengan menggunakan Bahasa Inggris yang baik dan berterima;
3. Mahasiswa mampu menyampaikan fakta, opini, dan gagasan secara tertulis atau lisan dengan menggunakan Bahasa Inggris yang baik dan berterima;
4. Mahasiswa mampu memahami dan menerima perbedaan persepsi pemahaman lintas budaya.

7, 9, 10	• Mahasiswa mampu memahami dan merespon fakta, opini, dan gagasan dari teks bacaan atau tuturan Bahasa Inggris; • Mahasiswa mampu mengkonstruksikan	a. *Topic 1: Entertainment* b. *Topic 2: People* c. *Topic 3: Future World* d. *CCU 1: Masculinity and Femininity* e. *CCU 2: Power Distance* f. *CCU 3: Certainty and Uncertainty*	-Lecture -Discovery Learning a. *Small Group: Word Association* b. *Small Group: Role Play* -Cooperative Learning a. *Small Group: Discussion* b. *Small Group: Chain Story*	○ **Content Tugas 3**: Rangkuman dan ulasan tentang film. ○ **Content Tugas 4**: Cerita berantai	○ *Rubric "Movie Review"* ○ *Rubric "Story Telling"* ○ *Rubric "Group Work Rating Scale"*	**20%**

	fakta, opini, dan gagasan secara tertulis atau lisan dengan menggunakan Bahasa Inggris yang baik dan berterima; • Mahasiswa mampu menyampaikan fakta, opini, dan gagasan secara tertulis atau lisan dengan menggunakan Bahasa Inggris yang baik dan berterima; • Mahasiswa mampu memahami dan menerima perbedaan persepsi pemahaman lintas budaya.	g. *Vocabulary 1: Negative adjective (un-, im-, dis-)* h. *Vocabulary 2: positive feeling (-ful, -ed, -ous)* i. *Grammar 1: Comparing and Contrasting* j. *Grammar 2: Stating Opinions* k. *Grammar 3: Making Predictions* **(Pustaka: 1 (Unit 13, Unit 16); 2 (Unit 5, Unit 8); 3 (Unit 44)**	*Telling* **[TM: 3x(2x50")]** **[P:2x(2x50")]** **[BM:1x(1x50")]**			

CONDUCTING INTERVIEW
1. Mampu melakukan komunikasi secara tertulis dan lisan secara efektif dengan menggunakan bahasa Inggris yang baik dan berterima.
2. Mahasiswa mampu menerima perbedaan persepsi pemahaman lintas budaya.

11, 12, 13	• Mampu melakukan komunikasi lisan secara efektif dengan menggunakan bahasa Inggris yang baik dan berterima. • Mahasiswa mampu menerima perbedaan persepsi pemahaman lintas budaya.	Materi pertemuan 1-10. Topik ditentukan oleh dosen.	*Dialogue Performance* **[TM: 3x(2x50")]** **[BM:3x(2x50")]** **[P:3x(2x50")]**	o Mampu merespon dan berinteraksi aktif dalam percakapan bersama dosen. o Mampu menunjukan pemahaman lintas budaya.	o *Authentic Assessment: Individual Interview* o *Rubric "Speaking Performance"* o *Rubric "Cross Cultural Understanding"*	**15%**
14	• Mampu melakukan komunikasi tertulis	Materi pertemuan 1-10. Topik disesuaikan dengan pilihan	**[TM: 1x(2x50")]** **[P:1x(2x50")]**	o Mampu melakukan komunikasi tertulis.	o *Rubric "Reflective Writing"*	**15-30%**

				o Mampu menunjukan pemahaman lintas budaya dalam bentuk tulisan.	o LaC Membership Activities	
	secara efektif dengan menggunakan bahasa Inggris yang baik dan berterima. • Mahasiswa mampu menerima perbedaan persepsi pemahaman lintas budaya	mahasiswa.				
15-16	**Evaluasi Akhir Semester (Evaluasi yg dimaksudkan untuk mengetahui capaian akhir hasil belajar mahasiswa)**					

Catatan : 1 sks = (50' TM + 50' PT + 60' BM)/Minggu   BM = Belajar Mandiri   T = Teori (aspek ilmu pengetahuan)

