



MODULE HAND BOOK

MECHANICAL ENGINEERING VOCATIONAL EDUCATION STUDY PROGRAM
FACULTY OF ENGINEERING – UNIVERSITAS NEGERI PADANG

COURSE NAME	CODE	Course classification	CU		Sem	Version
			Theory	Pract		
English	UNP1.60.1405	National Compulsory Courses/ Supporting tools	2	0	1	
Responsible Lecturer	Ainul Addinna, S.Pd, M.Pd; Carbiriena Solusia, M.Pd; Dian Safitri, M.Pd, Dinovia Fannil Kher, M.Pd; Lafziatul Hilmi, S.Pd, M.Pd; Nur Rosita, S.Pd., MA; Nofrina Eka Putri, M.Pd; Nora Fudhla, M.Pd; Rifki Oktoviandry, S.Pd, .M.Hum; Ririn Ovilia, M.Pd; Senorica Yulia Sari, S.Pd., M.Tesol; Syafitri Ramadhani, M.Pd; Yati Aisya Rani, M.Pd			TTD Responsible Lecturer		
INFORMATION	Dean of Faculty of Engineering		Department head		Responsible of study program	
	<u>Dr. Fahmi Rizal, M.Pd., MT</u> NIP. 195912041985031004		<u>Drs. Purwantono, M.Pd</u> NIP. 196308041986031002		<u>Drs. Purwantono, M.Pd</u> NIP. 196308041986031002	
Program Learning Outcome	Program learning outcome of Mechanical engineering vocational education: <ol style="list-style-type: none"> 1. Possess a good ability to apply the basic science (mathematics and natural sciences) and other disciplines in profesional jobs / projects (Knowledge-understanding) <ol style="list-style-type: none"> 1.1. possess a good understanding and can apply the basic concept of mathematics to solve various technical problems 1.2. possess a good understanding and can apply basic the concept of physic to solve various technical problems 1.3. possess a good understanding and can apply basic the concept of chemistry to solve various technical problems 2. Possess a critical and creative thingking in identifying, formulating, problem solving and evaluating various problems in mechanical engineering using the most appropriate and effective scientific method (<i>Engineering analysis, investigations and</i> 					

assessment):

- 2.1. problem identification skills
- 2.2. problem analysis skills
- 2.3. problem evaluation skills
3. Possess a good ability in designing, manufacturing and operating machines (**Engineering design**)
 - 3.1. able to formulate ideas/concepts into a technical drawing, design and budget plans
 - 3.2. able to operate various machines and other engineering equipment with the correct standard operating procedure
 - 3.3. able to design a machine or machinery system based on a valid scientific theory
 - 3.4. able to realize a concept/design into a prototype, manufacturing process and engineering system
4. Possess a good ability to design, organize and evaluate the education and learning process in *mechanical engineering vocational education*. (**Education design**)
 - 4.1. able to design curriculum and learning process by considering various aspects
 - 4.2. able to organize, control, evaluate and improve the quality of the learning process
 - 4.3. able to develop an interesting, effective and efficient learning medias
5. Possess a good ability to adapt to development in science and technology and apply it into professional jobs by considering any non-technical aspects. (**Engineering practice**)
 - 5.1. able to innovate and develop technology in the field of mechanical engineering by considering social, economic and environmental aspects
 - 5.2. able to carry out the optimization process and increase the efficiency of machines or machining system.
 - 5.3. able to improve the performance of machine/ machinery system by applying the information technology
6. Possess a good softskil and spirit of lifelong learning (**Transferable skill / softskill**)
 - 6.1. possess a religious character
 - 6.2. possess a spirit of nasionalisme, social sensitivity and environmental consevation orientation
 - 6.3. possess the ability to communicate effectively and work together in teamwork
 - 6.4. possess the ability to transfer science and technology to society to improve the quality of life
 - 6.5. possess a good characters of entrepreneur

