

LESSON PLAN
BIOLOGY DEPARTMENT
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
(ODD SEMESTER 2014/2015)

A. COURSE IDENTITY

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| 1. Name | : English for Biology |
| 2. Code | : MPK 428 |
| 3. Credit/Semester Hours | : 2/2 |
| 4. Offered for | : Program S ₁ (Undergraduate Program) |
| 5. Offered in | : Semester 1 |
| 6. Educator | : Dr. Sueb, M.KeS |

- B. LEARNING OUTCOME: students have the ability to master English books and journals related to biology and can communicate in English.

C. COURSE COMPETENCE:

This course is designed primarily to help students prepare for academic courses in English majoring in biology and educational biology in understanding of how to read references especially in biology. It also provides students grammar and vocabulary. It also gives students a chance to write a simple paper in biology and environment.

D. BASIC COMPETENCES

The main competences of the syllabus are:

1. to broaden and expand the students' proficiency and knowledge in English
2. to develop the students reading skills to enable them to skim the text for the main idea, to scan the text for specific information, to interpret the text for inferences, to deduce meanings from the context.
3. to provide materials from the students' panelist to revise, and extend their command of English grammar and vocabulary.
4. to develop the students' writing skills to enable them to respond to input applying information to a given task, to select, to summarize, information in a range of writing activities, such as books, and journal articles.

E. COURSE DESCRIPTION

This course introduces students to a variety of reading in English such as books, and journal articles. The topics of the reading texts include how to read: specific information, general ideas,

spatial organization, classification, contrast, chronological order, process, cause and effect, and reading textbooks and journals, word order, verbs, verbals, articles, prepositions, nouns and pronouns, adjectives and adverbs. It also covers the topics related to the field survey students do in the environment.

F. TEACHING AND LEARNING PROCESSES

1. The methods used are making summary and vocabulary list and their meanings in English and Indonesian translation, asking-answering questions, telling texts, playing the game, discussion, cooperative learning, making a paper using scientific approach i.e. project/research-based learning and presenting a paper based on survey.
2. The course can be held in class, around the campus, and outside the campus (survey).
3. There will be 15 sessions, 2 X 50 minutes each, and it will be added 2 sessions for midterm (middle test), and final exam.
4. Tasks to be done by students are:
 - a. reading and learning the primary references depend on the topic discussed every week.
 - b. doing all of the exercises from the primary references individually every week.
 - c. making summary and list of vocabulary.
 - d. writing a group paper in a selected topic based on field survey (**project-based learning**). It's about scientific approach in learning. The selected topics are (1) food in society, (2) river pollution, (3) solid wastes, (4) contagious disease, (5) degenerative disease, (6) anthropogenic disaster (7) urbanization, (8) environmental education. Students will be grouped into 8 (eight) groups. All of the topics should be related to outside of this campus and around Great Malang or East Java. Each group must report the process of making his paper every week before they will submit it before midterm in hardcopy and softcopy (CD). The paper must be arranged in systematic among other things:
 - title (written in a cover including names of member, and logo and institution)
 - abstract and keywords (containing a title, name of member +advisor, abstract and keywords)
 - preface
 - table of contents
 - introduction (background, research problems, objectives),

- theory review → the answer of research problems from textbooks and journals.
 - survey methods (design, population & sample, instrument (interview guide/questionnaire/observation sheets/documentary), collecting data, and data analysis → percentage etc.).
 - results & discussions (relating the results and theory),
 - closing remarks (conclusions and suggestions),
 - references: textbooks and various journals (from minimum of six articles of international journals or national journals in English) and
 - attachments (vocabulary list, six articles of international journals → given boxes at the cited parts), interview guide/observation sheets/questionnaire/documentary data, photographs of survey, maps of location and taking data, etc.
 - the paper must be submitted in hardcopy and softcopy (CD).
- e. After presenting its paper, each group must revise the paper based on the suggestions from the audience and the educator/lecturer in 5-7 days. The revised paper may be submitted in hardcopy and softcopy with the corrected paper by the educator.

The evaluation covers:

- 1). mean of individual participations in learning activities (20)
- 2). a field survey paper-making task that will be presented in front of the class (20)
- 3). presentation ability, responding, and revising the paper (20)
- 4). power point slide (10)
- 5). midterm (15)
- 6). final exam (15)

REFERENCES

❖ PRIMARY REFERENCES:

- Sonka, Ammy L. 1981. *Skillful Reading*. London: Prentice-Hall International, Inc., London.
- Hayden, R.E., Pilgrim, D.W, and Haggard, A.Q. 1956. *Mastering American English*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.
- Hornby, A.S. 2000. *Oxford Advanced Learner’s Dictionary of Current English*. Sixth Edition. Oxford: Oxford University Press.
- Echols, J.M. and Shadily, H. *Kamus Indonesia Inggris (An Indonesian-English Dictionary)*. Jakarta: PT Gramedia.
- Journals’ articles related to biology and environment.

