

	UNIVERSITAS NEGERI YOGYAKARTA FAKULTAS BAHASA DAN SENI		
	SYLLABUS Subject : Australian Culture and Literature I		
	FRM/FBS/19-00	Revisi : 00	31 Juli 2008

Faculty : Languages and Arts
 Study Program : English Language and Literature
 Subject & Code : Australian Culture and Literature I/SBI 211
 Credit : 2 Credit points
 Semester : 5
 Prerequisite & Code : British Culture and Literature I/207
 Lecturer : Sugi Iswalono, M.A.

I. DESCRIPTION

Australia in Indonesia's eye is a unique country. Australia is an island continent lying in the Asian-Pacific geography but inheriting Western culture. In other words, it is the 'only' Western country found in this area surrounded by many Asian countries. The cultural differences between those respective countries often bring about conflicts as people's perspective is greatly affected by their own cultural background. Hence, it is likely indispensable for Indonesian students of English to gain insight into matters regarding Australia and Australianness.

This course is aimed at widening students' horizon on any issues concerning with Australia and Australianness by exploring the geographical, historical, socio-politico-economic and cultural background of the mentioned country.

II. COMPETENCY STANDARDS

1. Having more comprehensive knowledge of the country and people of Australia, and their sense of Australianness;
2. Recognizing any socio-cultural differences that specifically attach to Australia, and, therefore, enhancing students' cultural-awareness;
3. Understanding and Appreciating others' culture.

III. TOPICS & SUB-TOPICS

Weeks	Topics	Sub-Topics	Time Allocation
1—2	<ul style="list-style-type: none"> • Orientation to the Course • Lesson I: The Commonwealth of Australia 	<ul style="list-style-type: none"> • Origin of 'Australia' • Geography & Demography • Flag & Emblems 	200
3	<ul style="list-style-type: none"> • Lesson II: The Original Australians 	<ul style="list-style-type: none"> • Aboriginal People • Torres Strait Islanders • History of Pre-1788 • Australia Bound 	100
4	<ul style="list-style-type: none"> • Lesson III: European Discovery & the Colonization of Australia 	<ul style="list-style-type: none"> • The European Arrivals • The First Fleet • Law & Land in NSW • Establishment of the Colonies • Convicts & the Colonies 	100
5	<ul style="list-style-type: none"> • Lesson IV: States & Territories of Australia 	<ul style="list-style-type: none"> • Names of Political Posts • Political System 	100
6—8	<ul style="list-style-type: none"> • Lesson V: ANZAC Spirit 	<ul style="list-style-type: none"> • Concepts of ANZAC Spirit 	300

	<ul style="list-style-type: none"> • Lesson VI: Waltzing Matilda • Lesson VII: Advance Australia Fair 	<ul style="list-style-type: none"> • Spirit of ANZAC • Official Status • Lyrics • Plot & Details & Variations • History of 'Waltzing Matilda' • History of 'Advance Australia Fair' • Lyrics • Copyright Status 	
M I D—S E M E S T E R T E S T			
9	• Lesson VIII: National Identity	<ul style="list-style-type: none"> • Australian Myths—Fact or Fable • The Gallipoli Campaign 	100
10	• Lesson IX: Social Etiquette	<ul style="list-style-type: none"> • Rules of Social Etiquette • Origin of Etiquette 	100
11	• Lesson X: Culture of Australia	<ul style="list-style-type: none"> • Basis of Australian Culture • Aboriginal & European Culture • Media & Sport 	100
12	• Lesson XI: Australian Traditions	<ul style="list-style-type: none"> • Pastime Traditions • Religious Festivals • Melbourne Cup • ANZAC Day-Dawn Services 	100
13	• Lesson XII: Australian Literature	<ul style="list-style-type: none"> • Early Works • Poetry • Writing & Identity • Other Developments • Aboriginal Writing • Science Fiction & Fantasy • Crime • History • Literary Journals 	100
14	• Lesson XIII: Nationalism & the Arts	<ul style="list-style-type: none"> • Literature by the 1890s • Role of the Bulletin • Four Kinds of Writers • Three Poets Compared 	100
15	• Lesson XIV: The 'New Unionism'	• Working Class & Political Life	100
16	• Lesson XV: Education	<ul style="list-style-type: none"> • Undergraduate • Postgraduate 	100

IV. EVALUATION

No	Components	Proportion (%)
1	Class Contribution & Participation	5 %
2	Assignments/Paper	15 %
3	Mid-Semester Test	40 %
4	Final Test	40 %
Total		100%

GRADE

86—100	A	75—79	B+	66—70	B-	56—63	C
80—85	A-	71—74	B	64—65	C+	0—55	D

V. REFERENCES

A. Compulsory:

Iswalono, Sugi. 2008. "Australian Culture and Literature I". Unpublished Course book. Faculty of Languages and Arts, State University of Yogyakarta.