Course learning outcomes	Course learning outcomes	
	CLO	PLO
	1. Demonstrate the ability to hear, speak, read and write English fluently and accurately for a variety of purposes.	6.2, 6.3
	1. Understand and be able to apply grammar in English	6.2, 6.3
	2. Able to actively communicate in English both orally and in writing	6.2, 6.3
Course descriptions	English courses are a group of university general subjects that provide spoken and written English skills (listening, speaking, reading, writing) and language components (grammar and vocabulary) in various life contexts.	
References	Main references (RU):	
	1. Betty Schramper Azar. 1995. Understanding and Using English Grammar. Second edition. New Jersey: Prentice Hall Regents.	
	2. Marian et al Dunn. 2008. English for Mechanical Engineering in higher education studies. UK: Garnet Publishing	
	Additional references (RP)	
	1. Gaudart et al. 2001. Towards better English Grammar. Oxford University Press	
Learning Media	Software:	Hardware:
		Computer, LCD Projector and Whiteboard and peripherals
Team Teaching		
Assessment	Mid-Test Exam, Final Exam, Independent & group assignments, Group presentations	
Requirements Subject	No	

COURSE SUBJECT

Week	Expected competencies	Topics	Method and strategy for learning	Assignment	Criterion / Assessment indicator	References
1	2	3	4	5	6	7
1,2	<p>CLO-1, CLO-2, CLO-3</p> <p>Discuss reading with the theme Personality Traits / Personality, identify and Using new vocabulary and making sentences and short paragraphs spoken and written with the Simple present language component (is, am, are) with confidence, discipline and responsibility</p>	<ol style="list-style-type: none"> 1. Discuss the conversation about introducing self and exchanging information 2. Displays the use of the introducing self and exchanging information expressions Discuss information and language components of nouns, pronouns, and adjectives in reading about personality. 4. Discuss the components of the language To be present (am, is, are) 5. Discuss the use of nouns, pronouns and adjectives in describing a person's personality 6. Describe a person's personality by using nouns, pronouns, adjectives and to 	<ol style="list-style-type: none"> 1. Greeting 2. Leave-taking 3. Introducing self 4. Introducing others 5. Exchanging information 6. Reading about 7. personality Trait Tobe (am, is, are) 8. Noun 9. Pronoun 10.Adjective (mostly about personality) 11.Noun Phrase 	<ol style="list-style-type: none"> 1. Question and answer 2. Discussion group online 3. Online assignments 	<ol style="list-style-type: none"> 1. Course Passgrade: 80% 2. Assessment echniques Assessment of the Learning Process 3. Assesmen t of Learning Outcomes 	RU-1, RU-2, RP-1

		<p>be present properly and thankfully</p> <p>7. Displays the results of the personality description verbally or in writing</p>				
3,4	<p>CLO-1, CLO-2, CLO-3</p> <p>Discuss reading with the theme of Learning style, identify and use new vocabulary and make oral and written sentences and short paragraphs with the language component "Simple Present" (verbal sentence) with confidence, discipline and responsibility</p>	<ol style="list-style-type: none"> 1. Discuss information and language components Simple present tense (verbal sentence) in reading with the theme Learning style. 2. Discuss the use of Verb 1 and Verb 1 (s / es) in explaining a person's daily activities 3. Using Verb 1 in describing daily activities 3. Write down personal / other people's routines using the Verbal sentence structure of the Simple present tense 4. Showing / telling personal / other people's routines by using the Verbal sentence structure from the Simple present tenses orally and in writing 	<ol style="list-style-type: none"> 1. Reading about Learning Style 2. Verb: V1 & V1 (s / es) 3. Auxiliary "Do & Does" 4. Simple Present tense (verbal sentence) 	<ol style="list-style-type: none"> 1. Question and answer 2. Discussion group online 3. Online assignments 	<ol style="list-style-type: none"> 1. Course Passgrade: 80% 2. Assessment echniques Assessment of the Learning 3. Process Assessment of Learning Outcomes 	RU-1, RU-2, RP-1

