	Universitas Negeri Surabaya Faculty of Economics and Business Bachelor of Accounting Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
PROFESSIONAL ENGLISH		8720902126	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program that is charged to the course
	Program Objectives (PO)
	PO - 1 Able to master business English concepts and utilize science and technology in the field of international business and communicate both verbally and in writing in accounting and finance learning activities
	PLO-PO Matrix

P.O
PO-1

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																

Short Course Description	This lesson discusses effective communication in English, both spoken and written, according to business topics, including English grammar, sentence structure, and business English vocabulary; business communications, writing formal letters, memos, summaries and reports; as well as the ability to practice presentations individually and in groups

References	**Main :**

1. Driscoll, Nina. 2010.MarketLeader 1th edition.Pearson Education Limited 2010.
2. Geffner, Andrea B. 2010.Business English 5th edition. New York: Barron 19s
3. Gillett, Amy. 2011.Speak Better Business English and Make More Money! 1st edition. AnnArbor: Language Success Press.
4. Guffey, Mary E. & Carolyn M. Seefer. 2014.Business English 11th edition. CengageLearning.

	Supporters:

Supporting lecturer	Dr. Suci Rohayati, S.Pd., M.Pd. Amirul Arif, S.Pd., M.Ak. Vivi Pratiwi, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

No	Topic	Learning Outcomes	Assessment	Learning Method		Material/Reference	%
1	INTRODUCTION Jobs, people, and organizations	1. Able to read, pronounce and interpret articles correctly 2. Able to add business English words to job people and organization/ Able to add business English words to job people and organization 3. Increase understanding through English literature	**Criteria:** 1. Assessment rubric 2. Form: Non-test **Form of Assessment** : Participatory Activities	Offline (offline): Reading articles, Answering questions, and Memorizing Vocabulary from articles with problem-based learning 3 X 50		**Material:** Marketing Strategy: A Holistic Approach to Marketing **Reference:** *Guffey, Mary E. & Carolyn M. Seefer. 2014.Business English 11th edition. CengageLearning.*	3%
2	Manufacturing and Services	1. Able to read, pronounce and interpret articles correctly 2. Increase understanding through English literature 3. Able to add business English words to production/ Able to add business English words to production	**Criteria:** 1. Assessment rubric 2. Form: Non-test **Form of Assessment** : Participatory Activities	Offline (offline): Reading articles, Answering questions, and Memorizing Vocabulary from articles with problem-based learning 3 X 50		**Material:** Marketing Strategy: A Holistic Approach to Marketing **Reference:** *Guffey, Mary E. & Carolyn M. Seefer. 2014.Business English 11th edition. CengageLearning.*	3%
3	Able to understand and calculate sales and costs	1. Able to read, pronounce correctly and interpret articles2. Able to increase the vocabulary of business English words related to Sales and cost; 3. Increase understanding of Brands through English language literature	**Criteria:** 1. Assessment rubric 2. Form: Non-test **Form of Assessment** : Participatory Activities	Offline (offlen): Reading articles, Answering questions, and Memorizing Vocabulary from articles with problem-based learning 3 X 50		**Material:** Brand: Changing the brand image **Reference:** *Geffner, Andrea B. 2010.Business English 5th edition. New York: Barron 19s*	3%
4	Selling Online: Making the best use of online stores	1. Able to read, pronounce correctly and interpret articles2. Able to increase the vocabulary of business English words related to Brands3. Increasing understanding of Brands through English language literature	**Criteria:** 1. Assessment rubric 2. Form: Non-test **Form of Assessment** : Participatory Activities	Offline (offline): Reading articles, Answering questions, and Memorizing Vocabulary from articles with problem-based learning 3 X 50		**Material:** Selling Online: Making the best use of online stores. **Reference:** *Guffey, Mary E. & Carolyn M. Seefer. 2014.Business English 11th edition. CengageLearning.*	3%
5	Advertising: Internet Advertising	1. Able to read, pronounce correctly and interpret articles2. Able to increase the vocabulary of business English words related to Brands3. Increasing understanding of Brands through English language literature	**Criteria:** 1. Assessment rubric 2. Form: Non-test **Form of Assessment** : Participatory Activities	Offline (offline): Reading articles, Answering questions, and Memorizing Vocabulary from articles with problem-based learning 3 X 50		**Material:** Advertising: Internet Advertising **Bibliography:** *Guffey, Mary E. & Carolyn M. Seefer. 2014.Business English 11th edition. CengageLearning.*	4%