B. Optional :

"Advance Australia Fair" http://en.wikipedia.org/wiki/Advance_Australia_Fair. retrieved on July 5, 2006.

Anonymous. 1991. Australian Aboriginal Culture . Canberra: Australian Government Publishing Service

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Horne, Donald. 1988. The Lucky Country. Ringwood: Penguin Books Ltd.

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	UNIVERSITAS NEGERI YOGYAKARTA FAKULTAS BAHASA DAN SENI			
	SYLLABUS Subject : Australian Culture and Literature II			
	FRM/FBS/19-00	Revisi : 00	31 Juli 2008	Hal.

Faculty : Languages and Arts
 Study Program : English Language and Literature
 Subject & Code : Australian Culture and Literature II / SBI212
 Credit : 2 Credit Points
 Semester : VI

Prerequisite & Code : Australian Culture and Literature I / SBI211
 Lecturer : Drs. Sugi Iswalono, M.A.

I. DESCRIPTION

The course is designed to offer students to explore the development of Australian literature which covers the Colonial Period up to the Modern Time. Since literature is mental evidence, these divisions reveal the relationship between literature and its socio historical-cultural background from which it departs. Besides, the course will also examine the factors which have significantly influenced the social environment. It is hoped that after exploring this basic outline of Australian literature, students' perspective on literature will be broadened. Students, then, will accept that literature is 'more' than a mere 'story'.

II. COMPETENCY STANDARDS

Based on the topics addressed in the whole semester, at the end of the course, students will have a good command of the socio-cultural backgrounds from which literature departs and, inevitably, they will also gain knowledge of the features and values characterizing the related works. As a final point, they will appreciate Australian culture of which evidence is pervasively lodged in the literary products of the nation.

III. BASIC COMPETENCY

1. Identifying Australian literature according to its context in the line of Australian literary history.
2. Identifying and explaining Australian literature in accordance with its contextual place based on the features and values characterizing the literature.
3. Summarizing the spirit of the age of every period.

IV. TOPIC & SUB-TOPIC

Week	Topic	Sub-Topic	Time Allocation
1	• Orientation to the Course	• Syllabus	100
2—4	• Prologue • A Tainted Paradise • Explorers and Visionaries	• Aboriginal Literature • European Literature • The Journals of the Early Settlers • The Journals of the Explorers • Interpretations of the Landscape • New Images	300
5—6	• New Settlements • Far Horizons and Dark Clouds	• Lawson, Blaxland, and Wentworth's expedition • Literature of the Convict System • The British government's policy and the gold rushes in Australian writings • Journals of Later Explorers	200
7—8	• A Little Radicalism • Reconsiderations	• The Bulletin • Ballads and Yarns • Lawson's Contemporaries • Early Twentieth Century • The Crisis of Belief	200
9—10	• Renaissance & Revolution • War: The Changing Response	• The impacts of W.W.I in Australian life • The role of Australian Renaissance and Vision • Two genres as a response to the	200

		<ul style="list-style-type: none"> war experience • Distinctively Australian war literature After the First World War 	
11—12	<ul style="list-style-type: none"> • Sydney or the Bush: Savage Wilderness • The Radical Nationalists 	<ul style="list-style-type: none"> • The city life vs the bush life and the role of the writers depicting the bush myth • Other Interpretations of the 'Bush' • Jindyworobax as a cultural movement • Other Novels of the Second World War 	200
13—14	<ul style="list-style-type: none"> • Socialism & Realism • A Heightened Reality • Origins • Otherworlds 	<ul style="list-style-type: none"> • Social Realism • Poets of the Suburbs • Alone with God 	200
15—16	<ul style="list-style-type: none"> • Breaking the Boundaries 	<ul style="list-style-type: none"> • Australian Drama • New Australian Poetry • Other Poets • Contemporary Women Writers • Aboriginal Writers • Migrant Writers • Other Writers 	200