TM = Tatap Muka (Kuliah)   PS = Praktikum Simulasi (1sks=2,76 jam/minggu)   P = Praktek (aspek ketrampilan kerja)

PT = Penugasan Terstruktur.   PL = Praktikum Langsung (1 sks = 2,76 jam/minggu)

SILABUS

Mata Kuliah : **BAHASA INGGRIS I (GENERAL ENGLISH)**
Kode/bobot/Semester : **LUH1B2 / 2 SKS / 1 atau 2**

Capaian Pembelajaran Matakuliah (CP-MK):

Setelah mengikuti matakuliah ini mahasiswa:
1. Mampu memahami dan menyampaikan informasi dari teks bacaan atau tuturan bahasa Inggris dengan menggunakan bahasa Inggris yang baik dan berterima.
2. Mampu memahami dan menerima perbedaan persepsi pemahaman lintas budaya (CCU).
3. Mampu mengkonstruksikan fakta, opini, dan gagasan dengan menggunakan bahasa Inggris yang baik dan berterima.
4. Mampu melakukan komunikasi secara tertulis dan lisan secara efektif dengan menggunakan bahasa Inggris yang baik dan berterima

Kemampuan yang direncanakan tiap tahapan belajar (Sub-CP-MK):

Setelah mengikuti matakuliah ini mahasiswa:
1. Mampu memahami fakta, opini, dan gagasan dari teks bacaan atau tuturan Bahasa Inggris;
2. Mampu merespon dan menyampaikan fakta, opini, dan gagasan dari teks bacaan atau tuturan Bahasa Inggris;
3. Mampu mengkonstruksikan fakta dan opini secara tertulis dengan menggunakan Bahasa Inggris yang baik dan berterima;
4. Mampu mengkonstruksikan fakta dan opini secara lisan dengan menggunakan Bahasa Inggris yang baik dan berterima;
5. Mampu menyampaikan fakta dan opini secara tertulis dengan menggunakan Bahasa Inggris yang baik dan berterima;
6. Mampu menyampaikan fakta dan opini secara lisan dengan menggunakan Bahasa Inggris yang baik dan berterima;
7. Mampu memahami dan menerima perbedaan persepsi pemahaman lintas budaya;
8. Mampu mengkonstruksikan dan menyampaikan fakta, opini, dan gagasan secara tertulis dengan menggunakan Bahasa Inggris yang baik dan berterima;
9. Mampu mengkonstruksikan dan menyampaikan fakta, opini, dan gagasan secara lisan dengan menggunakan Bahasa Inggris yang baik dan berterima;
10. Mampu melakukan komunikasi secara tertulis dan lisan secara efektif dengan menggunakan bahasa Inggris yang baik dan berterima.

Pokok Bahasan (*Subject Matter*):

Mata Kuliah Bahasa Inggris I membekali mahasiswa untuk dapat mengembangkan kemampuan dasar bahasa Inggris yang mencakup memahami, menyampaikan, mengkonstruksikan, dan mengkomunikasikan fakta, opini, dan gagasan dalam bahasa Inggris yang baik dan berterima. Mahasiwa pun diharapkan dapat memahami dan menerima perbedaan persepsi dalam pemahaman lintas budaya. Topik-topik yang dibahas di kelas meliputi *personal characteristics, feelings toward something, family members, best friends, entertainment, people,* dan *future world.*

Pustaka Utama:

1. Jones, L. (2013). *Let's Talk 1.* 28th Edition. Cambridge: Cambridge University Press
2. Kusmayanti, et.al. (2016). *English Conversation: Advanced*. Bandung: Language Center of Telkom University.
3. Redman, S. (2012). *English Vocabulary in Use: Pre-Intermediate and Intermediate.* Cambridge: Cambridge University Press.
4. https://www.teachingenglish.org.uk/teaching-teens/resources

5. http://www.elllo.org

Pustaka Penunjang :

1. Hofstede, G., Hostede, G.J., and Minkov, M. (2010). *Cultures and Organizations: Software of the Mind, Intercultural Cooperation and Its Importance for Survival*. New York: McGraw-Hill.
2. LeBeau C. & Harrington, D. (2006). *Discussion: Process and Principles.* Oregon: Language Solution, Inc.
3. LeBeau, C. & Harrington, D. (2003). *Getting Ready for Speech: A Beginner Guide to Public Speaking.* Oregon: Language Solution, Inc.

