ACUCA Member Institution Profile:

INDONESIA   Sanata Dharma University

Institution Name	Sanata Dharma University		
Religious Affiliation	CATHOLIC	Year of Founding	1955
Street	JL. AFFANDI, MRICAN, CATUR TUNGGAL, DEPOK, SLEMAN,YOGYAKARTA 55281	City	YOGYAKARTA
State	DAERAH ISTIMEWA YOGYAKARTA	Postal Code	55281
Country	INDONESIA		
Telephone	+62 274 513301	Fax	+62 274 562383
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Head of Institution	Drs. Johanes Eka Priyatma, M.Sc., Ph.D.	Position	PRESIDENT
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Areas of Strength

HUMANIORA (PHARMACY, PSYCHOLOGY, THEOLOGY, PHILOSOPHY, LINGUISTIC, HISTORY, CULTURE, AND RELIGION)

INTERNATIONAL OFFICE			
Head	Yurisdixta Menavia	Position	Head of International Office
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Student Population

Undergraduate			
Local	10791	**Foreign**	32
Graduate			
Local	556	**Foreign**	05

Programs

Attach list of undergraduate programs Indicate those taught in English.	
Attach list of graduate programs. Indicate those taught in English.	

Faculties

FACULTY OF TEACHER TRAINING AND EDUCATION
FACULTY OF LETTERS
FACULTY OF ECONOMICS
FACULTY OF PSYCHOLOGY
FACULTY OF SCIENCE AND TECHNOLOGY
FACULTY OF PHARMACY
FACULTY OF THEOLOGY AND PHILOSOPHY

Research Institutes

RESEARCH AND COMMUNITY SERVICE INSTITUTE
CENTER FOR EDUCATIONAL RESEARCH AND SERVICE
CENTER FOR INDONESIAN HISTORICAL STUDY AND DOCUMENTATION
CENTER FOR INDONESIAN LANGUAGE AND LITERATURE STUDY
CENTER FOR ECONOMICS, ACCOUNTING, AND MANAGEMENT DEVELOPMENT
CENTER FOR TESTING SERVICE AND PSYCHOLOGICAL COUNSELING
CENTER FOR INFORMATION TECHNOLOGY STUDY
CENTER FOR TOURISM RESEARCH AND DEVELOPMENT
CENTER FOR MEDICINE INFORMATION AND RESEARCH
CENTER FOR LEARNING QUALITY CONTROL
CENTER FOR MATHEMATICS STUDIES CENTER FOR IGNATIAN STUDIES
CENTER FOR CONTEXTUAL THEOLOGY RESEARCH AND TRAINING

Publications

https://www.usd.ac.id/lembaga/lppm/jurnal.php?id=1

Mission Statement

Contact person for ACUCA	Yurisdixta Menavia	Telephone	+62 274 513301 ext. 1227
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Submitted By

Name	Yurisdixta Menavia (Dixta)	Position	Head of International Office

COURSES IN ENGLISH LANGUAGE EDUCATION DEPARTMENT
SANATA DHARMA UNIVERSITY

Content Courses

No	Course	Description	Credits	Semester
1.	Basic Writing	Basic Writing is designed to introduce students to minimum requirements needed by students in writing. The minimum requirements include, among others, agreement, grammar, tenses, spelling and diction. It facilitates students to produce writing in different genre, namely recount, and description. The meeting deal with practicing students skills on writing simple sentences in compositions and giving feedback to the writing products. Corrections are always provided as the feedback to their classmates' writing so as to make them internalize the correct sentences. At the end of the course students are assigned to submit portfolio covering all students/ composition and a reflection on their learning. After finishing the course, students are able to understand the minimum requirements in writing English sentences and construct grammatical and meaningful sentences, in order to compose simple but correct paragraphs in a logical way that is contextually appropriate and structurally sounds.	2	Fall
2.	Paragraph Writing	Paragraph Writing is to give students practice writing a good paragraph. Students are introduced	2	Spring

		to the concept of topic sentence, supporting sentences and concluding sentence as well as the concept of unity and coherence of a paragraph. On completing the course, students are able to compose a good paragraph, write well using different types of writing genre, deconstruct the generic and schematic structure of each genre, and find the social purposes and linguistic features of texts, write texts with the learned genres.		
3.	Speaking I	Speaking I is designed to give students practice to express basic communicative functions in English covering greetings and leave takings, introducing, talking about family and describing likes and dislikes, controlling conversations including getting attention, interruption and apologizing, making a request, giving compliments, complaining, inviting, and telephoning and leaving messages. Students are also trained to apply the strategies to maintain conversation. Therefore, on completing this course students are able to use learned expressions in a spontaneous conversation and maintain the conversations with others.	2	Fall
4.	Speaking II	On completing this course, students are able to express their own personal feelings and opinions using appropriate vocabulary words, opinions of others, and use appropriate technical terms and expressions in various contextual English discourse.	2	Spring
5.	Basic Listening	Basic Listening is designed to introduce students to recognize meaningful English sounds and elements. The meetings deal with practicing students' skill on listening to various short discourses for elementary level. On completing the course the students are able to employ strategic skills to recognize meaningful English sounds and elements and employ strategic skills to comprehend simple utterances.	2	Fall
6.	Intermediate Listening	Intermediate Listening is to give students practice listening to various kinds of discourses for post-elementary to pre-intermediate level. The meetings deal with practicing students skills on listening to announcements, short monologs, descriptions, instructions, and practical dialogues. On completing the course the students are able to employ strategic skills to comprehend simple extended discourse and paraphrase, take note and	2	Spring

		summarize simple extended discourse.		
7.	Basic Reading I	Basic Reading I is designed to introduce the students with the reading strategies. In this course, the students are provided with the hands-on experience in applying the reading strategies when reading various types of texts. Moreover, the course helps the students develop their English vocabulary, reading aloud ability. It also helps the students become independent and effective readers. The topics of the course include basic reading skills which consist of various reading strategies and exercises. On completing this course the students are able to read aloud with correct pronunciation, understand the types of basic reading strategies, understand various types of texts, and apply the reading strategies when reading various types of texts.	2	Fall
8.	Pronunciation Practice I	This course provides students with the knowledge of English speech sound systems, speech mechanism, and phonetic transcription. On completing the course, the students are able to understand the organs of speech involved in producing speech sounds and how to produce the sounds. Besides, the students are trained to pronounce English words, phrases, and sentences with correct stress and intonation. In addition, they are required to write English words, phrases and sentences in phonetic transcription as well as to write the orthography of the phonetic transcription.	2	Fall
9.	Book Report	This course is designed to introduce students to English novels, develop the basic understanding of reading abridged and unabridged novels and increase their interest and enjoyment of reading literary works, in particular novels. Throughout the course, students are to read four different novels, comprising two simplified/abridged novels, and two original/ unabridged one. Students will write a book report for each novel they read, including the information about the book, setting of place and time, characters' names and descriptions, conflict, theme, summary, and personal opinion about the novel.	2	Fall
10.	Structure I	The course enables students to gain a better understanding of basic English sentence patterns, of English phrase structures, and of English	3	Fall