V. EVALUATION

No	Component	Proportion (%)
1	Class Attendance	10 %
2	Assignments/Class Contribution	20 %
3	Mid-Semester Test	35 %
4	Final Test	35 %
Total		100 %

VI. GRADE

86—100 = A 75—79 = B+ 66—70 = B- 56—63 = C
80—85 = A- 71—74 = B 64—65 = C+ 0—55 = D

NOTES to CONSIDER

1. Students should attend the class on time. The tolerance for being late is 10 minutes. Those who insist on attending the class beyond the tolerated time will not be granted the component of Class Contribution and Attendance which is weighed 10%.
2. Students should dress properly (no slippers) and behave politely.
3. Students are strongly prohibited to consume neither food nor drink while the learning-teaching process is in progress.
4. Students should have with them the material relevant to the topic of discussion.
5. No communication gadget is permitted during the learning-teaching process.

VII. REFERENCES

A. Compulsory:

McLaren, John. 1989. Australian Literature: A Historical Introduction. Melbourne: Longman Cheshire Pty., Ltd.

- B. Optional :
- Carroll, John. (ed.). 1992. *Intruders in the Bush: The Australian Quest for Identity*. Second Edition. Melbourne: Oxford University Press.
- Dutton, Geoffrey. (ed.). 1972. *The Literature of Australia*. Ringwood, Victoria: Penguin Books Australia Ltd.
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- Green, H. M. 1930. *An Outline of Australian Literature*. Sydney: Whitcombe & Tombs Ltd.
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- Hodge, Bob & Mishra, Vijay. 1991. *Dark side of the Dream: Australian Literature and the Postcolonial Mind*. North Sydney: Allen & Unwin Pty., Ltd.
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- Narogin, Mudrooroo. 1990. *Writing from the Fringe: A Study of Modern Aboriginal Literature*. Melbourne: Hyland House.
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- Wilde, William H, Hooton, Joy, & Andrews, Barry. 1991. *The Oxford Companion to Australia Literature*. Melbourne: Oxford University Press.

	UNIVERSITAS NEGERI YOGYAKARTA FAKULTAS BAHASA DAN SENI			
	SYLLABUS Subject : Poetry Analysis I			
	FRM/FBS/19-00	Revisi : 00	31 Juli 2008	Hal.

Faculty : Languages and Arts
 Study Program : English Language and Literature
 Subject & Code : Poetry Analysis I/ SLT216
 Credit : 2 (1 Credit point of Theory & 1 Credit Point of Practice)
 Semester : 5
 Prerequisite & Code : Introduction to Poetry /SBI206
 Lecturer : Drs. Sugi Iswalono, M.A.

I. DESCRIPTION

The objective of this second unit of the poetry courses is to explore the growth of English poetic-writing traditions. Whereas "Introduction to Poetry" gives more emphasis on a textual approach, this unit gives more emphasis on a contextual analysis. Regardless of their chronology in the historical order, the poems under analysis are

arranged in accordance with their major themes. Thus, this unit only highlights topics drawn from similar grand themes developed in the literary history of British literature which comprise courtly poetry, religiosity and secularism, pastoral accounts, patriotic vision, and new trends. Accordingly, students' interpretation of any poem is placed within the context of the conventions, beliefs and attitudes of its time of writing.

Students' assessment is considered through their mid-semester and final test results, assignments, and individual essays in accordance with any of the five topics addressed in the whole semester. Besides, class contribution and class attendance will also be considered as part of the assessment.

II. COMPETENCY STANDARDS

1. Recognizing the specific literary features and general themes which are uniquely the property of the periods in the development of English writing traditions;
2. Having a sound command in literary analysis concentrating on English poetry angled from its contextual perspectives;
3. Enhancing self-awareness of the role of literature as a medium to accommodate the conventions, beliefs, and attitudes of the relevant periods in which it is produced.