❖ SECONDARY REFERENCES:

- Azar, Schramper Betty. 1996. *Basic English Grammar*. Second Edition. Upper Saddle River, New Jersey: Prentice Hall Regents.
- Sutanto, Leo, Lilyana, Sandra, Groth, Cheryl, Kendra, Irene L., Yugianingrum, & Lukman, Edward A. 2007. *English for Academic Purpose Essay Writing*. Yogyakarta: Penerbit ANDI.
- White, Brian. *Studying for Science A Guide to Information, Communication and Study Techniques*. London: E.F.N. SPON.
- O’Connor, Maeve. 1993. *Writing Successfully in Science*. London: Chapman & Hall.
- Other English Dictionary and Grammar in English.

G. MATTERS, LEARNING ACTIVITY AND STRUCTURAL TASKS

Week	Indicators of Competence	Matters	Learning Activity	Structural Tasks
1	Students may explain the importance of learning English	Introduction, system of evaluation, making 8 groups, the importance of learning English in Biology, and knowing parts of speech, and	Introduction: making curriculum vitae , making a short essay about the importance of learning English in Biology, making corrections , and presenting it in front of the class (discussion class), discussing parts of speech .	Preparing books and journals related to the matters, preparing group tasks and submitting every weeks.

Ng 2	Students may find specific information, and arrange word order	What is color? and Word order	Reading Chapter 1 (SR) and discussing it, and Discussing Unit 1 (MAE).	Making a summary and word lists, and translating into Indonesian language.
3	Students may find general ideas, and identify verbs	People and Colors, and Verbs	Guessing small quizzes of vocabulary of Reading Chapter 2(SR) and discussing it, and Discussing Unit 2(MAE)	Making a summary and word lists, and translating into Indonesian language
4	Students may clarify spatial organization, and Verbals	Three Basic Forms, and Verbals	Reading Chapter 3 (SR) and discussing it, and Discussing Unit 3 (MAE) and each group starts submitting the development of making its paper	Making a summary and word lists, and translating into Indonesian language
5	Students may identify Topic Sentences, and Articles	The Nutrients in Food and Articles	Reading Chapter 4 (SR) and discussing it, and Discussing Unit 4 (MAE) and submitting the development of making the group paper	Making a summary and word lists, and translating into Indonesian language
6	Students may find the contrasts, and Prepositions	How Does English Differ from other Languages? and Prepositions	Guessing small quizzes of vocabulary of Reading Chapter 5 (R) and discussing it, and Discussing Unit 5 (MAE) and submitting the development of making the group paper	Making a summary and word lists, and translating into Indonesian language
7	Students may identify vocabulary in reading a passage of ecology from a textbook	A topic related to biology in an journal article	Guessing small quizzes of vocabulary of Reading a passage of ecology and discussing it and submitting the development of making the group paper	Making a summary and word lists, and translating into Indonesian language
8	Students may identify vocabulary in reading a topic related to biology in an journal article	A topic related to biology education in an journal article	Reading a passage of a journal article and discussing it and each group must submit the final paper (in softcopy and hardcopy)	Making a summary and word lists, and translating into Indonesian language
9	MIDTERM		Students have to study hard	
10	Students can read and edit abstracts in educational biology journals	Abstracts in 5 (five) in educational biology journals published in Indonesia	Reading and editing abstracts in educational biology journals published in Indonesia	Reading critically and editing 5 abstracts in educational biology journals published in Indonesia
11		Abstracts in 5 (five) in educational biology journals published in Indonesia	Reading and editing abstracts in educational biology journals published in Indonesia	Reading critically and editing 5 abstracts in educational biology journals published in Indonesia
12	Students may present their paper, and read about	Presentation of groups 1 and groups 2	Presentation paper 3 and vocabulary list (an attachment,) and reading and	1. Preparing paper seminar including making the

	processes		discussing Short-term memory	powerpoint slides. 2. Making revisions after seminar 3. Submitting revisions and results of discussion after seminar
13	Students may present their paper, and understand Adjectives and Adverbs in English		Presentation paper 4 and vocabulary list (an attachment) and discussing adjectives and adverbs	1. Preparing paper seminar including making the powerpoint slides 2. Making revisions after seminar 3. Submitting revisions and results of discussion after seminar
14	Students may present their paper		Presentation paper 5 and vocabulary list (an attachment) and reading and discussing Short-term Memory	1. Preparing paper seminar including making the powerpoint slides 2. Making revisions after seminar 3. Submitting revisions and results of discussion after seminar
15	Students may present their paper		Presentation paper 6 and vocabulary list (an attachment), and discussing How Does Pollution Affect Our World?	1. Preparing paper seminar including making the powerpoint slides 2. Making revisions after seminar 3. Submitting revisions and results of discussion after seminar
16	FINAL EXAM		Students have to study hard	

Note:

This course will also be held online (e-learning).