5,6	<p>CLO-1, CLO-2, CLO-3 Discuss readings with the theme Sport Live Report, identify and use new vocabulary and make sentences and short paragraphs spoken and written with the present continuous language component with confidence, discipline and responsibility</p>	<ol style="list-style-type: none"> 1. Discuss information and present continuous language components in a reading with the theme Sport Live Report. 2. Discuss the use of tobe (am, is, are) + verb-ing in explaining ongoing activities. 3. Using tobe (am, is, are) + Verb-ing in describing ongoing activities. 4. Write down personal / other people's ongoing activities using the tobe structure (am, is, are) + Verb-ing. 5. Displays / personal activities / other people in progress using the tobe structure (am, is, are) + Verb-ing orally and in writing 	<ol style="list-style-type: none"> 1. Readings on the Sport Live Report 2. Tobe (am, is, are) + Verb-ing 3. Adverb of time 	<ol style="list-style-type: none"> 1. Question and answer 2. Discussion group online 3. Online assignments 	<ol style="list-style-type: none"> 1. Course Passgrade: 80% 2. Assessment echniques Assessment of the Learning Process 3. Assessment of Learning Outcomes 	RU-1, RU-2, RP-1
7,8	<p>CLO-1, CLO-2, CLO-3 Discuss reading with the theme of Cultural Differences, identifying and using new vocabulary and making oral and written sentences and short paragraphs with simple past language components with confidence, discipline and</p>	<ol style="list-style-type: none"> 1. Discuss information and language components of Simple past tense in reading with the theme Cultural Differences 2. Linking the explanation of the use of verb 2 with an example of a sentence explaining past activities 	<ol style="list-style-type: none"> 1. Reading about cultural differences 2. Verb forms: Regular Irregular verb 3. Verb 2 4. Auxiliary "Did" 5. To be Past Was 	<ol style="list-style-type: none"> 1. Question and answer 2. Discussion group online 3. Online assignments 	<ol style="list-style-type: none"> 1. Course Passgrade: 80% 2. Assessment echniques Assessment of the Learning Process 	RU-1, RU-2, RP-1

	responsibility	<p>Verb2 (regular and irregular form of verb)</p> <p>3. Using Verb 2 in telling past activities</p> <p>4. Write down personal / other interesting experiences using Simple Past</p> <p>5. Presenting / telling interesting personal / other people's experiences by using Simple past tense orally or in writing</p>	6. Were		3. Assessment of Learning Outcomes	
9	MID TEST					
10.11	<p>CLO-1, CLO-2, CLO-3</p> <p>Discuss readings on the theme of De Javu, identify and use new vocabulary and make oral and written sentences and short paragraphs with a past continuous language component with confidence, discipline and responsibility</p>	<p>1. Discuss the information and language components of the past continuous in the reading with the theme De Javu.</p> <p>2. Discuss the use of tobe (were / was) + verb-ing in explaining ongoing activities.</p> <p>3. Using tobe (were / was) + verb-ing in explaining ongoing activities.</p> <p>4. Writing down ongoing personal / other people's activities using the tobe structure (were / was) + Verb-ing.</p> <p>5. Showing / personal activities /</p>	<p>1. Reading about</p> <p>2. De Javu</p> <p>3. Tobe (were / was) + Verb-ing Adverb of time</p>	<p>1. Question and answer</p> <p>2. Discussion group online</p> <p>3. Online assignments</p>	<p>1. Course Passgrade: 80%</p> <p>2. Assessment echniques Assessment of the Learning Process</p> <p>3. Assessment of Learning Outcomes</p>	RU-1, RU-2, RP-1

		<p>other people in progress using the tobe structure (were / was) + Verb-ing orally and in writing</p>				
12.13	<p>CLO-1, CLO-2, CLO-3 Discuss readings with the theme The Appeal process, identify and use new vocabulary and make sentences and short paragraphs spoken and written with the present perfect language component with confidence, discipline and responsibility</p>	<ol style="list-style-type: none"> 1. Discuss information and language components of the Present Perfect in reading with the theme The Appeal procees. 2. Discuss the use of the Present perfect language component (have / has + verb3 / been) 3. Differentiate between the use of the simple past and the present perfect based on the time of occurrence 4. Write down personal / other interesting experiences using Simple Past and Present Perfect Tense in a kind and acceptable manner Present / tell interesting personal / other people's experiences by using the past perfect orally and in writing. 	<ol style="list-style-type: none"> 1. Reading about The Appeal process 2. Have / has + Verb 3. Have / has + been 	<ol style="list-style-type: none"> 1. Question and answer 2. Discussion group online 3. Online assignments 	<ol style="list-style-type: none"> 1. Course Passgrade: 80% 2. Assessment echniques Assessment of the Learning Process 3. Assessment of Learning Outcomes 	RU-1, RU-2, RP-1
14, 15	<p>CLO-1, CLO-2, CLO-3 Discuss readings with the theme of Future life, identify and use new vocabulary and make</p>	<ol style="list-style-type: none"> 1. Discuss information and language components of the Simple Future tense. 2. Distinguish the use of the 	<ol style="list-style-type: none"> 1. Reading about Future Life 3. Fixed planning: 4. Verbal sentence 	<ol style="list-style-type: none"> 1. Question and answer 2. Discussion group online 	<ol style="list-style-type: none"> 1. Course Passgrade: 80% 2. Assessment 	RU-1, RU-2, RP-1

