




**UNIVERSITAS NEGERI PADANG  
FAKULTAS BAHASA DAN SENI  
ENGLISH LANGUAGE EDUCATION PROGRAM**

		UNIVERSITAS NEGERI PADANG FAKULTAS BAHASA DAN SENI ENGLISH LANGUAGE EDUCATION PROGRAM				
	SYLLABUS					
	COURSE	CODE	COURSE GROUP	CREDITS	SEMESTER	DESIGN DATE
	Advanced Grammar	ING1.61.31 01	Compulsary	2	3	14 Agustus 2018
	OTORISASI (AUTHORIZED PERSON)			Lecturer Designing Syllabus	Course Group Coordinator	Head of Study Program
				<ul style="list-style-type: none"><li>- Prof.Dr. Mukhaiyar</li><li>- Prof. Dr. Jufrizal, M.Hum</li><li>- Dr. Rusdi Noor Rosa, M.Hum</li><li>- Delvi Wahyuni, S.S., M.A</li><li>- Fitrawati, S.S., M.Pd</li><li>- Witri Oktavia, M.Pd</li></ul>	Prof. Dr. Hermawati Syarif, M.Hum	Sitti Fatimah, S.S., M.Ed. Ph.D
	Learning Outcomes		PLO	Demonstrate the ability to listen, speak, read and write in English with advance accuracy and fluency for a variety of purposes.		
			PLO01			

		<b>PLO02</b> <b>PLO09</b> <b>CLO</b> <b>CLO1</b> <b>CLO2</b>	Analyze texts of different genres by making use of lexicogrammatical knowledge. Use information technology appropriately when presenting works and in teaching Students are able to analyze simple, compound, and complex sentences. Students are able to create texts by using simple, compound, and complex sentences.
	<b>Course Description</b>	This course provides advanced knowledge of the English sentence patterns in complicated context. It covers communicative exercises in oral and written forms. This course is the continuation of Intermediate Grammar. At the end of this course, the students are expected to understand the advanced knowledge of the English sentence patterns/ structures well and to apply them in real communication.	
	<b>Materials/Topics</b>	<ol style="list-style-type: none"> <li>1. Parts of Speech (review)</li> <li>2. Simple sentences (the elements of simple sentences)</li> <li>3. Compound sentences with coordinating conjunctions</li> <li>4. Compound sentences with semicolon</li> <li>5. Compound sentences with conjunctive adverbs</li> <li>6. Compound sentences with correlative conjunctions</li> <li>7. Sentence problems (run-on sentence and fragment)</li> <li>8. Complex sentences with adjective clauses as replacement of subjects and objects</li> <li>9. Complex sentences with adjective clauses: restrictive and nonrestrictive</li> <li>10. Complex sentences with adjective clauses: Phrase reduction</li> <li>11. Complex sentences with adverb clauses of time</li> <li>12. Complex sentences with adverb clauses of cause and result</li> <li>13. Complex sentences with adverb clauses contrast: concession and opposition</li> <li>14. Complex sentences with adverb clauses of purpose and comparison</li> <li>15. Complex sentences with adverb clauses to phrase reduction</li> <li>16. Complex sentences with noun clause : direct and indirect speech</li> <li>17. Complex sentences with noun clause : statement and request of urgency</li> <li>18. Complex sentences with noun clause to phrase reduction</li> </ol>	

	<b>References</b>	19. Hope & wish, subjunctive	
		<b>Main:</b>	1. Werner, P.K. & Spaventa. 2007. <i>Mosaic 2 Grammar</i> . New York: McGraw-Hill.
		<b>Supporting:</b>	
		2. Azar, Betty Schramper. 2002. <i>Understanding English Grammar</i> . New York: Longman. 3. Eastwood, John. 2002. <i>Oxford Guide to English Grammar</i> . Oxford: Oxford University Press. 4. Greenbaum, Sidney and Gerald Nelson. 2002. <i>An Introduction to English Grammar: second edition</i> . London: Pearson Education 5. Maurer, Jay. 2000. <i>Focus on grammar: an advanced course for reference and practice</i> . Second edition. New York: Addison Wesley Longman. 6. Rozakis, Laurie. 2003. <i>English Grammar for the Utterly Confused</i> . New York: McGraw-Hill Company 7. Woodward, Suzzane W. 1997. <i>Fun with Grammar</i> . New Jersey: Prentice Hall Regent	
	<b>Media</b>	<b>Software:</b>	<b>Hardware:</b>
		- Animated video lectures	Laptop, LCD, printed materials and exercise
	<b>Team Teaching</b>	- Prof.Dr. Mukhaiyar - Prof. Dr. Jufrizal, M.Hum - Dr. Rusdi Noor Rosa, M.Hum - Delvi Wahyuni, S.S., M.A - Fitrawati, S.S., M.Pd	
	<b>Prerequisite</b>	Have passed Intermediate Grammar	

