



**UNIVERSITAS NEGERI YOGYAKARTA**  
FACULTY OF MATHEMATICS AND NATURAL SCIENCES  
DEPARTMENT OF CHEMISTRY EDUCATION  
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**Bachelor of Educaation in Chemistry**

**MODULE HANDBOOK**

Module name:	<b>English Language</b>
Module level, if applicable:	Undergraduate
Code:	MDK 6211
Sub-heading, if applicable:	-
Classes, if applicable:	2
Semester:	2
Module coordinator:	Sukisman Purtadi, M.Pd
Lecturer(s):	Prof. Dr. Indyah Sulistyoyo Arty, M.S. <b>Isti Yunita, Ph. D</b>
Language:	English
Classification within the curriculum:	Compulsory Subject
Teaching format / class hours per week during the semester:	100 minutes lectures, 120 minutes individual study, and 120 minutes structured activities per week.
Workload:	Total workload is 90.67 hours per semester which consists of 100 minutes lectures, 120 minutes structured activities, and 120 minutes individual study per week for 16 weeks.
Credit points:	2 SKS (3.28 ETCS)
Prerequisites course(s):	-
Course outcomes:	After taking this course, the students are expected to be able to: CO1. Understand the component of the sentence such as subject, verb, adverb, adjective, noun, and conjunction CO2. Identify the structure of active and passive sentence, and also subordinate clause. CO3. Identify the specific vocabulary in chemical terminology CO4. Interpret the chemistry topic in English Journal and then write the report in English language CO5. Communicate towards scientific topic in good English language, confirm in the presentation project
Content:	This course presents word types and their identification, basic structure and various sentence patterns, and sentence analysis. Emphasis on recognizing sentence structure, subject, verb, noun, adjective, adverb, conjunction, and clause. Thus also build active or passive sentences; Special vocabulary is emphasized specifically in chemistry or science with various names of chemical compounds and various kinds of beaker equipment. Listening exercises are presented from various chemical videos, interesting text texts that are light-weight but up to date and contain criticism from journal publications, especially the Journal of Chemistry Education

	and Science Education Review. These topics are translated by each student, then discussed together by applying various sentence patterns that have been studied in the pattern of chemical texts that end in the preparation of paragraphs such as lab reports, followed by presentations from each group, while other groups present as discussers.															
Study / exam achievements:	<p>Attitude assessment is carried out at each meeting by observation and/or self-assessment techniques using the assumption that basically every student has a good attitude. The student is marked very good or not good attitude if they show it significantly compared to other students in general. The result of attitude assessment is not taken into account in the final grades, but as one of the requirements to pass the course. Students will pass from this course if at least have a good attitude. The final mark will be weight as follow:</p> <table border="1"> <thead> <tr> <th>No</th> <th>CO</th> <th>Assessment Object</th> <th>Assessment Technique</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>CO1, CO2, CO3, CO4, CO5.</td> <td>Assignments Mid-term Exam Final Exam Participation</td> <td>Presentation / written test</td> <td>30% 25% 30% 15%</td> </tr> <tr> <td colspan="4">Total</td> <td>100%</td> </tr> </tbody> </table>	No	CO	Assessment Object	Assessment Technique	Weight	1	CO1, CO2, CO3, CO4, CO5.	Assignments Mid-term Exam Final Exam Participation	Presentation / written test	30% 25% 30% 15%	Total				100%
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Total				100%												
Forms of media:	Board, LCD Projector, Laptop/Computer															
References:	<ol style="list-style-type: none"> <li>Johan, A.G., _____, <i>An English Course</i>, Yogyakarta : UNY Press.</li> <li>Science Education Review, Volume 2, Number 4 - November 2003</li> <li>Nicholson, J.W., 2004, <i>Education in Chemistry</i></li> <li>David W. B., 2011, <i>Introductory Chemistry</i>, Sailor Foundation, USA</li> <li>Keith S. T., 2013, <i>Three levels of chemistry educational research</i>, <b>Chem. Educ. Res. Pract.</b>, 14, 151 - 155</li> <li>Jenay, R., Scott, E. L., Razanne, O., and Andrea, Mapugay., 2016, <i>Coordinated Implementation and Evaluation of Flipped Classes and Peer-Led Team Learning in General Chemistry</i>, <b>J. Chem. Educ.</b>, 93, 12, 1993 –1998</li> </ol>															

### PLO and CO mapping

	PLO					
	Attitude		Knowledge	Specific Skill	General Skill	
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CO1	√					
CO2					√	
CO3						√
CO4					√	
CO5						√