Deskripsi Tugas 1

Mata Kuliah: Bahasa Inggris I (General English)

Semester: 1 atau 2

Minggu Ke: 1 Tugas Ke-: 1

1. **Tujuan Tugas:** Mampu melakukan komunikasi secara tulisan dengan menggunakan Bahasa Inggris yang baik dan berterima.
2. **Uraian Tugas:** Mahasiswa membuat poster tentang diri mereka masing-masing.
   a. **Objek garapan**: *personal characteristics (best qualities: biography, famous works, achievements)*
   b. **Yang harus dikerjakan dan batasan-batasan**: Mahasiswa merangkum tentang diri mereka masing-masing dan memvisualisasikannya melalui poster berwarna.
   c. **Metode/cara mengerjakan, acuan yang digunakan**: Mahasiswa dapat menggunakan ragam aplikasi untuk membuat poster yang memuat tentang *personal characteristics* mereka. Contoh dapat dilihat di http://kusmayanti.edu.glogster.com/imas-biography
   d. **Deskripsi luaran tugas yang dihasilkan/dikerjakan**: softfile poster dalam bentuk pdf atau jpg.
3. **Kriteria Penilaian**

Poster Rubric

Criteria	1	2-3	4-5	6-7	8-10
Task Completion	Late for more than one week, but still has all elements.	Late for less than one week, but has all elements.	Late for less than one day, but has all elements.	Late for less than one hour and has all elements.	On time and has all elements.
Font, Color, Layout	Not readable, not contrast, not eye-catching	Readable, but not contrast or contrast but not readable, and not eye-catching	Readable, but not good contrast, and not really eye-catching	Readable, good contrast, and somewhat eye-catching	Readable, excellent contrast, and really eye-catching
Language Use	• Too many language errors. • Causing misunderstanding	• Representing irrelevant message to the task. • 7-8 language errors	• Only partial message being delivered. • 5-6 errors. Somewhat confusing	• Somewhat representing the message related to the task. • 3-4 error. Still understandable.	• Representing the message related to the task. • 1-2 errors. Still understandable.

Effort and Participation Rubric

Criteria	1	2	3	4	5

Effort	• Very little effort • Poor & unfinished projects • Assignments almost always late	• Inconsistent effort • Partially or barely adequate completion of projects • Assignments frequently late	• Good effort • Generally completes projects with care • Assignments completed mostly on time	• Makes a very good, consistent effort • Completes projects with thoroughness • Assignments consistently completed on time	• Works to the best of their ability • Produces a high quality finished product • Assignments always completed on time
Contribution	• Impedes the learning of others • Questions/ comments often distract from learning • Group work often disrupted	• Rarely asks questions or offers ideas in class • Seldom contributes to group work	• Offers ideas and asks questions on occasion which help to clarify discussion for self • Good group work skills	• Offers ideas and asks questions in class which help to clarify discussion for all • Very good group work skills	• Consistently offers ideas and asks questions that clarify and extend discussions for all • Superior leadership qualities • Excellent group work skills
Attentiveness	• Almost never on task • Very little focus • Does not listen when others talk and interrupts when others speak	• Often not on task • Inconsistent focus • Listens inconsistently when others talk and will rarely have anything to add	• Regularly on task • Generally focused • Listens when others talk and will on occasion have something to add • Listens to remember	• Mostly on task • Often focused • Listens when others talk and will offer additional input • Listens for understanding	• Consistently on task • Very focused • Listens when others talk and will often incorporate/build on ideas of others • Listens for understanding and relevance
Attitude	• Often disrespectful to peers and teacher • Often makes inappropriate comments or questions only to challenge	• Shows inconsistent respect for peers and teacher • Occasionally makes inappropriate comments	• Generally shows respect for peers and teacher • Questions sometimes don't demonstrate respect intended	• Shows respect for peers and teacher most of the time • On occasion questions ideas in respectful way	• Consistently shows respect for peers and teacher • Often questions or challenges ideas in respectful way