III. TOPICS & SUB-TOPICS

Weeks	Topics	Sub-Topics	Time Allocation
1	• Orientation to the Course	• Syllabus: Description and Aim of the Course, Topics to Cover, Assessment System, and Reading Materials	100
1—3	• Courtly Poetry	• Petrarchan and English Sonnets • Songs and Lyrics	300
4—6	• Religiosity and Secularism	• Metaphysical Wits • Spirituality and Worldliness	300
7—9	• Pastoral Accounts	• Ballads • Self-Discovery and Liberating the Individual • Back to Unspoiled Nature	300
10—12	• Patriotic Vision	• Love of the Country • War Experience	300
13—15	• New Trends	• Ethnic-Cultural Identity	300
16	CONCLUSION		100

IV. EVALUATION

No	Components	Proportion (%)
1	Class Contribution and Attendance	10 %
2	Assignments/Papers	20 %
3	Mid-Semester Test	35 %
4	Final Test	35 %
Total		100 %

V. Grades

86—100 = A

75—79 = B+

66—70 = B-

56—63 = C

80—85 = A-

71—74 = B

64—65 = C+

0—55 = D

VI. REFERENCES

A. Compulsory:

Iswalono, Sugi. 2009. "Understanding Beyond Text". Unpublished Course book. Faculty of Languages and Arts, State University of Yogyakarta.

B. Optional :

Berger, Jr., Harry. (ed.). 1979. Spenser: A Collection of Critical Essays. New Delhi: Prentice-Hall of India Private Limited.

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Thornley, G. C. & Roberts, Gwyneth. 1984. An Outline of English Literature. New Edition. Essex: Longman Group Ltd.

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Zwicker, Steven. 1972. Dryden's Political Poetry. Providence, Rhode Island: Brown University Press.

	STATE UNIVERSITY OF YOGYAKARTA FACULTY OF LANGUAGES AND ARTS			
	SYLLABUS Subject : Poetry Analysis II			
	FRM/FBS/19-00	Revisi : 00	31 Juli 2008	Hal.

Faculty : Languages and Arts

Study Program : English Language and Literature

Subject & Code : Poetry III-SEN233/Poetry Analysis II-SLT217

Credit : 1 Credit Point of Theoretical Background & 1 Credit Point of Practice

Semester : VI (enam)

Prerequisite & Code : Poetry II-SEN232/ Poetry Analysis I-SLT216

Lecturer : Drs. Sugi Iswalono, M.A.

I. DESCRIPTION

The objective of this third unit of the poetry courses is to provide students an opportunity to explore the further growth of English poetic- writing traditions developed in North America and Australia. Basically, as this unit exists as the continuation of "Poetry II", the teaching-learning method employed in this unit also entirely adopts that made use of in "Poetry II". The poems under analysis are arranged in accordance with the major themes which represent the colonial up to modern periods by highlighting the Anglo-Celtic experiences in accepting the new lands and developing themselves as new nations, voices of non-Anglo-Celtic migrants, Black experiences, and the West perception of the East.

There will be mid-term and final tests to assess students' academic achievement. In addition, there will also be an individual essay/some assignments on a topic drawn from the materials presented in lectures during the whole semester. Class contribution will also be considered as part of students' assessment.

II. COMPETENCY STANDARDS

In proportion to the topics addressed in the whole semester, at the end of the course, students are able to gain a sound command in literary analysis concentrating on English poetry angled from either its textual or contextual perspectives, and in due course, their self-awareness of the role of literature as a medium to accommodate the conventions, beliefs, and attitudes of the

relevant periods in which it has been produced will be enhanced.

III. BASIC COMPETENCY

4. Identifying and explaining the specific literary features and general themes which are uniquely the property of the periods in the development of English writing traditions;
5. Analyzing English poetry either textually or contextually.

IV. TOPICS & SUB-TOPICS

Weeks	Topics	Sub-Topics	Time Allocation
1	• Orientation to the Course	• Syllabus & Material Distribution • Americans & Australians as nations	100
2—5	• Quest for Identity & National Beginnings	• Alienation • Accepting the Land • Beginning as nations	400
6—8	• Migrant Experience	• Non-Anglo-Celtic-European Voices • Asian Voices	300
9	M I D—S E M E S T E R T E S T		
10—13	• Black Poems	• Afro-American Voices • Aboriginal Voices	400
14—16	• the West Perception of the East	• Orientalist View	300

V. EVALUATION

No	Component	Proportion (%)
1	Class Contribution & Attendance	10%
2	Individual Essay/assignments	20%
3	Mid-Semester Test	35%
4	Final Test	35%
Total		100%

NOTES to CONSIDER

6. Students should attend the class on time. The tolerance for being late is 10 minutes. Those who insist on attending the class beyond the tolerated time will not be granted the component of Class Contribution and Attendance which is weighed 10%.
7. Students should dress properly (no slippers) and behave politely.
8. Students are strongly prohibited to consume neither food nor drink while the learning-teaching process is in progress.
9. Students should have with them the material relevant to the topic of discussion.
10. No communication gadget is permitted during the learning-teaching process.

