

Week 5 15 Sept (via zoom) <i>Conducting</i>	Poetry and language teaching (Analyse the content of the model) <ul style="list-style-type: none"> • Why • How Group assignment: present the result of the observation by exploring swot analysis on the videos
Week 6 22 Sept	MID TEST (Written test)
Week 7 29 Sept (via geschool)	Summarize information for presentation Group assignment: find a poetry that will be analysed and the language aspect that can be used to teach English
Week 8 6 Oct (via zoom)	Discussing the result of the previous group assignment. (1)
Week 9 13 Oct (via zoom)	Discussing the result of the previous group assignment. (2)
Week 10 20 Oct (via zoom)	Discussing the result of the previous group assignment. (3)
Week 11 27 Oct (via zoom) <i>Evaluating</i>	Present the video (1)
Week 12 3 Nov (via zoom)	Present the video (2)
Week 13 10 Nov (via zoom)	Present the video (3)
Week 14 17 Nov (via WAG)	Editing and revising the content of the video (1)
Week 15 24 Nov (via WAG)	Editing and revising the content of the video (2)
Week 16 1 Dec (via email)	Final project submission

IV. EVALUATION

Weekly Assignment and Attendance (20%), Mid Term (30%), Final Examination (50%). Please note that a substitute/make-up test is not entertained.

V. SUGGESTED READING

Abrams, M.H. 1999. *A Glossary of Literary Terms (7th Ed.)*. USA. Thomson Learning, Inc.

Dewi, Novita. 2016. *Words' Wonder: Beginners' Guide to Literature*. Yogyakarta. Sanata Dharma University Press.

Gill, Richard. 1995. *Mastering English Literature (Second Edition)*. London. Macmillan Press Ltd.

Safier, Fannie. 1985. *Adventures in Reading*. USA. Harcourt Brace Jovanovich, Inc.

VI. CLASSROOM ETIQUETTE

1. Please do come on time. **Five minute-late** with good reason is tolerable for video conference online sessions.
2. **Activate** the video is a must in video conference online session for QA.
3. **80%** of attendance is a must (It means **3 times** of absence is the maximum).
4. Late assignments (homework questions and/or papers) and make-up exams are not entertained.

VII. GROUP PROJECT

- In a group of THREE members:
 - make a short video. You may use:
 - animation,
 - music background but in an appropriate volume for not distracting the explanation voice,
 - and others to make the video interesting.
 - the content of the video are:
 - 1. the poetry
 - 2. the theory or argument on poetry for language teaching
 - 3. the steps for using the poetry in relation to teach one of the English skills (reading, writing, listening, or speaking)
 - the duration of the video 8 until 10 minutes,
 - Sent the video to email:
anjardwiastuti@fkip.unmul.ac.id

VIII. SCORING RUBRIC FOR THE VIDEO PROJECT

www.olejarz.com/arted/digitalvideo/interviewrubric.pdf

Subject

- is interesting
- is educational
- is relevant to audience
- provides insight into topic
- is discussed thoroughly
- is entertaining

Concept Score _____ 15 - 40

Content

- Presents interesting information
- Language is used properly and effectively
- Images and/ or graphics relate well to content
- Student(s) behave professionally on camera
- Student(s) demonstrate thoughtful approach to subject

Content Score _____ 10 - 35

Technical Aspects

- Camera is stable, smooth movements and pans
- Subject is framed well, images are well composed
- Subject is lit and clearly visible
- Sound is clear and understandable
- Video is edited effectively, flows well
- Titles are used effectively
- Transitions are used effectively
- Project was completed in a timely manner

Technical Aspects Score _____ 5 - 25

GROUP	COMMENT	SCORE
2	The audio quality, pronunciation and intonation are okay although there are some mispronounced words. The explanation is not only reading the slides in some parts which are good. The content is okay but the use of the poem in the explanation about language aspect does not explain well.	SB: 32
		CT: 27
		TA: 20
		TOT: 79
3	The presentation is mostly reading the slides. Some mispronounced words and intonation needs to be developed. The content is okay but the use of the poem in the explanation about language aspect does not explain well.	SB: 32
		CT: 26
		TA: 21
		TOT: 79
4	An errors audio before reading the poem. The steps explain in order although the detail is needed to show how the poem is used for language teaching. Some mispronounced words. The exercise shows the position of the words in the poem is better.	SB: 32
		CT: 27
		TA: 21
		TOT: 81
5	Some mispronounced words and grammatical errors. The presentation is mostly reading the slides. The content shows the use of poetry for teaching language. Reading the formula part need variations.	SB: 33
		CT: 27
		TA: 21
		TOT: 81
6	The video format is interesting. In some parts, the music background is too loud. Some mispronounced words and sometimes unclear. The content is okay but the use of the poem in the explanation about language aspect does not explain well.	SB: 34
		CT: 25
		TA: 23
		TOT: 82
7	The presentation is mostly reading the slides. Some mispronounced words. The intonation is okay. The colour of the letters in the slides is not clearly seen, perhaps because of the pink background. The content shows the use of poetry for teaching language	SB: 34
		CT: 26
		TA: 22
		TOT: 82
8	Some mispronounced words and grammatical errors. The presentation is mostly reading the slides. The questions and answers session are not well-explained and well-arranged. The content is okay.	SB: 32
		CT: 26
		TA: 21
		TOT: 79
9	The presentation is mostly reading the slides. Some mispronounced words. The intonation and transition are okay. The content is okay.	SB: 33
		CT: 26
		TA: 22
		TOT: 81
10	The presentation is mostly reading the slides. Some mispronounced words and grammatical errors. In certain slides, the audio is not stable. Some repetitions for explaining the answer. The content shows the use of a poetry for teaching language, specifically in explaining the material part.	SB: 33
		CT: 27
		TA: 22
		TOT: 82