Deskripsi Tugas 2

Mata Kuliah: Bahasa Inggris I (General English)

Semester: 1 atau 2

Minggu Ke: 4 Tugas Ke-: 2

1. **Tujuan Tugas:** Mampu melakukan komunikasi secara lisan dengan menggunakan Bahasa Inggris yang baik dan berterima.
2. **Uraian Tugas:** Mahasiswa bercerita tentang orang yang paling disayangi (anggota keluarganya atau teman baiknya).
    a. Objek garapan: *Family Members or Best Friends (advantages and disadvantages of having them, how they get along, how they resolve disputes)*
    b. Yang harus dikerjakan dan batasan-batasan: Mahasiswa bercerita tentang orang yang paling disayangi dan memvisualisasikannya melalui video berdurasi 1-5 menit.
    c. Metode/cara mengerjakan, acuan yang digunakan: Mahasiswa dapat menggunakan ragam aplikasi untuk membuat video tentang cerita orang yang paling disayangi. Contoh dapat dilihat di https://www.youtube.com/watch?v=beuvyZfBFGQ.
    d. Deskripsi luaran tugas yang dihasilkan/dikerjakan: softfile video dikirim ke akun jejaring sosial atau email dalam bentuk mp4 atau diupload di youtube.
3. **Kriteria Penilaian**

Video Rubric

Criteria	1	2-3	4-5	6-7	8-10
Organization of Idea	Ideas presented are difficult to follow	Most ideas presented are difficult to follow	Some ideas presented are difficult to follow.	Most of the ideas presented are still easy to follow.	The ideas presented are easy to follow.
Language Use	• Too many language errors. • Causing misunderstanding	• Representing irrelevant message to the task. • 7-8 language errors	• Only partial message being delivered. • 5-6 errors. Somewhat confusing	• Somewhat representing the message related to the task. • 3-4 error. Still understandable.	• Representing the message related to the task. • 1-2 errors. Still understandable.
Visual & Audio	All parts of the video have unclear visual & audio	Most parts of the video have unclear visual & audio	Some parts of the video have unclear visual & audio	has somewhat clear visual & audio	has excellent visual & audio
Task Completion	Late for more than one week, but still has all elements.	Late for less than one week, but has all elements.	Late for less than one day, but has all elements.	Late for less than one hour and has all elements.	On time and has all elements.

Deskripsi Tugas 3

Mata Kuliah: Bahasa Inggris I (General English)

Semester: 1 atau 2

Minggu Ke: 7 Tugas Ke-: 3

1. **Tujuan Tugas:** Mampu melakukan komunikasi secara tulisan dengan menggunakan Bahasa Inggris yang baik dan berterima
2. **Uraian Tugas:** Mahasiswa menulis resensi dan mereview film secara kreatif.
    a. Objek garapan: *Favorite Movies or TV Shows (what the movie is about, lesson being learned, the reason why this movie should be on the top list)*
    b. Yang harus dikerjakan dan batasan-batasan: Mahasiswa menulis resensi dan review film dengan 150-250 kata dan dapat menambahkan dekorasi terkait film yang dipilih.

c. Metode/cara mengerjakan, acuan yang digunakan: Mahasiswa menuliskan resensi dan review secara individu. Tugas dapat dilakukan di dalam kelas atau dikerjakan di rumah. Contoh dapat dilihat http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice/film-review.

d. Deskripsi luaran tugas yang dihasilkan/dikerjakan: printed review. Mahasiswa dengan hasil karya terbaik, akan mendapatkan apresiasi. Tulisan mahasiswa dapat di display di mading Pusat Bahasa Universitas Telkom selama 2 semester.