	sentences and short paragraphs spoken and written with future tense language components with confidence, discipline and responsibility.	<p>form of the structure "be going to" (stating a definite plan) and will (an uncertain plan) in explaining the activities to be carried out</p> <p>3. Using the be going to and will structure in telling the activities to be carried out</p> <p>4. Write down personal / other people's plans using the Simple future tense in a kind and acceptable manner</p> <p>5. Display / tell Personal / others plans using Simple future tense verbally and in writing</p>	<p>5. Be going to + V1</p> <p>6. Nominal sentence</p> <p>7. Be going to + be</p> <p>8. Unfixed planning / spontaneous answer:</p> <p>9. Verbal sentence Will + Verb</p> <p>10. Nominal sentence Will + be</p>	3. Online assignments	<p>echniques Assessment of the Learning Process</p> <p>3. Assessment of Learning Outcomes</p>	
16	FINAL EXAMS					

Relationship between CLO and PLO and assessment methods

Week	MES1.61.3102	Assessment	Quality (%)	PLO-1			PLO-2			PLO-3				PLO-4			PLO-5			PLO-6						
				1	2	3	1	2	3	1	2	3	4	1	2	3	1	2	3	1	2	3	4	5		
1	CLO-1	UTS.1	5																			V	V			
2	CLO-2	UTS.2	5																				V	V		
3	CLO-1	UTS.3	5																				V	V		
4	CLO-2	UTS.4	5																				V	V		
5	CLO-2	UTS 5	5																				V	V		
6	CLO-1	UTS 6	5																				V	V		
7	CLO-2	UTS 7	5																				V	V		
9	CLO-3	UAS 1	7																				V	V		

10	CLO-3	UAS 2	7																	V	V		
11	CLO-3	UAS 3	7																	V	V		
12	CLO-2	UAS 4	7																	V	V		
13	CLO-3	UAS 5	7																	V	V		
14	CLO-3	Presentation	10																	V	V		
15	CLO-3	Presentation	10																	V	V		
16	CLO-1,2,3	Assignment	15																	V	V		
	TOTAL		100																				

Assessment components

Mid Test (UTS)	: 30 %
Final Test (UAS)	: 30 %
Student assignment	: 30 %
Presence	: 10 %
Total	: 100 %

Scoring/Grading level description

	Excellent	Good	Satisfy	Fail
ability to describe	Able to describe correctly and completely	Able to describe correctly but not complete	Able to describe but less clear and incomplete	Unable to describe
ability to formulate	Able to formulate correctly and completely	Able to formulate correctly but not complete	Able to formulate but less clear and incomplete	Unable to formulate
ability to calculate	Able to calculate correctly and completely	Able to calculate correctly but not complete	Able to calculate but less clear and incomplete	Unable to calculate
ability to analyze	Able to analyze correctly and completely	Able to analyze correctly but not complete	Able to analyze but less clear and incomplete	Unable to analyze

Scoring and grading system

Score	Quality	Quality score	Designation	Score	Quality	Quality score	Designation
85 – 100	A	4.0	Outstanding	55 – 59	C	2.0	Acceptable
80 – 84	A-	3.6	Excellent	50 – 54	C-	1.6	Poor
75 – 79	B+	3.3	Very good	40 – 49	D	1.0	Poor
70 – 74	B	3.0	Good	≤ 39	E	0.0	Fail
65 – 69	B-	2.6	Good	-	T	-	Tertunda
60 – 64	C+	2.3	Acceptable				