		Tenses. On completing the course the students are able to use the knowledge to produce grammatically simple sentences.		
11.	Structure II	The course equips students with a deeper understanding on English tenses, particularly on past perfect tense, past perfect progressive tense, future simple tense, future progressive, and future perfect tense. In addition, the course also discusses modals and similar expressions and the passive voice. Furthermore, it also concerns gerunds and infinitives.	3	Spring
12.	Basic Reading II	Basic Reading II is designed to help students develop their literal and inferential comprehension, basic reading skills (previewing, skimming, scanning, guessing, word meanings from context), develop their English vocabulary and reading aloud ability. Throughout the course, students are encouraged to use reading strategic when reading various kinds of texts and to give simple critical responses to ideas presented in the texts. Tasks to foster students' independence in developing their reading skills are also given. On completing the course, students are able to apply various reading strategies, improve literal and inferential comprehension by reading various kinds of texts, develop English vocabulary, develop reading aloud ability, and write simple responses to the ideas or issues presented in the texts.	2	Spring
13.	Pronunciation Practice II	This course is designed to assist students in enhancing their speaking skill in general and their pronunciation in particular. In general, the course is divided into two parts. In the first part, the practice focuses on the stress at word and sentence levels. In the second part, the focus is on rhythm and intonation. In class, students listen and repeat after the model. Corrections are provided as the feedback to the students' pronunciation problems and students are asked to repeat either individually or in chorus so as to make them internalize the correct pronunciation, stress, rhythm, and intonation.	2	Spring
14.	Introduction to English Literature	This course introduces students to three main kinds of literary genres, namely prose, poetry, and drama by various authors of different periods and nationalities to develop understanding and ability	2	Spring

		in appreciating literary works in elementary level. Students are equipped with basic theories and apply these on their literary appreciation to weekly reading assignments and reflective responses to the works read and discuses. By reading and appreciating literary works, students are able to develop emphatic understanding to others and develop personal maturity.		
15.	Critical Reading and Writing I	This course is designed to give students practice to write responses critically based on the given texts or passages. The texts are related to argumentative, persuasive and expository genres. They are trained to apply logical principles, careful standard of evidence and reasoning to the analysis and discussion of claims, beliefs, and issues. On completing the course, students are able to comprehend the passage given and write their responses critically.	4	Fall
16.	Critical Listening and Speaking I	On completing the course, the students will be able to employ strategic skills, to comprehend intermediate extended discourse such as news reports, narratives, expository passages; paraphrase, take notes and summarize intermediate extended discourse such as news reports, narratives, and expository passages. Afterwards, the students will be able to give oral critical response and reflection based on the given topics in the forms of short individual/group presentation.	4	Fall
17.	Structure III	This course deals with the types of English sentences. It equips students with the knowledge to produce simple sentences, expand the sentences into compound and complex ones, and condense the complex sentences by means of non-finite constructions.	3	Fall
18.	Introduction to Linguistics	The course acquaints students with fundamental aspects of linguistics. As a prerequisite to all other linguistic courses, this course provides an overview of major branches of linguistics. Upon completion, students are able to understand the importance of linguistic knowledge and theories to teaching of English as well as to use the knowledge to analyse the linguistic aspects.	2	Fall
19.	Prose	This course is aimed to develop students' ability in appreciating prose fiction by reading and	3	Fall

		analysing World short stories and novels. In this course, students will read at least five short stories, one novella as intermediary between the short story and the novel, and two novels. It is expected that students will be able to write a critical analysis on the literary works read by using literary theories. Students will also give responses, such as in a form of reflective writings or art works that aim to encourage students to be more emphatic, sensitive, and mature.		
20.	Cross Cultural Understandi ng	This course explores numerous questions and analyses cultural similarities and differences with regards to Eastern (such as Indonesian) and Western (such as American and British) cultures. Recognizing that each society has its own beliefs, attitudes, customs, behaviours, and social structures, students are able to understand that people have a sense of identity, standards by which to live, and goals to strive for; that the term "culture" has many different meanings, referring to the patterns of belief and behaviour common to a particular group of people (such as the reasons why English people think and behave the ways they do).	2	Fall
21.	Critical Reading and Writing II	This course is designed as a project-based class to facilitate students to access into a large amount of reading through which students acquire information, which thus enhances the progress of their knowledge and the development of their critical reading and writing skills. In this course, students choose a topic they are interested in and voluntarily choose readings that will serve the exploration of the topic; then students organize the acquired information in accordance with the planning and steps necessary for producing a synthesis. In doing so, students develop a personal method to an intellectual work. This personal method involves the skill to plan the building up of information, the skill to create a mind-mapping, the skill of a note taking, summary making, and synthesizing. The project will result to a published magazine, which is first of all the synthesis of the materials the students have read, but also a report on their reading activities and a creative expression related to the topic they have explored. On completing the course, the students are able to have a set of knowledge on the decided topic, able to master the skill of planning and organizing	4	Spring

		readings based on the studied topic, are able to develop a skill to make a mind mapping, a summary, a synthesis and a presentation, able to acquire a level of perseverance and honesty necessary for an intellectual work.		
22.	Critical Listening and Speaking II	On completing the course, the students will be able to employ strategic skills, to comprehend advanced, extended discourse such as news reports, narratives, expository passages; paraphrase, take notes and summarize advanced extended discourse such as news report, narratives, and expository passages. Afterwards, the students will be able to give oral critical response and reflection based on the given topics in the form of short individual/group presentation.	4	Spring
23.	Structure IV	This course provides students with opportunities to foster their ability to produce grammatically correct sentences with various patterns and elements based on the previous Structure courses. Among others are passive construction, sentences with sub-clauses of various kinds, and sentences with non-finite elements. The activities include text-analysis, rewriting a given sentence from one pattern to another, and translating Indonesian expressions or sentences into English.	3	Spring
24.	Phonetics and Phonology	The course is intended to provide students with a sufficient understanding of Phonetic and English Phonology. The course starts with segmental phonology. In that will be discussed how speech sounds are produced and how they are classified in terms of the way they are produced. They second part discusses unit larger that segments, namely syllables and words, stress, and intonation. The last part discusses the common phonological processes in English. During this course, the students often have to compare the phonology of English and that of their mother tongues. As teacher candidates, they will need such understanding of the differences, which will enable them to diagnose any pronunciation problems and suggest ways of helping learners overcome the problems.	2	Spring
25.	Drama	This course is designed as an experiential learning class to facilitate students to understand the elements of drama script, the technique of play directing, and the organization of a play	2	Spring