3. **Kriteria Penilaian**

Movie Review Rubric

Criteria	1	2-3	4-5	6-7	8-10
Focus	What was this assignment about? You aren't quite sure…at least in your writing.	Your opinion might not be obvious. You basically just tell me what the movie is about. You miss the point of the assignment.	Your opinion is obvious but you might reference other stuff (other movies, actors, etc…)	Your entire paper is about the movie. You have one opinion and you mostly stick to it!	Your entire paper is about the movie. You have one opinion and you STICK TO IT! Everything is related to your opinion.
Details	You don't use ANY details to support your point. (This movie was good because I liked it.)	You don't use a lot of examples, but you do reference the movie in your support.	You use some examples from the movie to emphasize your point.	You give some details about the movie. You use some examples to emphasize your point.	You give a lot of details about the movie. You use a lot of examples from the movie to emphasize your point.
Summary	Summary lists a few of the major points in the movie, gives away ending.	Summary lists some of the major points in the movie, may or may not give away ending.	Summary lists most of the major points in the movie, may give away ending	Summary lists most of the major points in the movie, does not give away ending.	Summary lists all major points in the movie but does not give away ending.
Language Use (and Mechanics)	More than 10 grammar and spelling mistakes. Sentences are not structured correctly.	7-10 grammar and spelling mistakes. Most sentences might not be structure correctly.	5-6 grammar and spelling mistakes. Some sentences might not be structure correctly	3-5 grammar and spelling mistakes. Sentences are all structured correctly.	1-2 mistakes, tops! Sentences are all structured correctly.
Task Completion	Late for more than one week, but still has all elements. Less than 150 words or more than 250 words.	Late for less than one week, but has all elements. 150-250 words	Late for less than one day, but has all elements. 150-250 words	Late for less than one hour and has all elements. 150-250 words	On time and has all elements. 150-250 words.

Deskripsi Tugas 4

Mata Kuliah: Bahasa Inggris I (General English)
Semester: 1 atau 2
Minggu Ke: 9 Tugas Ke-: 4

1. **Tujuan Tugas:** Mampu melakukan komunikasi secara lisan dengan menggunakan Bahasa Inggris yang baik dan berterima.

2. **Uraian Tugas:** Mahasiswa bercerita secara berantai. Mahasiswa dapat melakukan dengan cara tatap muka atau membuat digital story.
   a. Objek garapan: *Future World (what will happen to you, what will happen to people around you, what will happen to the world)*
   b. Yang harus dikerjakan dan batasan-batasan: Mahasiswa membuat cerita berantai dengan pilihan topik yang berkaitan dengan "*future world*" berdurasi 3-7 menit. Setiap akhir kata akan menjadi awal kata dari kalimat selanjutnya.
   c. Metode/cara mengerjakan, acuan yang digunakan: Sebelum tampil, mahasiswa menulis cerita dalam kelompok kecil. Jika menggunakan informasi atau kalimat orang lain, mahasiswa wajib mencantumkan referensi di akhir cerita. Contoh dapat dilihat di https://www.youtube.com/watch?v=5aqYmvPaWRo.
   d. Deskripsi luaran tugas yang dihasilkan/dikerjakan: soft flie softfile digital story dikirim ke akun jejaring sosial atau email dalam bentuk mp4 atau diupload di youtube. Mahasiswa dapat juga langsung menampilkan cerita di depan kelas.

3. **Kriteria Penilaian**

Story Telling Rubric

Criteria	1-3	4-5	6-7	8-10
Appropriateness	Story is developmentally inappropriate for audience	Some of the story is developmentally appropriate for audience	Most of the story is developmentally appropriate for audience	Story is developmentally appropriate for audience
Know the Content	Does not know story; reads from notes	Knows some of the story; has not practiced; relies on notes; appears uncomfortable	Knows the story pretty well; some practice; may use notes; fairly confident	Knows the story well; has obviously practiced telling the story; uses no notes; speaks with confidence
Voice	Speaks too softly or too rapidly; mumbles. Many incorrect pronunciations.	May speak too softly or too rapidly; mumbles occasionally. Many incorrect pronunciations, but still understandable.	Usually speaks loudly, slowly, and clearly. Few incorrect pronunciations, but still understandable.	Always speaks loudly, slowly, and clearly. Correct pronunciations.
Pacing	Story told at one pace; no excitement	Story rushed or dragged in several parts	Story told well, but some parts may be rushed or dragged in some parts	Story told at the appropriate pace, depending on the story line
Task Completion	Story lasts less than 3 or more than 9 minutes	Story lasts less than 4 or more than 8 minutes	Story lasts less than 5 or more than 7 minutes	Story lasts 5 to 7 minutes

