

# **RENCANA PEMBELAJARAN SEMESTER (RPS)**

**ENGLISH FOR ACADEMIC PURPOSES**

**Kode mata kuliah FAF175 (2 sks) Semester 1**



**Pengampu mata kuliah  
Prof. Dr. Dachriyanus, Apt  
Prof. Dr. Henny Lucida, Apt  
Dr. Muslim Suardi, Apt  
Lili Fitriani, MPharmSc, Apt**

**Program Studi Farmasi  
Fakultas Farmasi  
Universitas Andalas  
Padang, Tahun 2016**

## **A. LATAR BELAKANG**

This course is a compulsory for undergraduate student in the first semester. In this course students are expected to have a basic knowledge in learning English and using English in their academic activities.

## **B. PERENCANAAN PEMBELAJARAN**

### **1. Deskripsi Singkat Matakuliah**

After taking the EAP, students are able to communicate in English, read textbooks and express their thoughts in English. Students are exposed to Andalas university classroom culture and take part in campus activities on a regular basis throughout the EAP program

### **2. Tujuan Pembelajaran**

Significant instruction time is dedicated to developing academic English reading, writing, grammar, listening, speaking, and vocabulary skills, and strategies necessary for success in college and university coursework in English.

### **3. Capaian Pembelajaran (*Learning Outcomes*) dan Kemampuan Akhir yang Diharapkan**

After taking this course, students are expected to:

- a. Know how to do extensive reading
- b. Apply quick reading techniques
- c. Read English written textbooks of related subjects this semester
- d. Write scientifically based on flow chart, diagram or table
- e. Have cocabulary buildings especially in pharmaceutical fields
- f. Know the conversation in pharmacy or clinical setting
- g. Focus on preparation for the TOEFL and other standardized examinations required for admission to undergraduate and graduate university programs

### **4. Bahan Kajian (Materi Ajar) dan Daftar Referensi**

The references are:

- Carter, Ronald, Rebecca H. & Michael McCarthy. 2000. Exploring grammar in context: upper-intermediate and advanced. Cambridge: Cambridge University Press.
- Collins COBUILD. 2001. English dictionary for advanced learners. Glasgow: Collins.
- Jay, Antony & Ros J. 2000. Effective presentations. London: Prentice Hall.
- Gelfand, H. 2000. Mastering APA style: student's workbook and training guide. American Psychological Association.
- Lebauer, S. 1999. Learn to listen, listen to learn: academic listening and note-taking. New York: Pearson ESL.
- Leki, I. 1998. Academic writing: exploring processes and strategies. Cambridge: Cambridge University Press.
- Madden, Carolyn G. & Theresa N. Rohlck. 1997. Discussion and interaction in the academic community. Ann Arbor, MI: University of Michigan Press.
- McCarthy, Michael & Felicity O'Dell. 2001. English vocabulary in use: upper-intermediate. Cambridge: Cambridge University Press.

- Waters, Mary & Alan, W 1995. Study tasks in English. Cambridge: Cambridge University Press.

#### 5. Learning methods and allocated time

In this course, learning methods used are student active learning

#### 6. Students's experience in class

The learning experience of students are realized in the description of work to be done by the student for one semester, is a form of learning activities of students are selected so that students are able to achieve the expected capabilities at each stage of learning. This process includes the assessment of both process and results of student learning.

#### 7. Indicators of assessment

Assessment includes an educational principle, authentic, objective, accountable, and transparent integrated manner. Criteria standard refers to the success of students in a learning phase, while the elements that indicate the quality of student performance.

#### 8. Assesments

No	Aspects	Item	Score	Percentage
1.	Coqnitive	Mid term examination		25
		Practical work exam/ Final examination		30
		Quiz, post test, pretest, and personal/group activity.		20
2.	Effective	Activities in group discussion		5
		Writing a resume		5
3.	Leadership	Presentation		10
		Class participation		5
	Total Score			100

#### 9. Academic Value

Academic value in this courses include:

- (1) The presence of the students are at least 75% of Total meeting
- (2) Academic acticites are based on schedule
- (3) Tolerance of late maximum 15 minutes
- (4) During the process of learning, mobile phones must be turned off,
- (5) Properly dressed during course and examination
- (6) Cheating is prohibited and punishment is allowed

#### 10. Assignment design

Student assignments are designed to encourage student to actively use English in academic atmosphere. The assigements are:

- Presentation
- Speaking test

- Seminar

**Tabel 2. Contoh Format RPS**

Mg Ke-	Kemampuan Akhir yg Diharapkan	Bahan Kajian (Materi Ajar) Dan Referensi	Metode Pembelajaran dan Alokasi Waktu	Pengalaman Belajar Mahasiswa	Kreteria (Indikator) Penilaian	Bobot Penilan (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Introduction	<ul style="list-style-type: none"> <li>a. Introduction, Objective</li> <li>b. Contract</li> <li>c. Importance of EAP</li> <li>d. Introduction to TOEFL and IELTS</li> </ul>	<p>2x50 minutes</p> <p>Lecture, pre test</p>		---	0%
2	Preparation for Academic Reading	<ul style="list-style-type: none"> <li>• Structure of sentences, paragraph reading</li> <li>• High-speed reading techniques; skimming, scanning, critical reading, thorough comprehension</li> </ul>	<p>2x50 minutes</p> <p>Lecture, discussion, and practice</p>	Students know type of reading and apply the knowledge to all courses	--	0%
3	Reading Practice	<ul style="list-style-type: none"> <li>• Reading an article from newspaper</li> <li>• Reading a chapter from Text Book</li> </ul>	<p>2x50 minutes</p> <p>Discussion and practice</p>	Student are able to demonstrate the content of reading materials to the class	Discussion	5%
4	Language Development 1	<ul style="list-style-type: none"> <li>• Improving and extending relevant features of</li> </ul>	<p>2x50 minutes</p> <p>Lecture, discussion, and</p>	Students are able differentiate the types of grammar	Pre test / post tets / discussion	5%


Mg Ke-	Kemampuan Akhir yg Diharapkan	Bahan Kajian (Materi Ajar) Dan Referensi	Metode Pembelajaran dan Alokasi Waktu	Pengalaman Belajar Mahasiswa	Kreteria (Indikator) Penilaian	Bobot Penilan (%)
		students' grammar	practice	and able able to apply properly in writing academically		
5	Language Development 2	<ul style="list-style-type: none"> <li>Improving and extending relevant features of students' vocabulary.</li> <li>Synonym</li> <li>Antonym</li> <li>Prefix – suffix</li> </ul>	2x50 minutes Lecture, discussion, and practice	Students are able to elaborate the words forms	Pre test / post test / discussion	5%
6	Academic Writing 1	The use of: <ul style="list-style-type: none"> <li>article a, an, the;</li> <li>sentence connectors,</li> <li>word choice and word forms</li> <li>Plagiarism</li> </ul>	2x50 minutes Lecture, discussion, and practice	Students are able to use article, sentence connection properly and able to avoid plagiarism	Pre test / post test / discussion	5%
7	Academic Writing 2	<ul style="list-style-type: none"> <li>Understanding and applying principles of academic text structure developing paraphrasing</li> <li>Summarising and referencing skills;</li> </ul>	2x50 minutes Lecture, discussion, and practice	Students are able to demonstrate paraphrasing, summatising and reciting properly in academic writing	Pre test / post test / discussion	5%

Mg Ke-	Kemampuan Akhir yg Diharapkan	Bahan Kajian (Materi Ajar) Dan Referensi	Metode Pembelajaran dan Alokasi Waktu	Pengalaman Belajar Mahasiswa	Kreteria (Indikator) Penilaian	Bobot Penilan (%)
		<ul style="list-style-type: none"> <li>Improving editing and proofreading skills</li> </ul>				
8	Midterm examination					25%
9	Academic Writing 3	The use of: <ul style="list-style-type: none"> <li>Writing process</li> <li>Abstract</li> <li>Describing Graphs</li> </ul>	2x50 minutes Lecture, discussion, and practice	Students are able to wite an abstract and describe grpahs properly in academic writing	Pre test / post test / discussion	5%
10	Listening practice	Listening for different objectives e.g. as input to tasks, and for developing listening skills.	2x50 minutes Lecture, discussion, and practice	Student are able to demonstrate the listening skill academically	Pre test / post test / discussion	5%
11	TOEFL pactice	Simulation of TOEFL	2x50 minutes Practice and discussion	Student are experiencing the TOEFL and able to calculate their score	--	--
12	IELTS practice	Simulation of IELTS	2x50 minutes Practice and discussion	Student are experiencing the IELTS and able to calculate their score	--	--
13	Presentation	Preparation of Power Point Presentation	2x50 minutes Practice and discussion	Student are able present a relevant topic based on	Presentation skill	5%