Week	Lesson Learning Outcome	Indicators	Method of Assessment	Methods of Learning	Materials	Grade Weight (%)	(Reference)
I	Students understand the purposes and objectives of the course and identify sentence types	<ul style="list-style-type: none"> <li>• Classroom regulation.</li> <li>• Introduction to the course</li> <li>• Ability to understand the purposes and objectives of the course</li> <li>• Ability to identify sentence types</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Teacher Assessment</li> <li>• Questioner</li> <li>• Written pre-test</li> <li>• Students' sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation about the topics learned</li> <li>• Presentation followed by question and answer session concerning about topic</li> <li>• Classroom Discussion</li> <li>• Students are asked to identify types of sentences given.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction to Advanced Grammar</li> <li>- Parts of speech (review)</li> <li>- Introduction to sentence types</li> </ul>		1 : 2-6 6: 3-14 4: 13-18 6: 115-120 7: 114-119
II	Students analyze several structures of simple sentences	<ul style="list-style-type: none"> <li>• The ability to produce simple sentences in various structure</li> </ul>	<p>Criteria: Understanding and production</p> <p>Non-test: Sentences made by students</p> <ul style="list-style-type: none"> <li>•</li> </ul>	Lecture, discussion and practice. Students write various forms of simple sentences	The structure of simple sentences		4: 20-37
III	Students create compound sentences by combining two simple sentences using coordinate conjunction, corelative conjunctions,	<ul style="list-style-type: none"> <li>• The ability to produce compound sentences using coordinate conjunctions,</li> </ul>	<p>Criteria: Understanding and production</p> <p>Non-test: Combining two</p>	Lecture, discussion and practice.	<ul style="list-style-type: none"> <li>- Coordinating Conjunctions</li> <li>- Correlative Conjunctions</li> <li>- Conjunctive adverbs</li> </ul>		1: 122-124 1: 124 -125 1: 126-129 3: 323 -327 6: 131 -137 1 : 130 -134

	conjunctive adverbs and semicolon.	corelative conjunctions, conjunctive adverbs and semicolon.	simple sentences by using coordinate conjunctions, corelative conjunctions, conjunctive adverbs and semicolon		- Semicolon		
IV	Students analyze sentence problems: fragment and run-on sentences	• The ability to analyze sentence problems	Criteria: Understanding and revising Non-test: Identifying and correcting sentence problems	Lecture, discussion and practice.	- Sentence Problems		1 : 144-148 6: 121-124 4: 184 -186
V	- Students create complex sentences with adjective clauses	- The ability to understand adjective clauses - The ability to use adjective clauses in sentences	Criteria: Understanding and production Non-test: - Identifying an adjective clause in a sentence - Creating complex sentences with adjective clauses	Lecture, discussion and practice	- Adjective Clauses : replacement of subject and object		1 : 162 -169 4: 125 3: 356 1: 170 -176
VI	- Students analyse restrictive and non-restrictive adjective clauses	- The ability to analyse restrictive and non-restrictive adjective clauses	Criteria: Understanding and production Non-test: - Identifying an	Lecture, discussion and practice.	- Restrictive and non-restrictive adjective clauses		1:155 – 162 1 177- 184 4:194

