



UNIVERSITAS NEGERI PADANG

FAKULTAS BAHASA DAN SENI

BAHASA DAN SASTRA INGGRIS/PENDIDIKAN BAHASA INGGRIS

RENCANA PEMBELAJARAN SEMESTER/SYLLABUS

	COURSE	CODE	KELOMPOK MK/COURSE GROUP	SKS/CREDITS	SEMESTER	DESIGN DATE
	Grammar for TOEFL	PING1.61.219	MK Umum	3	2	25 July 2017
	OTORISASI (AUTHORIZED PERSON)			Dosen Pengembang RPS / Lecturer Designing Syllabus	Course Group Coordinator	Head of Study Program

			Signature	Signature	Signature
	Learning Outcomes	PLO			
		PLO1			
		PLO2			
		PLO10			
		CLO			
		CLO1	Students are able to identify English structure and written expression in TOEFL test that include incomplete independent clauses, incomplete adjective clauses, incomplete participial phrases, incomplete appositive, incomplete adverb clauses, incomplete noun clauses, incomplete prepositional phrases, word order item, item involving verb problems, missing infinitive and		

		gerund phrases, item involving parallel structure, item involving misplaced modifiers, missing comparison, missing conjunction, missing negative words, errors with word forms, errors in word choice, errors with verbs, errors with parallel structure, errors with pronoun, errors with singular and plural nouns, errors with verbals, errors with prepositions, error with articles, errors with comparatives and superlatives, errors in word order, and errors with conjunctions
	CLO2	Students are able to explain English structure and written expression in TOEFL test that include incomplete independent clauses, incomplete adjective clauses, incomplete participial phrases, incomplete appositive, incomplete adverb clauses, incomplete noun clauses, incomplete prepositional phrases, word order item, item involving verb problems, missing infinitive and gerund phrases, item involving parallel structure, item involving misplaced modifiers, missing comparison, missing conjunction, missing negative words, errors with word forms, errors in word choice, errors with verbs, errors with parallel structure, errors with pronoun, errors with singular and plural nouns, errors with verbals, errors with prepositions, error with articles, errors with comparatives and superlatives,, errors in word order, errors with

			conjunctions.
		CLO3	<p>Students are able to create English structure and written expression in TOEFL test that include incomplete independent clauses, incomplete adjective clauses, incomplete participial phrases, incomplete appositive, incomplete adverb clauses, incomplete noun clauses, incomplete prepositional phrases, word order item, item involving verb problems, missing infinitive and gerund phrases, item involving parallel structure, item involving misplaced modifiers, missing comparison, missing conjunction, missing negative words, errors with word forms, errors in word choice, errors with verbs, errors with parallel structure, errors with pronoun, errors with singular and plural nouns, errors with verbals, errors with prepositions, error with articles, errors with comparatives and superlatives,, errors in word order, errors with conjunctions.</p>
	Course Description	<p>This course provides knowledge and skills on English Grammar for TOEFL rules that include English structure and written expression like incomplete independent clauses, incomplete adjective clauses, incomplete participial phrases, incomplete appositive, incomplete adverb clauses, incomplete noun clauses, incomplete prepositional phrases, word order item, item involving verb problems, missing infinitive and gerund phrases, item involving parallel structure, item involving</p>	

		misplaced modifiers, missing comparison, missing conjunction, missing negative words, errors with word forms, errors in word choice, errors with verbs, errors with parallel structure, errors with pronoun, errors with singular and plural nouns, errors with verbals, errors with prepositions, error with articles, errors with comparatives and superlatives,, errors in word order, errors with conjunctions
	Materials/Topics	<ol style="list-style-type: none"> 1. Incomplete independent clauses 2. Incomplete adjective clauses 3. Incomplete participial phrases 4. Incomplete appositive 5. Incomplete adverb clauses 6. Incomplete noun clauses 7. Incomplete prepositional phrases 8. Word order item 9. Item involving verb problems 10. Missing infinitive and gerund phrases 11. Item involving parallel structure 12. Item involving misplaced modifiers 13. Missing comparison 14. Missing conjunction 15. Missing negative words 16. Errors with word forms 17. Errors in word choice 18. Errors with verbs 19. Errors with parallel structure

