



UNIVERSITAS SEBELAS MARET
FACULTY OF TEACHER TRAINING AND EDUCATION
SCIENCE EDUCATION STUDY PROGRAM

Jl Ir. Sutami No 36A Ketingan Surakarta 57126
Telephone (0271) 669124, Facsimile (0271) 648939
Website: <http://ipa.fkip.uns.ac.id>, Email: ipa@fkip.uns.ac.id

Module Handbook

Module Name	Bahasa Inggris IPA (English for Science)														
Module Level	Undergraduate Program														
Code, if applicable	02233142020														
Date created	24 th July 2020														
Date updated	13 th January 2023														
Sub-title, if applicable	-														
Courses, if applicable	-														
Semester(s) in which the module is taught	3 rd														
Module coordinator(s)	Febriani Sarwendah Asri Nugraheni, M.Pd.														
Lecturer(s)	Febriani Sarwendah Asri Nugraheni, M.Pd. Pramudya Dwi Aristya Putra,Ph.D														
Language	Bahasa Indonesia (Indonesian Language)														
Course Classification	Compulsory Course / Elective Studies														
Teaching format/class hours per week during semester	Direct instruction/face to face/blended learning: 2 x 50 minutes / Week: lecture, discussion Structured Activity: 2 x 60 minutes / Week: Team-based projects Self-study Activity: 2 x 60 minutes / Week														
Workload	<table><tr><th>Type</th><th>CSU</th><th>Face to Face</th><th>Structured Activity</th><th>Self-study</th></tr><tr><td>T</td><td>2</td><td>26.7h (0.88 ECTS)</td><td>32h (1.06 ECTS)</td><td>32h (1.06 ECTS)</td></tr></table>					Type	CSU	Face to Face	Structured Activity	Self-study	T	2	26.7h (0.88 ECTS)	32h (1.06 ECTS)	32h (1.06 ECTS)
	Type	CSU	Face to Face	Structured Activity	Self-study										
	T	2	26.7h (0.88 ECTS)	32h (1.06 ECTS)	32h (1.06 ECTS)										
Note: 1 hour equals with 0.033 ECTS The workload hours including the examination and preparation															
Credit Points	2 CSU (3 ECTS)														
Requirements	-														
Learning goals/competencies	PLO 8														



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	<p>Plan and manage resources in organizing classes, schools and educational institutions which are their responsibility, and comprehensively evaluate their activities</p> <p>PLO 10</p> <p>Are able to communicate both oral and written effectively in scientific community</p> <p>CLO 1</p> <p>Students are able to understand the content of English based Science and Science Education Article</p> <p>CLO 2</p> <p>Students are able to communicate both in oral and written forms on Science and Science Education Topics</p> <p>CLO 3</p> <p>Students are able to show their academic ethics during making and presenting the academic script</p>												
Content	Students taking this course will learn about the nomenclature of science/terminology of science, written communication in the field of science, oral communication in the field of science												
Attribute Soft skill	Students can write an English article and speak in English at an international scientific forum.												
Study/exam achievements	<p>Students are considered to complete the course and pass if they obtain at least 75% of maximum final grade. The final grade (FS) is calculated based on the following ratio:</p> <table border="1"> <thead> <tr> <th>Aspect</th><th>(%)</th></tr> </thead> <tbody> <tr> <td>Task/quiz/presentation</td><td>30</td></tr> <tr> <td>Participation/team-based project</td><td>30</td></tr> <tr> <td>Mid-Term Test</td><td>20</td></tr> <tr> <td>Final Exam</td><td>20</td></tr> <tr> <td>Final Score</td><td>100</td></tr> </tbody> </table>	Aspect	(%)	Task/quiz/presentation	30	Participation/team-based project	30	Mid-Term Test	20	Final Exam	20	Final Score	100
Aspect	(%)												
Task/quiz/presentation	30												
Participation/team-based project	30												
Mid-Term Test	20												
Final Exam	20												
Final Score	100												
Forms of Media	SPADA/Zoom/Google Class, Journal's articles												



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Literature	<ol style="list-style-type: none"> 1. Barkho, L. 2016. Where You May Get It Wrong When Writing English a Practical Guide for Students, Teachers, and Professionals. Bookboon.com 2. www. nature.com 3. Armer, T. & Bethany, C. 2011. Cambridge English for Scientists Teacher's Notes. Cambridge University Press; Cambridge. 4. Teodorani, M.C. Basic English for Science 5. Woodward, J.R. 2015. English Scientific Communication Part 1-An Introduction 6. Ahmad, J. 2012. Stylistic Features of Scientific English: A Study of Scientific Research Articles. English Language and Literature Studies. 2(1): 47-55 7. Muftah, M. (2022). Impact of social media on learning English language during the COVID-19 pandemic. <i>PSU Research Review</i>, 8. http://teleduc4.letras.ufmg.br:8000/cursos/diretorio/leituras_13_1/2%20Paltridge%20Genre%20text%20type.pdf 8. https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4108.pdf 9. https://www.tandfonline.com/doi/pdf/10.1179/1077352513Z.0000000076
Notes	Scheduled instruction in a classroom (50 minutes); (b) structured activity (60 minutes); and (c) individual activity (60 minutes) according to the Regulation of Indonesia Ministry of Research, Technology, and Higher Education No. 03/2020.

PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14
CL O 1	v													
CL O 2								v						
CL O 3										v				

Assessment

1. Resume Assessment Rubric



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No	Component	Score	Criteria
1	Contents	1	Fill in the resume is not complete
		2	Fill out a complete resume in several parts but there are some parts that are not complete
		3	The contents of the resume are very complete
2	Logical order	1	The order of presentation of the contents is not coherent at all
		2	The order of presentation of the contents is sequential in certain parts and confusing in other parts
		3	The order in which the contents are presented is in accordance with the mindset
3	Conformity of content and topics	1	The content doesn't fit the topic at all
		2	The content is in accordance with the topic in some parts but in some parts it is not in accordance with the topic
		3	Fill in according to the topic in each section of the resume
4	Source usage which is relevant	1	Source only from lecturers



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		2	Using an additional at least 2 sources other than the source from the lecturer
		3	Using more than 2 other than sources from lecturers
5	Typography	1	1 Resume writing is not neat, not interesting to read
		2	2 Writing a resume is not neat, interesting to read
		3	3 Writing a neat resume, interesting to read

2. Presentation Assessment Rubric

No	Component	Score	Criteria
1	Content suitability resume with things presented	1	Resume and presentation do not match
		2	Resumes and presentations are not the same but mostly contain the main points
		3	Resume and presentation contain the same material yes
2	Group cooperation	1	Only 1 group member working on resume and ppt
		2	75% of group members work on resumes and groups
		3	All group members work on making resumes and ppt



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3	Discussion behavior	1	Not respecting other people's opinion at all
		2	Listening to opinions but not with good behavior
		3	Respect the opinions of others
4	Activity in discuss	1	Don't take part in the discussion at all
		2	Active in discussions if appointed by the lecturer
		3	Active in discussion
5	Concept mastery	1	Does not master the concept at all, the answer is always incorrect
		2	Mastering some of the concepts, sometimes the answers are not correct
		3	Very good at concepts, answers are often correct

3. Scientific Article Assessment Rubric Contains IPA Nomenclature

No	Component	Score	Criteria
1	Topic Selection	1	The topic of the essay is not related to science
		2	Essay topics related to science material
2	The number of terms that found	1	The number of terms found is less than 2
		2	Number of terms found 3-4
		3	The minimum number of terms found is



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			5
3	Sources of journals used	1	Besides nature.com
		2	Nature.com
4	The meaning of the sentence on sentences made	1	Sentences whose meaning is not clear
		2	Sentences that are made vague because the grammar is not right
		3	Sentences that have a clear meaning
5	IPA Terms used	1	Meaning does not match the real / meaning of the word is not clear
		2	2 Meaning according to the truth / the meaning of the word is clear

4. Essay Assessment Rubric

No	Component	Score	Criteria
1	Topic Selection	1	The topic of the essay is not related to science
		2	Essay topics related to science material
2	Order of serving logical	1	The order of presentation of the contents is not coherent at all
		2	The order of presentation of the contents is sequential in certain parts and confusing in other parts



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		3	The order in which the contents are presented is in accordance with the mindset
3	Grammar	1	75% of the total sentences are written using less precise grammar
		2	50% of the total sentences written using less precise grammar.
		3	25% of the total sentences written using less precise grammar.
4	Contents	1	75% dari total kalimat yang ditulis tidak berhubungan dengan topik atau judul yang telah ditentukan.
		2	50% dari total kalimat yang ditulis tidak berhubungan dengan topik atau judul yang telah ditentukan.
		3	25% dari total kalimat yang ditulis tidak berhubungan dengan topik atau judul yang telah ditentukan.
5	Typography	1	Essay writing is not neat, not interesting to read
		2	Writing essays is not neat, interesting to read
		3	Neat essay writing, interesting to read

B. Rubrics of Tests

1. Rubric of Mid Test

a) Understanding the Text



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Aspect	Criteria	Score
Topic Sentence	All about science	5
Grammar	Using appropriate grammar and well understanding	7
Conformity of every paragraph	There is linkage between among all paragraph	10
Punctuation	Using appropriate punctuation in every paragraph	3
	Score	25

b) Essay (Making a Text)

Aspect	Criteria	Score
Topic Sentence	All about science	5
Grammar	Using appropriate grammar and well understanding	7
Conformity of every paragraph	There is linkage between among all paragraph	10
Punctuation	Using appropriate punctuation in every paragraph	3



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	Score	25
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Total Score of tests is Part a) score + Part b) score

Final Exam Rubric

Rubric of Final Test

No	Criteria	Scale			
		1	2	3	4
1	All works are neatly arranged				
2	There is self reflection in every works in portfolio				
3	All works are equipped with comment, and judgment by the lecturer				
4	Material organization in the portfolio matching to the syllabi				
5	Portfolio design is interesting				
6	Ingredient material of the portfolio more than decorative ingredient				
7	There is foreword and table of content at the early part of the portfolio				
8	Material ingredient are all the task from beginning to the end of the course				
9	There is general reflection about course at the				



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	end of the portfolio				
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