		production (which thus prepares students for a play performance the following semesters). In this course, students read, analyze, and interpret three drama scripts from three eras, namely ancient Greek drama, medieval British drama, and British/American modern drama. Students also write a short script, propose a drama program for children, and perform it at the end of the semester. Students are advised to involve in a play production or to attend at least one play performance outside the class.			
26.	Academic Essay Writing	This course is designed to introduce students to the underlying principles of academic writing. It is projected to help students to be able to analyze the characteristics of academic essay and to write good academic essay. On completing this course, the students will be able to understand academic writing conventions and write academic essays on language, language teaching, and literature.	2	Fall
27.	Public Speaking	This course is designed to introduce students to underlying principles of speaking in public and to provide opportunities and hands – on experiences to students in developing various types of speaking skills in formal situation. On completing this course, the students will be able to develop various kinds of skills in order to enable them to speak in public successfully.	2	Fall
28.	Morpho-Syntax	This course is aimed at familiarizing students with English Morphology and Syntax. In Morphology the system of categories and rules involved in word formation and interpretation is discussed. In syntax, students learn grammatical concepts and terminology. By using that knowledge, students should be able to identify syntactic patterns and explain syntactic constructions. Furthermore, the system of rules and categories that underlie sentence formation is dealt with using a simple version of transformational syntax.	2	Fall
29.	Poetry	This course is designed to encourage students to enjoy reading poetry. In this course, students will analyze the intrinsic elements of a poem, which include Rhythm, imitation, style and tone, pleasure and/or truth, technique of verse. Students are also able to show their understanding and ability to analyse a poem by making use of literary theories. The values of finding realities of life	2	Spring

		depicted in the works may encourage students to be more emphatic, sensitive, and mature.		
30.	Sociolinguistics	The course is designed to introduce students to fundamental concepts of sociolinguistics. It elaborates underlying principles that come into play in describing language use and society. Besides, it deals with various issues in sociolinguistics. The topic addressed among others is language varieties, language choice, language change and politeness. The course also discusses the importance of sociolinguistics for language teaching.	2	Spring
31.	Translation	This course is designed to introduce knowledge of the definition, principles, problems, and process of translation. The students are exposed to the hands-on experiences of translating various text types. Students are introduced to the concept of cultural transfer, naturalization, coherence, unity and flow. Students are to identify syntactic, semantic, and pragmatic problems in translating letters, news, editorials, leaflets, abstracts, and journals.	2	Spring
32.	Interpreting	This course is designed the students to modes of interpreting and principles of interpreting. During the course, the students are given practice to interpret English utterances to Indonesian and vice versa. On completing the course, the students are able to spontaneously interpret a spoken/recorded communication in English into Indonesian and vice versa.	2	Fall

Teaching Proficiency and Skills Courses

No.	Course	Description	Credit	Semester
1.	Approaches, Methods, and Techniques	In this course, students are to develop creative and innovative learning activities that meet the learning purposes, learners' characteristic and learning styles, available sources and resources, and learning condition. In order to have such ability, students are to explore knowledge of the established approaches, methods, and techniques, strategies in teaching language skill and elements, and some classroom management principles. Students are also to develop simulated teaching procedures based on the learned approaches, methods, techniques and strategies.	3	Spring

2.	Language Learning Assessment	Language Learning Assessment is designed to introduce students to underlying principles of language testing and assessment and to provide hands-on experiences in developing English as a foreign language classroom tests and assessment materials. The students will be trained to design sets of assessment for assessing English language learning and to evaluate existing assessment tools to be used in their context. In this course, students will learn some topics i.e. testing, assessing, and teaching, test specification; test types/ kinds of tests and testing, principles of language assessment, Designing classroom language tests, Testing and assessing language elements and other kinds of testing, Testing and assessing the four language skills (listening, speaking, reading, and writing), Alternatives in assessment, Scoring, grading, result analysis and interpretation.	2	Fall
3.	Learning Program Design	This course gives students in insights into the concept of curriculum, its program design and implementation. In this course, the students are introduced to the concept of curriculum in general and also to the current curriculum used in Indonesia and its elements including syllabus and lesson unit plan. Besides, students are equipped with the knowledge of material development. Having the knowledge of curriculum, of its elements, and of material development, students are also given practice to develop teaching materials for grade-schools based on the current curriculum used. As the final product, the students are expected to generate a set of lesson planning documents.	3	Fall
4.	Language Teaching Media	This course aims at developing students' ability to creatively and innovatively develop and utilize varieties of media to facilitate language teaching. In the initial process of learning, students are to explore knowledge of the concepts, nature of characteristics, and purposes of media in general and media for language teaching. Having sufficient theoretical foundation, students are expected to creatively and innovatively develop media for language teaching in the following categories: conventional media, word processor, digital audio production, digital media production, and some internet facilities for learning.	3	Fall

No.	Course	Description	Credits	Semester
5.	Micro Teaching	The main objective of the micro teaching course is to provide the learners with an environment for practice-based teaching to encourage self-evaluative skills on their teaching competence and performance. Self-evaluative skills involve thinking about teaching styles as well as content mastery and provide learners with specific suggestions regarding how their teaching styles and content mastery are perceived by others. This course is conducted in the micro teaching lab with the maximum of 20-23 learners.	2	Spring
6.	Proposal Seminar	Proposal Seminar is designed to introduce students to the underlying principles of writing and presenting research report based on questionnaire, interview, and library study. Upon completion of the course, students are expected to be able to conduct minor research and write reports of the research. Students are able to: Conduct a minor field research using a questionnaire and interviews as the instruments; Analyze research report based on questionnaire and interviews; Write research report based on questionnaire and interviews; Conduct a minor library research; Analyze research report based on a library study; Write research report based on a library study; Present one of the research reports in a class seminar.	3	Fall

Elective Courses

No.	Course	Description	Credits	Semester
1.	Vocabulary	The course is one of the elective courses offered in the English Language Education Study Program. Through various activities students are exposed to the meaning of the 3000 words and their Indonesian equivalence. In addition, students are exposed to the principles of word formation and contextual use. They are also required to apply vocabulary enrichment techniques independently and use dictionaries to enrich vocabularies. No prerequisite course is required.	2	Spring
2.	Textual Pronunciation	In the course, the students are exposed to pronunciation in context. In all sessions, students are required to read aloud various texts putting their knowledge about accuracy, intonation, stress, stress shifting, and rhythm into practice. These	2	Fall

		practices are meant to develop students' accuracy and fluency and improve their pronunciation mastery. This course addresses actual pronunciation problems. Hence, the activities in the course are directed at raising awareness of their pronunciation problems, as well as phrasing and pausing. Phonetic transcription may occasionally be presented to illustrate the correct pronunciation. Corrections are always provided as the feedback to the students' pronunciation problems and students are asked to repeat either individually or in chorus so as to make them internalize the correct pronunciation.		
3.	Asian Language	This course equips the students with basic Asian language skills (Korean, Japanese, or Chinese) and knowledge of cultural aspects of the language. In the course, they will learn and practice the language elements and skills facilitated by native speaker teachers or non-native but competent teachers in classroom activities and cultural activities outside the classroom.	2	Spring
4.	Business Writing	Upon completing the course, the students are to produce variety of effective and formal English correspondence. In the learning process, students are to explore knowledge of the standard styles, content, and language from various models of business correspondence. Having provided with effective model and analysis of those models, students are to make attempt to produce similar effective and formal business letters. Furthermore, catching up with the advance of information technology, students are also provided with opportunities to learn and produce business correspondence through online communication.	2	Spring
5.	Second Language Acquisition	Language Acquisition is an elective course that is included as a branch of Linguistics. It introduces the students to contemporary approaches to second language acquisition. This course is to enrich the students' understanding of how second language learners learn and acquire a second language. The human capacity for language, developmental stages, learners' errors, language transfer, learning strategies, learner variability, and the effects of instruction.	2	Spring
6.	Textual Structure	The course trains students to identify common problems of English structure in order to	2	Fall