			restrictive and nonrestrictive adjective clause in a sentence - Creating complex sentences with adjective clauses				
VII	- Students create sentences with adjective clauses to phrase reduction	- The ability to identify and create sentences with adjective clauses to phrase reduction	Criteria: Understanding and production Non-test: - Identifying an adjective clause to phrase reduction/participial phrase in a text. - Changing adjective clauses to participial phrases - Creating paragraphs consisting of adjective clause to phrase reduction/participial phrases.	Video animated lecture, discussion and practice.	- Adjective clauses to phrase reduction/participial phrases		1 : 185-194
VIII	MID TERM TEST						
IX	- Students create complex sentences with adverb clauses	- The ability to identify and create sentences	Criteria: Understanding and production	Lecture, discussion and practice.	- Adverb clauses of time		1 : 201 -210 4 : 196 3 : 327

	of time	with adverb clauses of time	<p>Non-test:</p> <ul style="list-style-type: none"> <li>- Differentiating the use of adverb clauses of time in a text</li> <li>- Creating sentences consisting of adverb clauses of time.</li> </ul>				1: 211-217 1 :225 – 234
X	- Students create complex sentences with adverb clauses of cause, result and purpose	- The ability to identify and create sentences with adverb clauses of cause, result, and purpose	<p>Criteria: Understanding and production</p> <p>Non-test:</p> <ul style="list-style-type: none"> <li>- Differentiating the use of adverb clauses of cause, result and purpose</li> <li>- Creating sentences consisting of adverb clauses of cause, result, and purpose</li> </ul>	Lecture, discussion and practice.	- Adverb clauses of cause, result, and purpose		1: 218 -224 1 : 268 -272 1: 282-288
XI	- Students create complex sentences with adverb clauses of contrast and comparison	- The ability to identify and create sentences with adverb clauses of contrast and	<p>Criteria: Understanding and production</p> <p>Non-test:</p> <ul style="list-style-type: none"> <li>- Differentiating the</li> </ul>	Lecture, discussion and practice.	- Adverb clauses of contrast and comparison		1 : 251 – 259 1 : 260 -267 1 : 273 -281

		comparison	use of adverb clauses of contrast and comparison Creating sentences consisting of adverb clauses of contrast and comparison				
XII	- Students create sentences with adverb clauses to phrase reduction	- The ability to identify and create sentences with adverb clauses to phrase reduction	Criteria: Understanding and production Non-test: - Identifying an adverb clauses to phrase reduction/verbal phrase in a text. - Changing adverb clauses to verbal phrases. - Creating paragraphs consisting of adverb clause to phrase reduction/verbal phrases.	Video animated lecture, discussion and practice.  Task 18: Students identify verbal phrases in a text  Task 19: Students create paragraphs consisting of verbal phrases.	- Adverb clauses to phrase reduction/verbal phrases		1: 282-288
XIII	- Students create complex sentences with noun clauses in the form of direct and	- The ability to identify and create sentences with noun	Criteria: Understanding and production	Lecture, discussion and practice.	- Noun Clauses in the form of direct and indirect		1 :295 -303 4:189 3: 341 355 1: 304 -310



	indirect speech	clauses in the form of direct and indirect speech	Non-test: - Changing direct speech to indirect speech in the form of statements, questions, and imperatives - Creating paragraphs consisting of noun clauses in the form of direct and indirect speech.		speech.		
XIV	- Students create complex sentences with statement of request and urgency, subjunctive, and hope & wish	- The ability to identify and create sentences with statement of request and urgency, subjunctive, and hope & wish	Criteria: Understanding and production  Non-test: - Identifying statement of urgency and request, subjunctives, and hope&wish and differentiate them with other forms of noun clauses - Creating paragraphs consisting of statement of	Lecture, discussion and practice	- Statement of requests and urgency		

			request and urgency, subjunctives, and hope & wish				
XV	- Students create sentences with noun clauses to phrase reduction	- The ability to identify and create sentences with noun clauses to phrase reduction	Criteria: Understanding and production Non-test: - Identifying an noun clauses to phrase reduction/infinite phrase in a text. - Changing noun clauses to infinitive phrases. - Creating paragraphs consisting of noun clause to phrase reduction/infinite phrases.	Video animated lecture, discussion and practice.	- Noun clauses to phrase reduction/ infinitive phrases		1 : 311-315 1 : 321 -326
XVI	- Students create complex sentences with conditional sentences	- The ability to identify and create sentences with conditional sentences	Criteria: Understanding and production Non-test: - Identifying various forms of	Lecture, discussion and practice	- Conditional sentences		1 :435 -443 1 : 450 -457 3 : 333 -341 1 : 444-449

			conditional sentences. - Creating sentences with conditional sentences based on the situation given				
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## A. Evaluation/Assessment