VI. GRADE

86—100 = A 75—79 = B+ 66—70 = B- 56—63 = C
 80—85 = A- 71—74 = B 64—65 = C+ 0—55 = D

REFERENCES

A. Compulsory:

Iswalono, Sugi. 2008. "Poetry III". Unpublished Course book. Faculty of Languages and Arts, State University of Yogyakarta.

B. Optional :

- Blaber, Ron & Buchbinder, David. (eds). 1993. "Literature, language and Culture 111". Unpublished Study Guide. Perth: Curtin University of Technology.
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	STATE UNIVERSITY OF YOGYAKARTA FACULTY OF LANGUAGES AND ARTS			
	SYLLABUS Subject : Seminar on Skripsi Writing			
	FRM/FBS/19-00	Revisi : 00	31 Juli 2008	Hal.

Faculty : Languages and Arts
 Study Program : English Language and Literature
 Subject & Code : Seminar on Skripsi Writing/ SEN116
 Credit : 1 Credit point of Theory and Practice
 Semester : 8
 Prerequisite & Code : Literary Theory/SEN234
 Literary Criticism/SEN235
 Methodology of Literary Research/SEN236
 Seminar on Literature/SEN237
 Lecturer : Sugi Iswalono, M.A.

I. DESCRIPTION

This course gives a chance for students to hold a seminar forum. Prior to the seminar presentation, they are provided with advanced literary competence as well as advanced skills of analyzing, evaluating, judging and criticizing a literary work. Contemporary and modern literary criticism obtained from Literary Theory subject as well as knowledge on methodology of research will be extensively applied and developed. Through the seminars, students are to present their completed thesis proposals. It is expected that students can gain insight from the feedback given by other students and the lecturer to their seminar presentation in order to develop the proposals they are presenting.

II. COMPETENCY STANDARDS

At the end of the course, students are expected to be able to:

1. express their ideas effectively;
2. respond to others' ideas appropriately, and
3. produce their own thesis proposals developed from the feedback they gain from the seminar.

III. BASIC COMPETENCY

1. appropriately identifying and explaining methodology of literary research as well as streams of literary criticism;
2. adequately analyzing, evaluating, judging and criticizing a literary work;
3. producing a thesis proposal.

IV. TOPICS and SUB-TOPICS

Week	Topic	Sub-Topic	Time Allocation
1	• Course Orientation	• Syllabus	50
2-3	• How to Quote Sources • How to Avoid Plagiarism	• Printed and Electronic Sources • Paraphrase and Acknowledging the Sources	100
4-10	• Thesis Writing Guideline	• Chapter I: Introduction ü Background of the Study ü Research Focus ü Research Objective/s ü Research Significance	350
		• Chapter II: Literature Review ü Theoretical Description ü Previous Research Findings ü Background ü Analytical Construct	
		• Chapter III: Research Method ü Data Source ü Technique of Data Collecting (instrument) ü Technique of Data Analysis (Reduction) ü Data Trustworthiness	
		• Chapter IV: Findings and Discussion	
		• Chapter V: Conclusion	
		• References ü Books/Articles etc ü Interview ü Electronic Sources • Appendix/ces ü (Poetry Text) ü The Plot Summary/ ü Paraphrase ü Data Cards ü Interview Guide	

		ü Interview Transcript	
11-12	• Individual Consultation	• Topics	Any available time
13-16	• Seminar	• Individual Presentation	200

V. EVALUATION

No	Component	Proportion (%)
1	Thesis Proposal	40 %
2	Presentation	25 %
3	Class Attendance	10 %
4	Class Contribution	15 %
5	Seminar Presiding	5 %
6	Note-Taking	5 %
Total		100%