		understand authentic texts. The analysis on the authentic uses covers, for example, basic elements of English sentences and types of adjectives.		
7.	BIPA Learning Introduction	The aim of the course is to introduce students to the principles of learning Indonesian as a foreign language and to the knowledge of teaching Indonesian as a Foreign Language. In this course, students will design BIPA syllabus based on learners' needs and develop BIPA materials and media.	2	Fall
8.	Creative Writing	This course will introduce students to the process and techniques of creative writing. It takes a student-centered approach to creative writing, offering a range of strategies to help student develop as a writer. The emphasis is highly practical, with exercise and activities designed to ignite and sustain the writing impulse. The course starts by showing ways of using memory and experience and building a daily discipline. This is followed by demonstration and practice of the three most popular form – writing fiction, writing poetry, and life writing (biography and autobiography) through exercises, namely haiku, blind/ deaf experience, three minutes walking cycles, exterior/ interior boxes, extended fable, Bulwer-Lytton Sentences, six sentence paragraph, four visitors, voices in the dark, obfuscatory sentences, character cycle, journal, letter to grandchild, writing a story for children. The concluding part aims to help student experience editing and publication process.	2	Fall
9.	Introduction to Literature Criticism	The course is aimed to introduce the students to (an overview of) some literary theories such as Psychoanalytic criticism, Feminist criticism, Queer theory, Marxist criticism, New Historicism, Post-colonialism criticism, and Ecocriticism. In this course, students are also introduced to theory before theory. Recognizing the overview of some literary theories, students will be able to make use one of those theories to interpret the meaning of one literary works.	3	Spring
10.	Computer Assisted Language Learning	Computer Based Language Learning (or Computer Assisted Language Learning) is designed to introduce the students to underlying principles of computer assisted language learning and Web 2.0 tools and how to implement them in	3	Spring

		language classrooms. This course will also show students how to search, select, and evaluate a body of internet-based (or web-based/ online/ electronic) materials and to provide hands-on experiences in developing computer-based or web-based materials and learning activity. Therefore, this course is both theoretical and practical in nature. The students will be able to understand the underlying principles of computer assisted language learning, search, select, and evaluate a body of internet-based materials (or Internet resources), and effectively integrate these materials into language teaching and learning programs, know how to use Web 2.0 tools in their classrooms and create simple electronic materials themselves.		
11.	English for Young Learners	English for Young Learners is designed to introduce students to fundamental concept of teaching English to young learners. It elaborates some numbers of important issues in the area of second language learning, especially for children. It discusses myths and misconceptions on children's characteristics in learning together with its implications for classroom teachers, the developmental characteristics of children learning a language, some appropriate methods and techniques of teaching young learners, especially learning or activity centers that create opportunities for both first and second language development. It also digs out some strategies that can be used to evaluate student's progress in the English classroom. At the end of the course students are assigned to observe certain primary school and come up with any ideas to help the school, e.g. producing teaching media, suggesting teaching techniques.	3	Spring
12.	Mass Media Communication	This elective course is aimed to help the students understand the nature of journalism in general and news and feature writing in particular. Having been exposed to the concept of journalism including newsgathering, students are able to write articles for many different desks in many different mass media. Upon the course completion, students have at least the experience of having sent their article/ work to some mass media.	3	Fall
13.	English for Specific Purposes	This course aims at introducing basic concepts and principles of English for Specific Purposes/ ESP programs before providing the students	2	Fall

		opportunities to design various ESP programs. In the course, students search for different examples of ESP programs to be discussed in class, identify the elements of the programs, compare the elements with the theories of ESP learned, and finally, design their own ESP programs. On completing the course, students are able to understand ESP theories, adapt or develop elements of ESP such as Need Analysis, syllabus, learning material, evaluation for their own ESP programs.		
14.	Advanced Interpreting	Advanced interpreting is designed to introduce the students to advanced and extended modes of interpreting and principles of interpreting. During the course, the students are given practice to interpret English utterances to Indonesian and vice versa. On completing the course, the students are able to spontaneously interpret a spoken/ recorded communication in English into Indonesian and vice versa.	2	Spring
15.	Advanced Translation	Advanced translation is designed to provide extended practice on process of translation. On the completion of this course, the students are able to translate manual books, literary works, and legal documents.	2	Spring
16.	Semantics-Pragmatics	The course enables the students to explore fundamental aspects of semantics. It discusses the concept of semantics, and its relationship with pragmatics. Upon completion, the students are able to understand the concept of semantics, the relation between semantics and pragmatics, and apply the knowledge and theories in tackling semantics issues in English teaching and learning.	2	Spring

COURSES IN ENGLISH LETTERS DEPARTMENT
SANATA DHARMA UNIVERSITY

1. *New Curriculum:*

No	Course	Description	Credit	Semester
1	English Grammar 1	Designed to teach the students the basic principles of English. The students will learn about sentence patters and tenses; subject-verb agreement; nouns, noun phrases and pronouns; modals; clauses (noun clauses and adjective clauses); gerunds and infinitives; and coordinating conjunctions.	4	Fall
2	English Composition 1	Designed for students to be able to understand the kinds of text, understand the used words, and also able to produce a good, well-structured English sentences, and able to write a good paragraph.	4	Fall
3	English Conversation 1	Teaching the basic skill of speaking in English. The students are asked to see the real conversation and thus, they are able to use the expression and the language of conversation correctly based on the situation.	4	Fall
4	History of UK and US	This course teaches the students about the important information in British and America history, since the beginning until now. The course is also inviting the students to understand the relation between the history of Anglo-Saxon and the social practices in their recent culture.	4	Spring
5	English Grammar 2	The continuation from the English Grammar 1 with focus on the complex sentences which use adverbial clauses, reduced clauses, and transitions. Besides, the students also practice to use the passives, conditionals, wishes, cleft and pseudo-cleft sentences, inversion, noun clauses, noun phrases, and verb phrases with their complementation.	4	Spring
6	English Composition 2	This course elaborates the students' ability in writing paragraph. The students are invited to practice in different styles in writing. Before writing, the students will be introduced to the texts using different style to write.	4	Spring
7	English Conversation 2	The course is aimed to improve the students' skill in expressing	4	Spring