	References	20.Errors with pronoun 21.Errors with singular and plural nouns 22.Errors with verbals 23.Errors with prepositions 24.Error with articles 25.Errors with comparatives and superlatives 26.Errors in word order 27.Errors with conjunctions	
		Main:	
		Philips, Deborah. 2001. <i>Preparation for the Computer and Paper Tests</i> . London: Longman	
		Supporting:	
		Rogers, Bruce.2004. <i>TOEFL Success</i> . London: Peterson's	
	Media	Software:	Hardware:
		-	Laptop, LCD
	Team Teaching		

	Prerequisite	---
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Week	Sub CP MK (Lesson Learning Outcome)	Indikator (Indicators)	Kriteria & Bentuk Penilaian (Method of Assessment)	Metode Pembelajaran (Methods of Learning)	Materi Pembelajaran (Materials)	Bobot Penilaian (%)
I	Students understand the purposes and objectives of the course	<ul style="list-style-type: none"> •Classroom regulation. •Introduction to the course •Ability to understand the purposes and objectives of the course 	<ul style="list-style-type: none"> • Observation • Teacher Assessment • Questioner • Written pre-test 	<ul style="list-style-type: none"> • Inspiring video and music • Presentation followed by question and answer session concerning about topic • Classroom Discussion 	<ul style="list-style-type: none"> - Introduction to Grammar for TOEFL - Pretest 	

II	Students apply the rules of incomplete independent and adjective clauses in systematic sentences	<ul style="list-style-type: none"> •Ability to understand incomplete independent and adjective clauses in the given text •Ability to identify incomplete independent and adjective clauses in the given text •Ability to apply incomplete independent and adjective clauses in systematic sentences 	<ul style="list-style-type: none"> • Observation • Written Assignment/ quiz • Self assesment • Peer & group Assessment • Teacher Assessment 	<ul style="list-style-type: none"> • Group presentation followed by question and answer session concerning about topic • Discussion • Structured group task • Individual task • Game or other fun activities 	Incomplete independent and adjective clauses	
III	Students apply the rules of incomplete participial	<ul style="list-style-type: none"> •Ability to understand 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Group presentation 	Incomplete participial	

	phrases and appositive in systematic sentences	incomplete participial phrases and appositive in the given text •Ability to identify incomplete participial phrases and appositive in the given text •Ability to apply incomplete participial phrases and appositive in systematic sentences	<ul style="list-style-type: none"> • Written Assignment/ quiz • Self assesment • Peer & group Assessment • Teacher Assessment 	followed by question and answer session concerning about topic <ul style="list-style-type: none"> • Discussion • Structured group task • Individual task • Game or other fun activities 	phrases and appositive	
IV	Students apply the rules of incomplete adverb and noun clauses in systematic sentences	•Ability to understand incomplete adverb and	<ul style="list-style-type: none"> • Observation • Written Assignment/ quiz 	• Group presentation followed by question and	Incomplete adverb and noun clauses	

		<p>noun clauses in the given text</p> <ul style="list-style-type: none"> • Ability to identify incomplete adverb and noun clauses in the given text • Ability to apply incomplete adverb and noun clauses in systematic sentences 	<ul style="list-style-type: none"> • Self assesment • Peer & group Assessment • Teacher Assessment 	<p>answer session concerning about topic</p> <ul style="list-style-type: none"> • Discussion • Structured group task • Individual task • Game or other fun activities 		
V	Students apply the rules of incomplete prepositional phrases and word order items in systematic sentences	<ul style="list-style-type: none"> • Ability to understand incomplete prepositional phrases and word order items in the 	<ul style="list-style-type: none"> • Observation • Written Assignment/ quiz • Self assesment • Peer & group Assessment 	<ul style="list-style-type: none"> • Group presentation followed by question and answer session concerning about topic 	<p>- Incomplete prepositional phrases and word order items</p> <p>- Quiz 1</p>	