Group Work Rating Scale

My name _____   TASK _____

1. We clearly understood the task.	always	often	sometimes	rarely
2. We shared ideas openly.	always	often	sometimes	rarely
3. We listened respectfully to each other's ideas.	always	often	sometimes	rarely
4. We encouraged each other.	always	often	sometimes	rarely
5. We were motivated to do our best.	always	often	sometimes	rarely
6. We divided the workload fairly.	always	often	sometimes	rarely
7. We were on task during class preparation time.	always	often	sometimes	rarely
8. We worked out differences of opinion in an appropriate manner.	always	often	sometimes	rarely
9. We learned something meaningful during this task.	always	often	sometimes	rarely
10. We are proud of the outcome of this task.	always	often	sometimes	rarely

Evaluate *each member* of your group *honestly* based on the following criteria:

- EFFORT (motivated to do well at task)
- COOPERATION (shared workload, accepted suggestions)
- ON TASK (stayed focused without reminders)
- SUPPORTIVE (helped and encouraged other group members)

***Evaluation Scale* (give *each group member* a mark out of ten)**

(9–10) – always focused; highly motivated; cooperated with everyone
(7–8)   – quite well focused; motivated to do well; cooperated most of the time
(4–6)   – sometimes off task; not overly motivated; trouble cooperating some of the time
(1–3)   – often off-task; very little effort; highly uncooperative with others

Name	Mark	Comment/Reason
(me)		

Guideline for Mid-Term Test (UTS)

1. Your teacher will divide the class into two large groups.
2. Some of you will perform in meeting 5 and the rest will perform in meeting 6.
3. Your teacher will put you in pair or you can choose your own partner.
4. You can create a written dialogue with your partner. But you cannot read from the dialogue during your performance.
5. The topic of your dialogue can be about personal characteristics, feelings about something, family members, or best friends.
6. You will perform the dialogue in front of your teacher.
7. The duration for each pair is 5-10 minutes.

Kriteria Penilaian

Criteria	1-3	4-6	7-9	10-12	13-15
Memorized Dialogue	The student states dialogue with many interruptions or pauses.	The student states dialogue with some interruptions or pauses.	The student states dialogue with 3-4 interruptions or pauses.	The student states dialogue with 1-2 interruptions or pauses.	The student state dialogue without interruptions or pauses.
Pronunciation / Articulation	The student mispronounces many words and/ or incorrectly/ inappropriately expresses the dialogue.	The student mispronounces some words and/ or incorrectly/ inappropriately expresses the dialogue.	The student mispronounces 3-4 words and/ or incorrectly/ inappropriately expresses the dialogue.	The student pronounces most of the words clearly and correctly and expresses the dialogue somewhat clearly.	The student pronounces all words clearly and correctly and expresses the dialogue clearly.
Nonverbal Communication (facial expressions, gestures, movements, etc.)	The student uses inappropriate facial expressions, gestures, and actions and/or expresses them inconsistently and ineffectively.	Some non verbal communications are inappropriate, but still effectively carry out the meanings.	Few non verbal communications are inappropriate, but still effectively carry out the meanings.	The student uses appropriate facial expressions, gestures, and actions.	The student uses appropriate facial expressions, gestures, and actions consistently and effectively.
Volume	The students cannot be clearly and precisely heard by all audience members.	One of the students cannot be clearly and precisely heard by all audience members.	Sometimes, the student can be somewhat clearly and precisely heard by all audience members.	The student can be somewhat clearly and precisely heard by all audience members.	The student can be clearly and precisely heard by all audience members.
Overall Performance	The student does not demonstrate opening, leading to the topic, turn-taking, and ending the conversation.	The student demonstrates opening, leading to the topic, turn-taking, and ending the conversation ineffectively.	The student somewhat misses good opening, leading to the topic, turn-taking, or ending the conversation.	The student somewhat demonstrates good opening, leading to the topic, turn-taking, and ending the conversation.	The student demonstrates good opening, leading to the topic, turn-taking, and ending the conversation smoothly and effectively.