		their ideas either in formal situation or informal with the proper expressions. Hopefully the students will be able to participate in a meeting, to present the ideas in formal situation, to do the interview, and to write an official report.		
8	Introduction to English Literature	The course is aimed to introduce the literary world (especially the English literary works) so they will be understand how to give a response through the components in literary works. Besides, the students are also being introduced to some approaches in literary criticism and the forms of literary works in English.	4	Fall
9	Introduction to English Linguistic	This course is the basic course from the linguistics courses offered in the higher semesters. The students will be introduced to every branches in linguistics so that the students will be able to understand the linguistics courses before taking the courses related to the specified linguistics courses.	4	Fall
10	Introduction to Research	The students learn about the basic procedure in research for language and literary. Thus, hopefully they will be able to write a research proposal in language and literary, to do the research in language and literary, and to write the report based on the research in language and literary.	2	Fall
11	ICT in Language Studies	This course invites the students to combine their skill in technology and information with the language learning.	2	Fall
12	Cultural Theories	Introducing the students to theories and approaches about culture and its history. This course invites the students to examine the artifacts from every theory.	2	Fall
13	Culture of English Speaking Nations	Introducing and discussing the social structure (institutions, life style, cultures, etc.) in English speaking nations. Hopefully the	3	Fall

		students will be able to understand the social structure so that they can understand the literary works produced by the English speaking nations.		
14	Business Writing	This course is designed to improve students' knowledge about the way in writing official and formal letters. Hopefully through this semester, the students will be able to understand the forms of official letters (business letters) and to write business letters in the proper, correct, and effective language.	3	Fall
15	Introduction to Indonesian Culture	Introducing the development and change process in the plural and multicultural Indonesian society in history perspective thus forming a cultural insight as the basis for the integration of society and the nation.	2	Spring
16	Morpho-Phonology	From the Morphology side in this course will discuss about the internal forming words and the concept or rules in forming words. From the Phonology side in this course will discuss the pattern of sound in English and the role in understanding language study. By the end of the semester, hopefully the students will be able to understand the relation between morphology and phonology.	3	Spring
17	English Prose	This course is aimed to improve the understanding and appreciation to the literary works in prose form. This course includes the throughout explanation about intrinsic and extrinsic element in literary works also the application of the theories and the approaches in contemporary works (especially Psychoanalysis, Post-Structuralism and Deconstruction, and Race, Class and Gender) in analysing the literary works in prose form.	3	Spring
18	English Poetry	To ask the students to know, to understand, and to master the	3	Spring

		intrinsic elements in poetry, including simile, personification, metonymy, paradox, nada, allusion, rhythm, and rhyme. Besides, the students are also trained to apply the approaches biographical, feminist, and post-colonial to analyze the poetry.		
19	English Drama	Introducing the script of dramas to the students. Hopefully, the students will be able to understand the elements in drama and also the relations, the type of dramas, and the development of dramas. Besides, the students are also trained to analyse the relation between the intrinsic and extrinsic elements in drama.	3	Spring
20	Theories and Practices of Translation	Introducing the students to translation study, the theories related to translation, and invite the students to apply those theories in translating practice. The students will learn how to translate English to Indonesian and the opposite.	3	Spring
21	French	The course is aimed to introduce French to the students so that they will gain some additional skill in language. Hopefully, the students are able to use French to do the basic communication and also understanding the simple text in French.	3	Spring
22	Logics	Discussing the philosophical thinking that invites students to be able to criticize whether a process of thinking is straight, consistent, coherent, and clear. Students are introduced to various ways of thinking and the process.	2	Fall
23	Indonesian Literature	This course is aimed to invite the students to understand the importance of the literary works of Indonesia in relation to the social problems in Indonesia. Besides, the students are also invited to see the existence of the literary works of Indonesia.	2	Fall
24	History of English Literature	To understand the history of literary works in Great Britain	2	Fall

		since the Old English until 20th century. Hopefully, the students will be able to understand the context of English society which influencing its literary works and be able to identify the characteristics of literary works based on the year.		
25	History of English Language	Introducing the history of the development of language in general and also English specifically in social, political, and cultural context.	2	Fall
26	Syntax	The course contains the formation of words to produce phrase, clause, and sentence. By the end of the semester, hopefully the students will be able to understand the concepts of syntax and to apply those concepts in analyzing phrase or sentence.	3	Fall
27	Translation/Language/Literary Research Methodology	The students will learn the principal and basic techniques of translation or language or literary research. The students are also trained to identify the problem in research, to do analyse based on the problem, to choose the model of argumentation, to select, analyse and interpret the data, also to conclude the explanation.	3	Fall
28	Semantics-Pragmatics	This course includes about the meaning in using English. By the end of the semester, hopefully the students are able to analyze the meanings from the forms of words, phrases, clauses, and sentences. This course also discusses the usage of language in its context. By the end of the semester, hopefully the students are able to explain the rules in semantics in language so that the meaning from the usage of the language can be properly understood. The students are also able to explain the role of pragmatics in the usage of language and the application of the principals of pragmatics in analyzing text.	3	fall

29	Consecutive Interpreting	Introducing the basic theories about consecutive interpreting. The students are invited to practice the consecutive interpreting and to understand the nature, features, and the strategies in doing consecutive interpreting.	3	Spring
30	Philosophy of Science	This course delivers the students to an understanding of the nature of science, the history of its development, as well as the challenges and the future of science. Designed to build an understanding of the direction, goals, ways of working, and the process of scientific thinking.	2	Spring
31	Creative Writing	To give a place for the students for creative writing. They will be introduced to the examples of literary works and hopefully will be able to analyze the forms of literary works so that they can develop their ability in writing literary works. By the end of the semester, hopefully the students can write short story, poetry, and drama script.	3	Spring
32	Research Seminar	The students are prepared to be able to present a paper on translation, language, or literature by following the principles and manner of writing papers and manner of presentation is good, true, and effective.	3	Spring
33	Indonesian Television	This course invites the students for a closer look at the presentation of a television show in Indonesia from various points of views. The students are expected to thoroughly understand the importance of an event for an audience, producers, owners of television stations, and government.	2	Spring
34	Western Civilization	The students will be introduced to main events happened in the western society which influenced the life of the modern people nowadays.	3	Spring
35	Stylistic	This course contains the basic principles of language style.	3	Spring

No	Course	Description	Credit	Semester
		Students are expected to understand the elements of style, to recognize various styles of both written and spoken languages, to analyze text in a variety of styles, and use appropriate language style in order to achieve the purpose of communicating. This course is closely linked to the linguistic literature subject. Hopefully, through this course, the students are able to understand the role of various styles in oral and written language, may write in a variety of styles, and use the right style in different situations.		
36	Cultural Studies	To train the students to identify the kinds of texts, to criticize text, to seek for the cultural background of a certain text, to seek the meaning of a certain text, and also to give meaning to the text.	2	Fall
37	Preliminary Thesis	The course which invites the students to start their thesis writing. This course asks the students to writhe their first until third chapter from their thesis. The focus of this course is the proper forms and ways of thesis writing.	4	Fall
38	Japanese	This course is aimed to introduce the students to Japanese so that the students will be able to gain additional skill in language. Hopefully, the students are able to use Japanese for the basic conversation and also be able to understand simple text in Japanese.	3	Fall