### 1. Weekly assignment (week 5-7)

- 1) **OBJECTIVE** : Students are able to identify adjective clauses and participial phrases (reduction of adjective clauses) in an academic text.
- 2) **DETAILS**
  - a. Object : Academic texts with various topics
  - b. Scope of problem, level of difficulties of object studied : Identify sentences categorized as adjective clauses and participial phrases, and produce a paragraph consisting of adjective clauses and participial phrases
  - c. Method : After each student does the assignment individually, they are required to check and evaluate the assignment done by other three students (peer correction)
  - d. Output description
    - List of sentences categorized as adjectives clauses and those as participial phrases.
    - A paragraph from every student consisting of adjective clauses and participial phrases
- 3) **EVALUATION CRITERIA** **Analytical rating scale for grammatical ability**

### Weekly Assignment (week 9-12)

- 1) **OBJECTIVE** : Students are able to use adverb clauses and verbal phrases in a speech, and identify adverb clauses and verbal phrases in peer's speech
- 2) **DETAILS**
  - a. Object : Students' created speech
  - b. Scope of problem, level of difficulties of object studied : Apply adverb clauses and verbal phrases in a speech, and identify sentences with adverb clauses and verbal phrases in peer's speech
  - c. Method : Students work in pairs. Each of them is expected to produce a speech consisting of sentences with adverb clauses and verbal phrases. When one of them delivers the speech, the other student identifies adverb clauses and verbal phrases in their peer's speech, and vice versa.
    - A speech consisting of adverb clauses and verbal phrases
    - List of sentences with adverb clauses and verbal phrases in peer's speech
  - d. Output description
- 3) **EVALUATION CRITERIA** **Analytical rating scale for grammatical ability**

### Weekly Assignment (week 13-15)

- 1) **OBJECTIVE** : Students are able to create a letter by using perfect modal auxiliaries and reply to their pair's letter by using if conditional.
- 2) **DETAILS**
  - b. Object : Students' letters
  - c. Scope of problem, level of difficulties of object studied : Write a letter "asking for advice and reply to their partner's letter in order to give advice.
  - d. Method : Students work in pairs. Each student writes a letter for asking for advice. Then, they exchange the letter in order to give the advice for their partner's problems. In the letter, students are expected to put themselves in other's shoes by creating sentences with if conditional
    - A letter "asking for advice"
    - A letter "giving advice"
  - e. Output description
- 3) **EVALUATION CRITERIA** **Analytical rating scale for grammatical ability**

**Scoring Rubric to Assess Students' Ability**  
**Analytical rating scale for grammatical ability**  
**(Adopted from Purpura, 2004, p.121)**