Self-Evaluation Rating Scale

Name _____   Task _____

1. I helped the group review its task.   always   often   sometimes   rarely

2. I contributed relevant ideas.   always   often   sometimes   rarely

3. I stayed on topic.   always   often   sometimes   rarely

4. I listened carefully to other group members' ideas.   always   often   sometimes   rarely

5. I was open-minded about different interpretations.   always   often   sometimes   rarely

6. I encouraged participation from all group   always   often   sometimes   rarely
    members.

7. I shared materials with my group.   always   often   sometimes   rarely

8. I helped the group stay on task.   always   often   sometimes   rarely

9. I contributed to questions asked of the group.   always   often   sometimes   rarely

10. I did my share of the work to complete the task.   always   often   sometimes   rarely

11. I used my strengths to enhance the task.   always   often   sometimes   rarely

12. I am proud of my contribution to the task.   always   often   sometimes   rarely

13. My best contribution to the task was ...   because ...

Guideline for Final Test UAS

1. Your teacher will divide the class into four large groups.
2. Some of you will perform in meeting 11, meeting 12, or meeting 13.
3. You must learn the materials from meeting 1 until meeting 10.
4. The topic of the conversation can be varied.
5. Try your best to make long responses and be involved in the interaction.
6. The duration for each conversation is 5-10 minutes.
7. Then you will be asked to write a short composition with 150-250 words about your learning experiences in General English class.

Kriteria Penilaian

Speaking Rubric

Criteria	1-3	4-6	7-9	10-12	13-15
Pronunciation	Did not attempt to make any initiatives or responses in English	• Very difficult to follow the pronunciation, owing to serious defects in pronunciation	• Systematic defects and repeated errors in pronunciation, causing some difficulties in understanding. • Strong L1 accent	• Some errors in pronunciation but not interfere with understanding. • Noticeable L1 accent.	• Errors in pronunciation are quite rare ($\leq$10%) of the total words. • Slight or no L1 accent.
Vocabulary & Grammar		• Vocabulary not sufficient to express him/herself, even in informal situations. • Uses L1 more than 2 times/words. • No attempt to use complex structures. • Use elementary structure with frequent basic errors that affect intended meaning.	• Not enough vocabulary to deal with ideas and opinion. • Has vocabulary only sufficient to express him/herself in informal situations. • Uses few L1 (3-4 words), but correcting him/herself • Little attempts to use complex structures. • Frequent basic errors that may obscure meaning. .	• Sufficient vocabulary to deal with ideas and opinion and participate in most formal and informal situations. • Show efforts to find another way to express, though some of the words are not properly used. • Attempts to use complex structures with some basic errors (such as present-past tenses, singular-plural forms). • Some structures used affect the intended meaning.	• Wide range of vocabulary allows effective expressions of abstract topics such as ideas and opinion in formal and informal. • Always able to find another way to express, though seem unsure of the intended word. • Uses complex structures with only few errors, but did not affect intended meaning. • Always able to combine variety ways to respond with proper structure
Flow of Speech		• Very disjointed speech. • Too many fillers when responses. • One or more complete breakdown.	• Frequent noticeable pauses or hesitations. • Slow speech, listeners need to be patient. • Has difficulty in developing interaction, especially during role play. • Always wait for the initiation from the interviewer to respond	• Some obvious searching for words, but not requiring undue/excessive patience from the listener • Most contributions (70%) are appropriate and adequate. • Shows some initiatives in developing interaction.	• Comfortable, natural flow of speech. • Few (1-2x) or no pauses in attempts to look for word. • Shows initiative and flexibility in developing interaction

			during role play.		
Construction of Idea		• Ineffective use of transition signals to connect between one idea with another. • Most ideas presented are difficult to follow	• Contributions are sometimes inappropriate or inadequate • Sometimes, show effective use of transition signals to connect between one idea with another. • Some ideas presented are difficult to follow.	• Most of the time, responses are appropriate, effective, and coherent. • Most of the time, show effective use of transition signals to connect between one idea with another. • Most of the ideas presented are still easy to follow.	• Responses are always appropriate, effective, and coherent. • Always show effective use of transition signals to connect between one idea with another. • The ideas presented are easy to follow.
Task Completion		• Very inadequate attempts at task, or not completed the task. • Needs repeated assistance	• Only partial, limited success in dealing with task. • Needs assistances (3-4 clues) to complete the task.	• Deals with task adequately. • Not with complete success and still needs help. • Misunderstandings are rare, but can be resolved on his/her own without trouble.	• Deals with task fully, effectively, and without assistance