2. Recent Curriculum

No	Course	Description	Credit	Semester
1	History of English Language	Introducing the history of the development of language in general and also English specifically in social, political, and cultural context.	2	Spring
2	Phonetics	To develop the students' ability in recognizing the sounds in English	2	Spring

		either separated or in a certain context, or even in a written symbols. This course introduces the forms, classifications, and representations of the sounds in English.		
3	English Drama 1	Introducing the script of dramas to the students. Hopefully, the students will be able to understand the elements in drama and also the relations, the type of dramas, and the development of dramas. Besides, the students are also trained to analyse the relation between the intrinsic and extrinsic elements in drama.	2	Spring
4	English Poetry 1	To ask the students to know, to understand, and to master the intrinsic elements in poetry, including simile, personification, metonymy, paradox, nada, allusion, rhythm, and rhyme. Besides, the students are also trained to apply the approaches biographical, feminist, and post-colonial to analyze the poetry.	2	Spring
5	English Prose 1	This course is aimed to improve the understanding and appreciation to the literary works in prose form. This course includes the throughout explanation about intrinsic and extrinsic element in literary works also the application of the theories and the approaches in contemporary works (especially Psychoanalysis, Post-Structuralism and Deconstruction, and Race, Class and Gender) in analysing the literary works in prose form.	2	Spring
6	Writing 4 (Essay Writing)	The students will be introduced to essay writing, the criteria and the proper way to write an essay.	2	Spring
7	Structure 4	The students are taught about the structure of the complex sentence so that by the end of the semester they will be able to analyze the text in English which contains the complex sentences, inversions, passives, and cleft-sentences. Besides, hopefully they will be able to produce text in English containing the complex sentences, inversions, passives, and cleft-sentences.	2	Spring

8	Translation 1	Inviting the students to understand the ordinary process in translating practices. The students are expected to be able to translate several texts from English to Indonesian.	2	Spring
9	Listening 4	Through this course, the students are being familiarized to English conversations which are more complex than what they have in the previous course, Listening 3 also the explanations will be in its original speed.	2	Spring
10	Reading 4	To improve the reading ability emphasizing in the understanding in the deeper meaning in a certain text. The ability in concluding the text also being trained in this course.	2	Spring
11	Speaking 4	Emphasizing in the ability of expressing themselves in a formal situation. The students are expected to be able to participate in a meeting, to present ideas in formal situation, to do interviews, and to write a formal report.	2	Spring
12	Information Technology	This course is aimed to invite the students to combine their skill in technology information (web making) and writing.	2	Spring
13	TEFL (Teaching English as a Foreign Language)	To prepare the students who are interested in teaching. Through this course, they are taught about the principles in teaching English.	2	Spring
14	Logics	Discussing the philosophical thinking that invites students to be able to criticize whether a process of thinking is straight, consistent, coherent, and clear. Students are introduced to various ways of thinking and the process.	2	Fall
15	Phonology	Discussing the role of phonology in the ability in speaking and also phenomenon related to phonology so that by the end of the semester, the students will be able to make analysis about the problem related to phonology.	2	Fall
16	Morpho-Syntax 1	Discussing about the basic concepts in morphology. Besides, the structure of the words, the parts of words, and the rules of the words are also being taught.	2	Fall
17	Sociolinguistics	The students are expected to be able to understand the concepts related	2	Fall

		to sociolinguistic, the role of language in a certain community, and the differences of language and the importance.		
18	English Drama 2	This course is the continuity from the previous course English Drama 1. Through this course, the students are trained to analyse the relation between the intrinsic and extrinsic elements in drama.	2	Fall
19	English Poetry 2	This course is the continuity from the previous course English Poetry 1. Through this course, the students are trained to apply the approaches biographical, feminist, and post-colonial to analyze the poetry.	2	Fall
20	English Prose 2	This course is the continuity from the previous course English Prose 1. This course includes the throughout explanation about intrinsic and extrinsic element in literary works also the application of the theories and the approaches in contemporary works (especially Psychoanalysis, Post-Structuralism and Deconstruction, and Race, Class and Gender) in analysing the literary works in prose form.	2	Fall
21	Writing 5 (Creative Writing)	To give a place for the students for creative writing. They will be introduced to the examples of literary works and hopefully will be able to analyze the forms of literary works so that they can develop their ability in writing literary works. By the end of the semester, hopefully the students can write short story, poetry, and drama script.	2	Fall
22	Structure 5	To train the students to analyze, to combine, and to produce text in English either spoken or written, using the complex phrase structure and complex clause.	2	Fall
23	Journalism	The students are trained to write about the factual events or to record news in written form which is ready to be published in newspaper.	2	Fall
24	Instructional Design	To train the students to make the preparation for teaching. This course is continuity from Teaching English as a Foreign Language.	2	Fall
25	Cultural Studies	Training the students to identify several kinds of text, to criticize text,	2	Fall

		to seek for the background of the text, to seek the deeper meaning of a certain text, and to give meaning for the text.		
26	Aesthetics	Discussing several branches in art philosophy and esthetic. The students are expected to understand the essential of beauty and to appreciate it.	2	Spring
27	History of Modern Thinking	The students will be introduced to the branches of philosophy and modern thinking which influencing nowadays and also how the theories are being applied in education. By the end of the semester, the students are expected to reflect what 'exist,' 'know,' and 'acting like human' really are.	2	Spring
28	Semantics	The branch of linguistic which is related to the meaning of word and sentence. Through this course, the students are trained to identify the words, phrases, clauses, sentences, and text. Besides, they are also trained to seek for the relation between the context and the information produced in the sentence.	2	Spring
29	Morphosyntax 2	The continuity from Morphosyntax 1 in which students are introduced to the theories of the structure of phrase and sentence.	2	Spring
30	Language/Literary Research Methodology	The students are learning the basic procedures in language or literary research. Thus, hopefully they will be able to write a language or literary research proposal, to do the research, and to write the report based on the research.	2	Spring
31	Play Performance	Designed as a place for the letters students to express themselves. Through this course, the students are trained to write the script and to work in group and also to perform a drama in English.	2	Spring
32	History of English Literature	To understand the history of literary works in Great Britain since the Old English until 20th century. Hopefully, the students will be able to understand the context of English society which influencing its literary works and be able to identify the characteristics of literary works	2	Spring