<b>Levels of control</b>	<b>Form</b>	<b>Meaning</b>
<b>Complete (5)</b>	<ul style="list-style-type: none"> <li>✓ Evidence of complete range of grammatical forms including lexical forms (noun + noun construction), morphosyntactic forms (past, past passive, when clauses) and cohesive forms (chronology, result) for the task</li> <li>✓ Evidence of complete accuracy in these forms; may have minor random errors, but never obscuring meaning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The message is completely and clearly conveyed</li> <li>✓ Evidence of a wide range of and precise use of vocabulary for the task</li> </ul>
<b>Extensive (4)</b>	<ul style="list-style-type: none"> <li>✓ Evidence of extensive range of grammatical forms including lexical, morphosyntactic and cohesive forms for the task.</li> <li>✓ Evidence of good accuracy in these forms; may have some errors, but meaning is never obscured</li> </ul>	<ul style="list-style-type: none"> <li>✓ The message is generally well and clearly conveyed</li> <li>✓ Evidence of a wide range of vocabulary for the task. May have some errors in word choice.</li> </ul>
<b>Moderate (3)</b>	<ul style="list-style-type: none"> <li>✓ Evidence of moderate range of grammatical forms including lexical, morphosyntactic and cohesive forms for the task.</li> <li>✓ Evidence of satisfactory accuracy in these forms; has some errors in forms. Errors almost never obscure meaning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The message is adequately conveyed with some ambiguities</li> <li>✓ Evidence of some problems with vocabulary choice for the task. May be incomplete or imprecise for the task.</li> </ul>
<b>Limited (2)</b>	<ul style="list-style-type: none"> <li>✓ Evidence of limited range of grammatical forms including lexical, morphosyntactic and cohesive forms for the task.</li> <li>✓ Evidence of errors in several target forms; has some errors in forms. Errors sometimes obscure meaning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The message is sometimes confusing.</li> <li>✓ Evidence of frequent problems with vocabulary choice for the task. May be incomplete or imprecise for the task.</li> </ul>
<b>None (1)</b>	<ul style="list-style-type: none"> <li>✓ Evidence of very limited range of grammatical forms for the task.</li> <li>✓ Evidence of serious errors in form.. Errors often obscure meaning.</li> <li>✓ Not enough material to evaluate</li> </ul>	<ul style="list-style-type: none"> <li>✓ The message is barely conveyed or not at all.</li> <li>✓ Evidence of simple vocabulary; problems with vocabulary choice.</li> </ul>

## 2. Classroom Discussion/Participation

Objective : Classroom discussion/ participation is graded to see students' engagement to the topic discussed

Rubric for Classroom Discussion

Task Description: (Teacher may explain specific assignment in this space.)					
Criteria	weight	Exemplary	Effective	Minimal	Unsatisfactory
<b>Level of Engagement</b>	50%	<input type="checkbox"/> Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis <input type="checkbox"/> Actively engages others in class discussions by inviting their comments <input type="checkbox"/> Constructively challenges the accuracy and relevance of statements made <input type="checkbox"/> Effectively identifies and summarizes main points	<input type="checkbox"/> Contributes to class activities by offering ideas and asking questions on a regular basis <input type="checkbox"/> Often engages others in class discussions by inviting their comments <input type="checkbox"/> Challenges the accuracy and relevance of statements made <input type="checkbox"/> Identifies and summarizes main points	<input type="checkbox"/> Occasionally contributes to class activities by offering ideas and asking questions <input type="checkbox"/> Sometimes engages others in class discussions <input type="checkbox"/> Sometimes has an understanding of main points <input type="checkbox"/> Identifies and summarizes some of the main points	<input type="checkbox"/> Fails to contribute to class activities <input type="checkbox"/> Fails to invite comment/opinions from other students <input type="checkbox"/> Demonstrates little understanding of main points <input type="checkbox"/> Does not identify or summarize main points

<b>Preparedness</b>	25%	<input type="checkbox"/> Always prepared for class with assignments and required materials <input type="checkbox"/> Accurately expresses foundational knowledge pertaining to issues raised during the discussion	<input type="checkbox"/> Usually prepared with assignments and required materials <input type="checkbox"/> Expresses basic foundational knowledge pertaining to class discussions	<input type="checkbox"/> Seldom prepared with assignments and required materials <input type="checkbox"/> Expresses limited foundational knowledge pertaining to class discussions	<input type="checkbox"/> Consistently unprepared for class <input type="checkbox"/> Expresses no relevant foundational knowledge
<b>Attitude</b>	25%	<input type="checkbox"/> Consistently positive, cooperative attitude during class <input type="checkbox"/> Always supportive of other students' ideas	<input type="checkbox"/> Usually positive and cooperative with classroom projects and discussions <input type="checkbox"/> Often supportive of other students' ideas	<input type="checkbox"/> Seldom actively participates in classroom projects and discussions <input type="checkbox"/> Sometimes supportive of other students' ideas	<input type="checkbox"/> Rarely if ever participates in classroom projects and discussions <input type="checkbox"/> Occasional disruptive behavior

### 3. Mid and Final Test

Objective :Students are tested for their knowledge and application in constructing, using compound and complex sentences. The test can be in form of multiple test.

**B. Students' grades are based on:**

Mid-Test	30%
Final Test	35%
Assignment	25%
Classroom Participation	10%

Range	Grade
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	C-
40-49	D
<39	E