VI. GRADE


86—100 = A 75—79 = B+ 66—70 = B- 56—63 = C
80—85 = A- 71—74 = B 64—65 = C+ 0—55 = D

VII. REFERENCES

_____, Panduan Tugas Akhir. Yogyakarta: Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta.
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NOTES to PONDER

11. Students should attend the class on time. The tolerance for being late is 10 minutes. Those who insist on attending the class beyond the tolerated time will not be granted the component of Class Contribution and Attendance which is weighed 10%.
12. Attending seminar sessions as scheduled is a must for students.
13. A belated thesis proposal will not be accepted.
14. Students should have with them the material relevant to the topic of discussion.
15. No communication gadget is permitted during the learning-teaching process.
16. Students should dress properly (no slippers) and behave politely, and are strongly prohibited to consume neither food nor drink while the learning-teaching process is in progress.

	STATE UNIVERSITY OF YOGYAKARTA FACULTY OF LANGUAGES AND ARTS			
	SYLLABUS Subject : Structure I			
	FRM/FBS/19-00	Revisi : 00	31 Juli 2008	Hal.

Faculty	: Languages and Arts
Study Program	: English Language and Literature
Subject & Code	: Structure I/ING219
Credit	: 1 Credit point of Theory and 1 Credit Point of Practice
Semester	: 1
Prerequisite & Code	: _____
Lecturer	: Sugi Iswalono,M.A.

I. Description of the Course

This two-credit-point compulsory course is one of the common ground courses offered to the first-semester students of both the English Language and Literature Study Program and the English Education Study Program.

This course deals with basic structure of English by highlighting the definition and classification of nouns according to the kinds, grammatical distinction, number, gender, and case, the definition and use of definite and indefinite articles, the concord between a verb and its subject in the present tense, a noun and its personal pronouns, encompassing singular, plural, individual, and collective nouns, definite and indefinite, reflexive and impersonal pronouns, and the definition and use of the simple present and past tenses. Since these two basic tenses also form the area under discussion, the need to bring some related issues like the finite and non-finite verbs, the verbal and pronominal questions for discussion in this area is inevitable. Whereas the course is in progress, students are introduced to English punctuation and spelling which are given in dispersal consistent with any topics related.

II. Competency Standards

This course is aimed at developing students' knowledge and ability to use the basic structure of English at both receptive and productive levels. In proportion to the topics addressed in the whole semester, at the end of the course, they are expected to have acquired:

1. a good understanding of basic English structure;
2. ability to recognize mistakes in sentences and reconstruct them in proper English;
3. skills of constructing correct English sentences;

III. Organization of Teaching/Learning Activities

This subject will be taught through a combination of lecture and class discussion. This syllabus and the course orientation are given in the first session. The topics are sequenced from simple to complicated, when possible. Lecturing will be the technique in delivering the related theory; students are assigned to get the structured work done either individually or in a small group during the classroom teaching-learning

process or before attending the class. Class discussion will be employed when dealing with exercises related to the topics being addressed.

IV. Progression of the Course

WEEK	TOPIC
1	Ø Orientation Ø Material distribution Ø Nouns in the English system
2—3	Ø Nouns according to their kinds, grammatical distinction, number, & gender
4—5	Ø Definite & indefinite articles
6—7	Ø Concord between subjects and verbs, between nouns (singular/ plural, individual, and collective) and pronouns Ø Reflexive & impersonal pronouns
8	PROGRESS TEST-1 & REVIEW
9	MID—TERM TEST
10—11	Ø Definite & indefinite pronouns
12	Ø Nouns according to their case
13	Ø Finite and non-finite verbs in the simple present & past tenses
14	Ø The verbal & pronominal questions
15—16	PROGRESS TEST-2 REVIEW

V. Assessment

Students are expected to attend lectures and participate in discussion; irregular attendance and lack of participation due to inadequate preparation will be penalized. Those whose attendance is less than 75% will be failed.