		based on the year.		
33	Translation 2	The students are learning the way to translate the Indonesian text to English.	2	Spring
34	Public Speaking	To improve the students' ability in speaking to express their ideas, to persuade people, to interpret a message in a certain situation. The students are expected to have a basic skill as a public speaker.	2	Spring
35	TV Journalism	The continuity from Journalism. The students learn the television journalism such as presenter. To collect news, and to make it visualized, and also make a documenter film.	2	Spring
36	Peer Teaching	The continuity from TEFL and Instructional Design. Through this course, the students are expected to practice the knowledge they have gained in the previous courses.	2	Spring
37	Stylistic	This course is the branch of linguistics which is related to literature. Hopefully, through this course the students will be able to understand the role of the style in language written or spoken, able to arrange the text in different styles and able to use the proper style in a certain situation.	2	Fall
38	Seminar on Language/Literature	The students are prepared to be able to present their proposal on language/literature.	2	Fall
39	Writing 6 (Proposal Writing)	To help the students in thesis writing. Hopefully the students are able to write the proposal for the research and also the instruments (chapter one until three)	2	Fall
40	Introduction to English Tests	To prepare the students in facing English competency test. This course includes three parts: listening, structure and reading.	2	Fall
41	Interpreting	To introduce the basic theories about interpreting and to train the students interpreting English to Indonesian and the opposite.	2	Fall
42	Translation Studies	Introducing the students to translation studies and the development, the translator profession and also to train the students to analyze the translation quality assessment and to introduce the students to translation research	2	Fall

		methodology.		
43	Comparative Literature	To teach the students the ways of analyzing and comparing Indonesian literary works to English literary works (especially from Britain and America). The students are asked to analyze the compared literary works to see the relation between them. After this course, the students are expected to master the basic knowledge about literature analysis.	2	Fall
44	Staged Performance	This course is designed as a place for the students to produce an English staged performance. The students prepare the script, directory, casting, and etc. thus it can be performed.	3	Fall
45	Pragmatics	To train the students to see and analyze the language used in daily life. The students will be asked to analyze the language used in mass media, daily conversation, and so on.	2	Fall

COURSES IN ENGLISH IN NON-ENGLISH DEPARTMENT
(PSYCHOLOGY AND INFORMATION TECHNOLOGY)
SANATA DHARMA UNIVERSITY

No	Courses	Lecturer	Department	Credit	Semester
1	General Psychology I	M. M. Nimas Eki Suprawati, M.Si., Psi.	Psychology	3	Fall
2	Development of Psychology II	Slyvia Carolina, MYM M.si.	Psychology	3	Fall
3	Clinical Psychology	C. Siswa Widyatmoko, M.Psi	Psychology	3	Fall
4	Information System Management	Drs. J. Eka Priyatma, M.Sc., Ph.D.	Information Technology	3	Fall
5	Experiment on Data	PH. Prima Rosa S.Si., M.Sc.	Information Technology	1/2	Fall
6	Analysis on Business Process and Experiment on Company Resources	AM Polina, S. Kom., M.Sc.	Information Technology	4/5	Spring
7	Data Mining	Dr. C. Kuntoro Adi, SJ. M.A., M.Sc.	Information Technology	3	Spring

COURSES IN THE GRADUATE PROGRAM IN ENGLISH LANGUAGE STUDIES

SANATA DHARMA UNIVERSITY

Content Courses

No	Course	Description	Credits
1.	English Literacy	This course aims at developing the students' English language competence necessary for academic purposes. The students are going to learn how to present a paper, to identify the major ideas and organization of academic texts, and to write short papers, critical reviews, and research papers. During the course, the students are going to spend most of their time for presentation and discussion of their work of on literature, linguistics, or language teaching.	2
2.	Cultural Theories	This course is to introduce to the ways in which (certain) social scientists use general conceptions of society and culture to interpret and translate collective activities, belief, and values. The first part of course will be concerned with the regularities that can be discerned behind the improvisations and conflicts of social life. The second part will deal mainly with attempts to make the ideas of other cultures (or of one's own) intelligible by demonstrating that they fall into logical patterns or that they reflect the structure of the mind.	3
3.	Foundation of English Linguistics	This course is meant to provide sound foundation of linguistic knowledge and skills in linguistic analysis. It covers basic and essential as well as advanced concepts in linguistics, which are required for describing, explaining and analysing various linguistic phenomena. It deals with linguistic recent issues, topics, and materials presented in multiple processes; requires partnership between lecturers and students and among students; and celebrates the participants' diversity and open-mindedness as well as the participant's sound mastery of theories and their applicability.	3
4.	Foundation of English Literature	Designed as foundations to the study of literature, this course will examine the ongoing debates surrounding "What is	3

		literature?" and "What is NOT literature?" by focusing on various texts within their respective contexts. It will discuss the ways in which creative literature directly relates to the personal, social, political and spiritual aspects of people's life. Here, the word "English" is used as the name for world resources of languages, cultures and peoples, hence approachable to national/international and global/local repositioning. This course will also pay attention to some key vocabularies and primary critical skills to access a variety of literary genres across times and a handful of literary theories (introductory in nature) by means of critical reading.	
5.	**Foundation of English Education**	This course is the first in English education. It is first to help you become competent in developing the system of English education, and indirectly in managing research in English education. The subject matter is essentially the liberating system of English education: universal, national, and local. Secondly, it is to help you contribute to the science and technology of English education. In the process you are required in group to submit a mini-research report on a current issue of *English Education* and a personal accountability about your role in the group project and about your understanding of the system of English education. I will summarize the knowledge schemata, and help you complete your project.	2
6.	**Graduate Research Project**	This course is to help you complete your thesis-writing project you have proposed before. It is not a lecture course, but a workshop course. It is understood that thus far you already have something relatively definite about what to do. You have to convince yourself that you have had an adequate competency already to make your own decision in selecting a topic, making a plan, doing the research, and writing its report in a thesis format. It is a fact however, that the declarative and procedural knowledge of research is boundless, and naturally becoming too broad for our allotted time and anyone's limited mind. Accordingly, a maximum collaboration is a must, and every one of you is obliged to contribute to your own and the class progress. Mine is to help make sure that your thesis is	2

		systematic, systemic, conventional, and grammatical.	
7.	**Thesis**	A thesis is an academic writing on a topic selected according to one's concentration. A student has to write a thesis to show his/her mastery of his/her field and the application of the theories for a certain language phenomenon, literary work, or language teaching problem.	4
8.	**Second Language Acquisition**	This course discusses the reasons for second language learning, the methods of learning (acquisition), theories of second language acquisition, the process of learning, the process of analysis and synthesis, the process of embedding subtle grammatical component, inter-lingual and intra-lingual interference, perception of the learner and her/his accomplishment, the effect of S2 learning on intelligence, and the effect of postgraduate leaning on undergraduate learning.	3
9.	**English Education Technology**	This course discusses the pedagogic aspects of the use of computer for language learning or computer assisted language learning (CALL) and gives the students the skills to develop language teaching material using a computer software and web-site.	3
10.	**Program and Material Design**	This course deals with how to design and set up an English program systematically. The larger portion of the course is practical, where the students work on a selected project proposal, such as, the undergraduate curriculum or its components, a school curriculum, media, material, and non-school training program.	3
11.	**Evaluation in English Education**	Evaluation is an integral part of a program, including an educational program. Traditionally evaluation overlaps with testing, which directly refers to the result goal. Recent development has shown interests in process goals and even in the full integration of assessment and learning itself. This course is to help you become competent in evaluating English education. As a result of learning it you will have to be able to do it, and as a result of	3