		<p>given text</p> <ul style="list-style-type: none"> • Ability to identify incomplete prepositional phrases and word order items in the given text • Ability to apply incomplete prepositional phrases and word order items in systematic sentences 	<ul style="list-style-type: none"> • Teacher Assessment 	<ul style="list-style-type: none"> • Discussion • Structured group task • Individual task • Game or other fun activities 		
VI	Students apply the rules of items involving verb problems and incomplete infinitive and gerund phrases in systematic sentences	<ul style="list-style-type: none"> • Ability to understand the rules of items involving verb problems and 	<ul style="list-style-type: none"> • Observation • Written Assignment/ quiz • Self assesment • Peer & group 	<ul style="list-style-type: none"> • Group presentation followed by question and answer session concerning 	Items involving verb problems and incomplete infinitive and gerund	

		<p>incomplete infinitive and gerund phrases in the given text</p> <ul style="list-style-type: none"> • Ability to identify items involving verb problems and incomplete infinitive and gerund phrases in the given text • Ability to apply items involving verb problems and incomplete infinitive and gerund in systematic sentences 	<p>Assessment</p> <ul style="list-style-type: none"> • Teacher Assessment 	<p>about topic</p> <ul style="list-style-type: none"> • Discussion • Structured group task • Individual task • Game or other fun activities 		
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VII	Students apply the rules of items involving parallel structure and misplaced modifiers in systematic sentences	<ul style="list-style-type: none"> • Ability to understand the rules items involving parallel structure and misplaced modifiers in the given text • Ability to identify items involving parallel structure and misplaced modifiers in the given text • Ability to apply items involving parallel structure and misplaced modifiers in systematic 	<ul style="list-style-type: none"> • Observation • Written Assignment/ quiz • Self assesment • Peer & group Assessment • Teacher Assessment 	<ul style="list-style-type: none"> • Group presentation followed by question and answer session concerning about topic • Discussion • Structured group task • Individual task • Game or other fun activities 	Items involving parallel structure and misplaced modifiers	
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		sentences				
VIII	Students apply the rules of incomplete comparisons and conjunctions in systematic sentences	<ul style="list-style-type: none"> • Ability to understand the rules of incomplete comparisons and conjunctions in the given text • Ability to identify incomplete comparisons and conjunctions in the given text • Ability to apply incomplete comparisons and conjunctions in systematic sentences 	<ul style="list-style-type: none"> • Observation • Written Assignment/ quiz • Self assesment • Peer & group Assessment • Teacher Assessment 	<ul style="list-style-type: none"> • Group presentation followed by question and answer session concerning about topic • Discussion • Structured group task • Individual task • Game or other fun activities 	Incomplete comparisons and conjunctions	

IX	MID TEST					
X	Students apply the rules of missing negative words in systematic sentences	<ul style="list-style-type: none"> •Ability to understand the rules of missing negative words in the given text •Ability to identify missing negative words in the given text •Ability to apply missing negative words in systematic sentences 	<ul style="list-style-type: none"> • Observation • Written Assignment/ quiz • Self assesment • Peer & group Assessment • Teacher Assessment 	<ul style="list-style-type: none"> • Group presentation followed by question and answer session concerning about topic • Discussion • Structured group task • Individual task • Game or other fun activities 	Missing negative words	
XI	Students apply the rules	•Ability to	• Observation	• Group	Errors with word	

	of errors with word forms and word choice in systematic sentences	<p>understand the rules of errors with word forms and word choice in the given text</p> <ul style="list-style-type: none"> • Ability to identify errors with word forms and word choice in the given text • Ability to apply errors with word forms and word choice in systematic sentences 	<ul style="list-style-type: none"> • Written Assignment/ quiz • Self assesment • Peer & group Assessment • Teacher Assessment 	<p>presentation followed by question and answer session concerning about topic</p> <ul style="list-style-type: none"> • Discussion • Structured group task • Individual task • Game or other fun activities 	forms and word choice	
XII	Students apply the rules of errors with verbs and parallel structures in	<ul style="list-style-type: none"> • Ability to understand the rules of 	<ul style="list-style-type: none"> • Observation • Written Assignment/ quiz 	<ul style="list-style-type: none"> • Group presentation followed by 	Errors with verbs and parallel structures	

	systematic sentences	errors with verbs and parallel structures in the given text •Ability to identify errors with verbs and parallel structures in the given text •Ability to apply errors with verbs and parallel structures in systematic sentences	<ul style="list-style-type: none"> • Self assesment • Peer & group Assessment • Teacher Assessment 	question and answer session concerning about topic <ul style="list-style-type: none"> • Discussion • Structured group task • Individual task • Game or other fun activities 		
XIII	Students apply the rules of errors with pronouns and singular and plural nouns in systematic sentences	•Ability to understand the rules of errors with pronouns and	<ul style="list-style-type: none"> • Observation • Written Assignment/ quiz • Self assesment 	<ul style="list-style-type: none"> • Group presentation followed by question and answer session 	Errors with pronouns and singular and plural nouns	