Students' learning achievement will be assessed by considering the following components:

1. Mid-term test	: 35 %
2. Final test	: 35 %
3. Assignments	: 20 %
5. Class Participation/Attendance	: 10 %
	100 %

VI. Grades

86—100 = A	75—79 = B+	66—70 = B-	56—63 = C
80—85 = A-	71—74 = B	64—65 = C+	0—55 = D

VII. References

A. Main Sources

Azar, Betty Schramper. 1985. *Fundamentals of English Grammar*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

_____. 1989. *Understanding and Using English Grammar*. Second Edition. Englewood Cliffs, New Jersey: Prentice-Hal, Inc.

Bailey, Brian, Shaffer, Virginia, & Shaw, Harry. 1960. *Handbook of English*. Australian Edition. Sydney: Mc-Graw-Hill Book Company.

Eckersley, C. E., & Eckersley, J. M. 1973. *A Comprehensive English Grammar for Foreign Students*. London: Longman Group Limited.

- Fitikides, T.J. 1980. Common Mistakes in English. Fifth Edition. London: Longman Group Limited.
- Maurer, Jay. 2000. Focus on Grammar: An Advance Course for Reference and Practice. Second Edition. New York: Pearson Education.
- Murphy, Raymond. 1987. English Grammar in Use: Self-Study Reference and Practice Book for Intermediate Students. Cambridge: Cambridge University Press.
- Spankie, G. M. 1973. English in Use. London: Thomas Nelson and Sons Ltd.
- Wren, P. C. & Martin, H. 1990. High School English Grammar and Composition. Revised Edition. New Delhi: S. Chand & Company Ltd.


B. Optional Sources

- Allen, W. Stannard. 1985. Living English Structure. London: Longman Group Ltd.
- Black, E. L. & Wood, E. R. 1969. Fifth Year English. London & Glasgow: Blackie & Son Limited.
- Corder, S. Pit. 1979. An Intermediate English Practice Book. London: Longman Group Limited.
- Forlini, Gary, et al. 1987. Grammar and Composition. Englewood Cliffs, New Jersey: Prentice-Hall Inc.
- Frank, Marcella. 1972. Modern English: A Practical Reference Guide. Englewood Cliffs, New Jersey: Prentice-Hall Inc.
- Hornby, A. S. 1988. Guide to Patterns and Usage in English. Second Edition. Oxford: Oxford University Press.
- Leech, G. & Svartvik, J. 1975. A Communicative Grammar of English. London: Longman Group Limited.
- O'Neill, Robert. 1972. Kernel Lesson Plus: A Post-Intermediate Course. London: Longman Group Limited.
- O'Neill, Robert, Kingsbury, Roy & Yeadon, Tony. 1976. Kernel Lessons Intermediate. London: Longman Group Limited.
- Quirk, Randolph & Greenbaum, Sydney. 1982. A University Grammar of English. Low-Price Edition. London: Longman Group Limited.
- Shaw, Harry. 1970. Errors in English and Ways to Correct them. Second Edition. New York: Barnes & Noble Books.
- Swan, Michael. 1983. Practical English Usage. Low-Priced Edition. Oxford: Oxford University Press.
- Thomson, A. J. & Martinet, A. V. 1986. A Practical English Grammar. Fourth Edition. Oxford: Oxford University Press.
- Tregidgo, P. S. 1974. Practical English Usage for Overseas Students. London: Longman Group Limited.
- Warriner, John E., Whitten, Mary Evelyn & Griffith, Francis. 1958. English Grammar and Composition. New York: Harcourt, Brace & World, Inc.

NOTES to CONSIDER

1. Students should attend the class on time. The class commences at 11.00, and the tolerance for being late is 15 minutes.
2. Students should dress properly (NO SLIPPERS OR COLLARLESS T-SHIRTS) and behave politely to friends, lecturers, and any staff they meet in the environment.
3. Students are strongly prohibited to consume neither food nor drink while the learning-teaching process is in progress.

4. Prior to attending the class, students should prepare themselves with the relevant topic of discussion, and therefore, they should also have with them the materials referred to as this unit resource. Negligence of preparing the books referred to for the teaching-learning process is strongly intolerable, and those who neglect this rule are to leave the class and must see the 1st Vice Director for a letter of permission to attend the following English class.
5. No communication gadget is permitted during the learning-teaching process.

	STATE UNIVERSITY OF YOGYAKARTA FACULTY OF LANGUAGES AND ARTS			
	SYLLABUS Subject : Structure II			
	FRM/FBS/19-00	Revisi : 00	31 Juli 2008	Hal.