		doing a study on it you will have to contribute to its progress. To facilitate the construction of your competence we will review the system of evaluation in English education, followed by projects for you to accomplish. You are to construct your own knowledge schemata of evaluation in English education and review in writing one component as your group project to contribute to your personal and social progress in English educational evaluation. I will give lectures in the first three meetings, and then help you complete your project.	
12.	Research in English Education	This course discusses the history of translation theories, text properties, transformational, semantic, and situational models for translation, literal and connotative meanings, and various problems in translation.	3
13.	English Phonetics And Morphophon ology	This course deals with both practical and theoretical aspects of English sounds and their combination into meaningful linguistic units. Description of sounds is presented through phonetic symbols and the physical nature of their production. As sounds interact with one another in their lexical realization, discussion on the interaction covers the realization in the form of words and sentences. The features under discussion include both segmental and suprasegmentally aspects.	3
14.	English Syntax	This course discusses some approaches in the study of English grammar: traditional grammar, IC analysis, systemic functional grammar, and transformational grammar. It gives both the theory and the practice on the study of English grammar.	3
15.	English Semantics	This course discusses the meanings of words and sentences from various approaches. It covers scope of semantics, approaches to the study of meanings, word meaning, sentence meaning, ambiguities and vagueness, thematic roles, thematic relations, and conceptual structure.	3
16.	English Pragmatics	This course discusses the concept of pragmatics, other topics in the field of pragmatics such as the nature of contexts, deixis, speech acts, conversational implicature, presupposition and	3

		conversational structure, and the relation of pragmatics and other branches of linguistics.	
17.	**Research in English Linguistics**	This course discusses the nature and the methods of language research and aims at helping the students develop their language research skills.	3
18.	**Critical Theory**	The course deals the major critical schools. It discusses important debates that not oppose one school to another but may mark salient divisions within the movement.	3
19.	**A Literary Criticism**	This course focuses on a number of current approaches to literature. It examines diverse literary texts under major twentieth-century theories and applications. In particular it will examine major literary criticisms such as historical, formalist, biographical, psychoanalytic, Marxist, reader-response, New Historicist, feminist, postcolonial, structuralism and various post-structuralism perspectives.	3
20.	**A British and American Literature**	This course will examine British and American Literary pieces as to show their characteristics of each alongside their respective context, including the spirit of age in which the pieces were born. Historically speaking, American Literature was formerly British which gradually developed in its own way in the process of responding critically the natural, social and cultural challenges. This suggests, the British and American pieces are reflections of the social and cultural environment. Sociological approaches will be used to observe the Literary Phenomena.	3
21.	**A Research in English Literature**	This course is concerned with the concepts, methods and practices of Literary Criticism. It covers the concepts of criticism such as literary theory, criticism, terms and concepts, criticism and meaning, interrogative and deconstructing texts, and various approaches in literary study.	3
22.	**Theory and Practice of Translation**	This course examines various theoretical concepts of translation, focusing as it does on the interdisciplinary nature of translation studies. While discussing common issues and terminology in translation in terms of their linguistic and cultural aspects as well as the difficulties that may entail, this course will provide opportunity for practicing general skills of	3

		translating a variety of select texts from the source language into the target language.	
23.	**Teaching English for Young Learners**	This course is designed to assist participants to acquire the theory and develop their skills in teaching young learners in the EFL classroom. Through learning-centered activities, collaboration among participants and participants with the convener, classroom observation as well as peer and practice teaching, participants in this course will explore various aspects of and develop their competence in teaching EFL to young learners.	3
24.	**Statistics for Research**	This course is first to help you build up your perspectives of statistics for research (conceptual component). This will allow you to decide whether or not your research should use statistics, and if it should, which. Secondly, it is to help you handle the statistical mechanics of a given research project, generally electronically. They are packed in two projects: individual and group. Enabling concepts and procedures will be discussed in the first three meetings, the rest of the meetings are for project reports and completion, with a focus discussion of a given statistical issue.	3
25.	**Introduction to Corpus Linguistics**	Introduction to Corpus Linguistics discusses the study of language with the use of language corpus. The discussion covers areas such as grammar, semantics, sociolinguistics, and stylistics. The course also discusses concordance programs, available online corpus, and the development of simple corpus.	3
26.	**Comparative Literature**	Comparative Literature urges students and scholars to appreciate and understand literature with a broad, cross-cultural multi-dimensionality of outlook, utilizing interdisciplinary methodology in juxtaposing literatures of different cultures, languages, periods, movements, types and themes in translation or in the original languages. This course helps prepare the student in careers	3

		that require cross-cultural expansiveness as well as helps develop linguistic and critical skills and cultivate creativity and sensitivities needed in training for job opportunities in the teaching of literatures and languages.	
27.	**Stylistics**	This course aims at giving a critical overview of the students' understanding in the study of the totality of the choices available for expressive effects as well as the characteristic features that may help in the identification of the author or the date of composition, in the analysis of the phonological, semantic, and syntactic characteristics of a text (rhetoric, philology, linguistics, and new stylistics).	3
28.	**A Sociolinguistics**	Sociolinguistics is the study of the many ways language and society are related to one another. This study combines many branches of human studies: sociology, psychology, anthropology and more. Language performance is a social behavior that shows who and what the involved participants in the behavior are. In addition, there is a strong need to manage multilingual resources since bilingualism is a common phenomenon in different parts of the world. However, sociolinguistics is a study that observes rather than prescribes language use. Thus, it is committed to observing and reporting on language, rather than prescribing how to use it. Since this course is offered within the context of the English language studies, the data explored in this course are limited to those related to English either as a native language, a second language, or a foreign language.	3
29.	**History of English**	This course is meant to highlight how English has developed from a tribal language which was merger of Low German dialects to the language of the English nation and finally to its present status as an international language. A special concern is paid to the status and development of English in Indonesia. This course also highlights the problems that English has encountered in its development and in its current state.	3

30.	Asian Literature in English	Demographic change of users and providers of English as well as growing interests in Asian literature written in and/or translated into English have all compelled us to rethink about literary studies in Indonesia. With regard to our postcolonial experiences within the cultural and political contexts of today, the use of more literary pieces from Southeast Asian countries in English literature studies is increasingly more important. Characteristic of postmodern age is the recognition of people as human persons; and, in this case, Asian people as multilingual and multicultural subjects. This course maps out Asian literature within the development of English as a lingua franca, believing as it does that reading and evaluating works from our own region may help promote humanistic goals in literary studies, i.e. continuous efforts to understand other people, the worlds and our-self better.	3
31.	Story Board	This course focuses on applying storyboarding and scripting techniques. Contents to be covered include the various purposes and formats of storyboards, the basic terminology and concepts used in storyboarding, and the application of storyboarding techniques to the creation of storyboards with or without a written script. This course is a project-oriented course and in the end of the course the project from student will be compiled.	2
32.	Learning Management System	Moodle stands for Modular Object-Oriented Dynamic Learning Environment. It is a Learning Management System (LMS) that provides documents, graded assignments, quizzes and discussion forums. This course is a project-oriented course and the students will learn step by step install, design and apply moodle.	2