		<p>singular and plural nouns in the given text</p> <ul style="list-style-type: none"> • Ability to identify errors with pronouns and singular and plural nouns in the given text • Ability to apply errors with pronouns and singular and plural nouns in systematic sentences 	<ul style="list-style-type: none"> • Peer & group Assessment • Teacher Assessment 	<p>concerning about topic</p> <ul style="list-style-type: none"> • Discussion • Structured group task • Individual task • Game or other fun activities 		
XIV	Students apply the rules of errors with verbals and prepositions in systematic sentences	<ul style="list-style-type: none"> • Ability to understand the rules of errors with verbals and prepositions in 	<ul style="list-style-type: none"> • Observation • Written Assignment/ quiz • Self assesment • Peer & group 	<ul style="list-style-type: none"> • Group presentation followed by question and answer session concerning 	<p>- Errors with verbals and prepositions</p> <p>- Quiz 2</p>	

		<p>the given text</p> <ul style="list-style-type: none"> •Ability to identify errors with verbals and prepositions in the given text •Ability to apply errors with verbals and prepositions in systematic sentences 	<p>Assessment</p> <ul style="list-style-type: none"> • Teacher Assessment 	<p>about topic</p> <ul style="list-style-type: none"> • Discussion • Structured group task • Individual task • Game or other fun activities 		
XV	Students apply the rules of errors with articles, comparatives, and superlatives in systematic sentences	<ul style="list-style-type: none"> •Ability to understand the rules of errors with articles, comparatives, and superlatives in the given text •Ability to 	<ul style="list-style-type: none"> • Observation • Written Assignment/ quiz • Self assesment • Peer & group Assessment • Teacher Assessment 	<ul style="list-style-type: none"> • Group presentation followed by question and answer session concerning about topic • Discussion • Structured 	Errors with articles, comparatives, and superlatives	

		<p>identify errors with articles, comparatives, and superlatives in the given text</p> <ul style="list-style-type: none"> • Ability to apply errors with articles, comparatives, and superlatives in systematic sentences 		<p>group task</p> <ul style="list-style-type: none"> • Individual task • Game or other fun activities 		
XVI	Students apply the rules of errors in word order and errors with conjunctions in systematic sentences	<ul style="list-style-type: none"> • Ability to understand the rules of errors in word order and errors with conjunctions in the given text • Ability to 	<ul style="list-style-type: none"> • Observation • Written Assignment/ quiz • Self assesment • Peer & group Assessment • Teacher Assessment 	<ul style="list-style-type: none"> • Group presentation followed by question and answer session concerning about topic • Discussion • Structured 	<p>- Errors in word order and errors with conjunctions</p> <p>- Post test</p>	

		<p>identify errors in word order and errors with conjunctions in the given text</p> <ul style="list-style-type: none"> • Ability to apply errors in word order and errors with conjunctions in systematic sentences 		<p>group task</p> <ul style="list-style-type: none"> • Individual task • Game or other fun activities 		
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Rubric to Assess Students' Ability

					YES	NO
Score	Grade	Skill	Indicators			
	6	Proficient	<ul style="list-style-type: none"> Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions). 			
	5	Advanced	<ul style="list-style-type: none"> Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. 			
	4	Early Advanced	<ul style="list-style-type: none"> Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. 			
	3	Intermediate	<ul style="list-style-type: none"> Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what 			

			he/she is trying to express. <ul style="list-style-type: none"> • Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. 		
	2	Early Intermediate	<ul style="list-style-type: none"> • Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. 		
	1	Beginning	<ul style="list-style-type: none"> • Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. 		

Adapted from the Common European Framework of Reference for Languages: learning, teaching, assessment

A. Evaluation/Assessment

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