Faculty : Languages and Arts
 Study Program : English Language and Literature
 Subject & Code : Structure II/ING220
 Credit : 1 Credit point of Theory and 1 Credit Point of Practice
 Semester : 1
 Prerequisite & Code : Structure I/ING219
 Lecturer : Sugi Iswalono,M.A.

I. Description of the Course

This two-credit-point compulsory course is one of the common ground courses offered to the second-semester students of both the English Language and Literature Study Program and the English Education Study Program. This course deals with intermediate structure of English by highlighting the word order in noun phrases (noun modifier + noun headword, adj modifier + noun headword vs adv & adj modifier + noun headword, to-infinitive vs gerund), complex tenses (future, perfect, continous, future perfect, future continous, perfect continous, future perfect continous), main and auxiliary verbs (can, may, ought to, used to, dare to & must vs need, must vs have to), and negative statements using hardly, never, seldom and rarely.

II. Aim of the Course

This course is aimed at developing students' knowledge and ability to use intermediate structure of English at both receptive and productive levels. In proportion to the topics addressed in the whole semester, at the end of the course, they are expected to have acquired:

1. a good understanding of intermediate English structures;
2. skills of constructing correct English sentences ;
3. ability to recognize mistakes in sentences and reconstruct them in proper English;
4. and positive attitude to English sentence structure.

III. Organization of Teaching/Learning Activities

This subject will be taught through a combination of lecture and class discussion. This syllabus and the course orientation are given in the first session. The topics are sequenced from simple to complicated, when possible. Lecturing will be the technique in delivering the related theory; students are assigned to get the structured work done either individually or in a small group during the classroom teaching-learning process or before attending the class. Class discussion will be employed when dealing with exercises related to the topics being addressed.

IV. Progression of the Course

WEEK	TOPIC
1	4 Orientation 4 Material Distribution
2 -4	4 The word Order in: <ul style="list-style-type: none"> • Noun Modifier + Noun Headword • Adj Modifier + Noun Headword vs Adv & Adj Modifier + Noun Headword • To-Infinitive vs Gerund
5	4 Future & Continuous Tenses
6	4 Perfect & Perfect Continuous Tenses
7	4 Future Perfect & Future Continuous Tenses
8	4 Future Perfect Continuous Tense
9	M I D—T E R M T E S T
10	4 Review 4 Main Verb Vs Auxiliary Verbs
11-12	4 Modal auxiliary I (can, may, ought to, used to, dare to)
13	4 Modal auxiliary II (must vs need, must vs have to)
14	4 Negative statements (hardly, never, seldom, rarely)
15—16	R E V I E W

V. Assessment

Students are expected to attend lectures and participate in class discussion; irregular attendance and lack of participation due to inadequate preparation will be penalized. Those whose attendance is less than 75 % will be failed.

Students' learning achievement will be assessed by considering the following components:

- | | |
|-----------------------------------|---------------|
| 1. Mid-term test | : 35 % |
| 2. Final test | : 35 % |
| 3. Assignments/Portfolio | : 20 % |
| 4. Class Participation/Attendance | : <u>10 %</u> |
| | 100 % |

VI. Grades

86—100	A	75—79	B+	66—70	B-	56—63	C
80—85	A-	71—74	B	64—65	C+	0—55	D

NOTES to CONSIDER

1. Students should attend the class on time. The tolerance for being late is 10 minutes. Those who insist on attending the class beyond the tolerated time will not be granted the component of Class Attendance which is weighed 5%.
2. Students should dress properly (no slippers & no collarless T-shirt) and behave politely.
3. Students are strongly prohibited to consume neither food nor drink while the learning-teaching process is in progress.
4. Students should have with them the material relevant to the topic of discussion.
5. No communication gadget is permitted during the learning-teaching process.

VII. References

A. Main Sources

- Azar, Betty Schramper. 1985. *Fundamentals of English Grammar*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.
- _____. 1989. *Understanding and Using English Grammar*. Second Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.
- Bailey, Brian, Shaffer, Virginia, & Shaw, Harry. 1960. *Handbook of English*. Australian Edition. Sydney: McGraw-Hill Book Company.
- Eckersley, C.E., & Eckersley, J. M. 1973. *A Comprehensive English Grammar for Foreign Students*. London: Longman Group Limited.
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- Wulandari, Endang Sri. 1986. A Reading Program. Yogyakarta: Kanisius.