Mg Ke-	Kemampuan Akhir yg Diharapkan	Bahan Kajian (Materi Ajar) Dan Referensi	Metode Pembelajaran dan Alokasi Waktu	Pengalaman Belajar Mahasiswa	Kreteria (Indikator) Penilaian	Bobot Penilan (%)
				theit diciplines		
14	Speaking practice	<ul style="list-style-type: none"> <li>• Argument &amp; Counter Argument</li> <li>• Discussing issues requiring the development and application of creative and critical thinking</li> <li>• Improving and extending relevant features of students' pronunciation.</li> </ul>	<p>2x50 minutes</p> <p>Practice and discussion</p>	Student are able to demonstrate their speaking ability properly in academic atmosphere	Speaking skill	5%
15	Seminar (1)	Group Presentation	<p>2x50 minutes</p> <p>Practice and discussion</p>	Student are able to work in a team to present in a seminar academically	Speaking skill and team work	15%
16	Seminar (2) /Final examitation	Group Presentation	<p>2x50 minutes</p> <p>Practice and discussion</p>	Student are able to work in a team to present in a seminar academically	Speaking skill and team work	15%



Tabel 3. Contoh RPS Mata Kuliah Metodologi Penelitian

		<b>RENCANA PEMBELAJARAN SEMESTER (RPS)</b> <b>PROGRAM STUDI :</b> <b>FAKULTAS /PPs:</b> <b>UNIVERSITAS ANDALAS</b>				
MATA KULIAH		KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
EAP		FAF175	Matakuliah Umum	2	6	10-2-12016
OTORISASI		Dosen Pengembang RPS	Koordinator Rumpun MK	Ka Program Studi		
		tanda tangan	tanda tangan	tanda tangan		
<b>Capaian Pembelajaran (CP)</b>  Catatan : S : Sikat P : Pengetahuan KU : Keterampilan Umum KK : Keterampilan Khusus	CP Program Studi					
	S5	Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan.				
	PP1	Dasar-dasar keilmuan yang cukup untuk melanjutkan ke tingkat pendidikan yang lebih tinggi.				
	CP Mata Kuliah					
	1	Mahasiswa mampu memahami penggunaan bahasa asing dalam pendidikan farmasi (S5)				
	2	Mahasiswa dapat melanjutkan pendidikan (PP1)				
	3					
4						
5						
Deskripsi Singkat Mata Kuliah		After taking the EAP, students are able to communicate in English, read textbooks and express their thoughts in English. Students are exposed to Andalas university classroom culture and take part in campus activities on a regular basis throughout the EAP program.				

<b>Materi Pembelajaran/ Pokok Bahasan</b>	<ul style="list-style-type: none"> <li>a. Know how to do extensive reading</li> <li>b. Apply quick reading techniques</li> <li>c. Read English written textbooks of related subjects this semester</li> <li>d. Write scientifically based on flow chart, diagram or table</li> <li>e. Have cocabulary buildings especially in pharmaceutical fields</li> <li>f. Know the conversation in pharmacy or clinical setting</li> <li>g. Focuse on preparation for the TOEFL and other standardized examinations required for admission to undergraduate and graduate universityprograms</li> </ul>	
<b>Pustaka</b>	<p><b>Utama :</b></p> <ul style="list-style-type: none"> <li>• Carter, Ronald, Rebecca H. &amp; Michael McCarthy. 2000. Exploring grammar in context: upper-intermediate and advanced. Cambridge: Cambridge University Press.</li> <li>• Collins COBUILD. 2001. English dictionary for advanced learners. Glasgow: Collins.</li> <li>• Jay, Antony &amp; Ros J. 2000. Effective presentations. London: Prentice Hall.</li> <li>• Gelfand, H. 2000. Mastering APA style: student's workbook and training guide. American Psychological Association.</li> <li>• Lebauer, S. 1999. Learn to listen, listen to learn: academic listening and note-taking. New York: Pearson ESL.</li> <li>• Leki, I. 1998. Academic writing: exploring processes and strategies. Cambridge: Cambridge University Press.</li> <li>• Madden, Carolyn G. &amp; Theresa N. Rohlck. 1997. Discussion and interaction in the academic community. Ann Arbor, MI: University of Michigan Press.</li> <li>• McCarthy, Michael &amp; Felicity O'Dell. 2001. English vocabulary in use: upper-intermediate. Cambridge: Cambridge University Press.</li> <li>• Waters, Mary &amp; Alan, W 1995. Study tasks in English. Cambridge: Cambridge University Press.</li> </ul> <p><b>Pendukung :</b></p>	
<b>Media Pembelajaran</b>	<b>Perangkat lunak :</b> Clarity Software	<b>Perangkat keras :</b> LCD & Projector
<b>Team Teaching</b>	<ol style="list-style-type: none"> <li>1. Prof. Dr. Dachriyanus, Apt</li> <li>2. Prof. Dr. Henny Lucida, Apt</li> <li>3. Dr. Muslim Suardi, Apt</li> <li>4. Lili Fitriani, MPharmSc, Apt</li> </ol>	

<b>Assessment</b>	
<b>Matakuliah Syarat</b>	--