Writing Rubric

Criteria	1	2	3	4	5
Punctuations & Mechanics	The many errors in punctuations and mechanics usage causing meaning confusion.	Systematic defects and repeated errors in punctuations and mechanics interfere with meanings.	Some errors in punctuations and mechanics, but meanings can still be understood	Few errors in punctuations and mechanics, but do not interfere with meanings.	Errors in punctuations and mechanics are quite rare ($\leq$10%) of the total words.
Vocabulary	Careless or inaccurate word choice.	Word choice is vague or flat	Shows some use of varied word choices	Uses a variety of word choice to make writing interesting.	Effective and engaging use of word choice
Grammar	• Use elementary structure with frequent basic errors that affect intended meaning. • Frequent run-ons or fragments	• Little attempts to use complex structures, but many errors affect intended meaning. • Many run-ons or fragments.	Some attempts to use complex structures with frequent basic errors (*I gone*), singular-plural forms (*two child*), active-passive voice (*the book read by me*), misplaced word order (*box blue*), missing verb (*I school*) that may obscure meaning.	Attempts to use complex structures with some basic errors (such as present-past tenses, singular-plural forms), but meanings can still be understood.	Uses complex structures with only few errors, but did not affect intended meaning.
Flow of Sentence	• No transition signals or sentence connecters are used in thetext.	• Many sentences are not connected properly.	• Use transition signals and/or sentence connectors rather properly. • Some sentences are not	• Use transition signals and/or sentence connectors properly. • Few sentences are not connected properly.	• Comfortable, natural flow of sentence. • Use transition signals and/or sentence connectors properly

			connected properly.		
Organization of Idea	• Ideas presented are difficult to follow. • Details are irrelevant to the main ideas	• Most ideas presented are difficult to follow. • Many details are irrelevant to the main ideas.	• Some ideas presented are difficult to follow. • Some details are irrelevant to the main ideas.	• Most of the ideas presented are still easy to follow. • Few details are irrelevant, but still they support the main ideas.	• The ideas presented are easy to follow. • Every details support the main ideas.
Task Completion	Very inadequate attempts at task, or not completed the task.	Only partial, limited success in dealing with task.	Deals with task adequately.	Deals with task fully, but did not meet minimum of word numbers	Deals with task fully, effectively, and meet the minimum of word numbers.

CCU Rubric

Criteria	1	2	3	4	5
Openness (Open to new perspectives)	Unaware. Not Receptive	Unaware of own judgment, but receptive	Receptive, aware of judgment, but not initiating interactions and opportunities	Initiates interaction to try to learn other cultural perspectives	Seeks out, assesses, and accepts as valid, other cultural perspectives
General Connection of Experience to Personal Growth	Makes no connections. Treats cultural experience as unconnected to personal life	Identifies cultural experiences that are related to one's own life experiences	Identifies and connects to cultural experiences that similar to and different from one's own.	Effectively selects and develops examples of cultural experiences that connects to impacts personal lives	Meaningfully applies cultural experiences to deepen understanding of self.
Connection of Cultural Experiences to Academic Context	Makes no connections of cultural connections to academic experience	Identifies connections from cultural experiences to academic context	Compares and contrasts similarities and differences to cultural experiences and academic concepts	Applies cultural experiences to academic content and can take academic constructs and apply them to understand cultural experiences	Integrates cultural experiences to broaden the understanding of theoretical concepts and other complex activities

Ability to Communicate Effectively across Cultures	Cannot negotiate across cultural differences	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	Identifies some cultural differences in verbal and nonverbal communication; is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.