6	Expanding Internationally: Targeting overseas communities	1. Able to read, pronounce correctly and interpret articles2. Able to increase the vocabulary of business English words related to Brands3. Increasing understanding of Brands through English language literature	**Criteria:** 1.Assessment rubric 2.Form: Non-test **Form of Assessment** : Participatory Activities	Offline (offline): Reading articles, Answering questions, and Memorizing Vocabulary from articles with problem-based learning 3 X 50		**Material:** Expanding Internationally: Targeting overseas communities **References:** *Gillett, Amy. 2011.Speak Better Business English and Make More Money! 1st edition. AnnArbor: Language Success Press.*	4%
7	Satisfied customers: Develop customer relationships	1. Able to read, pronounce correctly and interpret articles2. Able to increase the vocabulary of business English words related to Brands3. Increasing understanding of Brands through English language literature	**Criteria:** 1.Assessment rubric 2.Form: Non-test **Form of Assessment** : Participatory Activities	Offline (offline): Reading articles, Answering questions, and Memorizing Vocabulary from articles with problem-based learning 3 X 50		**Material:** Satisfied customers: Developing customer relationships **References:** *Guffey, Mary E. & Carolyn M. Seefer. 2014.Business English 11th edition. CengageLearning.*	4%
8	MIDTERM EXAM	UTS	**Criteria:** Maximum value 100 **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	3 X 50		**Material:** UTS **Library:**	20%
9	Students are able to understand articles regarding application letters in English; compose a cover letter in English; and completing IELTS questions - listening section to explain map images.	Compose a cover letter in English	**Criteria:** 1.Assessment rubric 2.Form: Non-test **Form of Assessment** : Participatory Activities	Attractive (offlen): Reading a guide to writing articles in English. Listening to the lecturer's explanation about how to compose a cover letter in English. Writing articles in English. Problem-based learning 3 X 50		**Material:** 1. article regarding application letters in English; 2. application letter in English; 3. IELTS questions - listening section to explain map images. **Bibliography:** *Guffey, Mary E. & Carolyn M. Seefer. 2014.Business English 11th edition. CengageLearning.*	3%
10	Students are able to take and answer job interview tests in English.	Take and answer job interview tests in English.	**Criteria:** 1.Assessment rubric 2.Form: Non-test **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Offline: Listen to the lecturer's explanation about how to answer questions in English. Answer job interview tests in English with the lecturer as interviewer taking turns. Problem based learning 3 X 50		**Material:** job interview test in English **Reference:** *Guffey, Mary E. & Carolyn M. Seefer. 2014.Business English 11th edition. CengageLearning.*	4%

11	Students are able to understand business-themed films; summarize the message contained in the film; and express opinions about the film.	Summarize the messages contained in business-themed films. Express opinions about the film.	**Criteria:** 1.Assessment rubric 2.Form: Non-test **Form of Assessment** : Project Results Assessment / Product Assessment	Offline (offline): Watching business-themed films. Discussing business-themed films. Problem-based learning 3 X 50		**Material:** Business themed films; summarize the message contained in the film; and expressed opinions about the film **Pustaka:** *Guffey, Mary E. & Carolyn M. Seefer. 2014.Business English 11th edition. CengageLearning.*	3%
12	Students are able to understand and summarize the contents of scientific articles from accredited national journals and complete IELTS questions - writing section - map explaining (250 words).	Summarizes the contents of scientific articles from accredited national journals.	**Criteria:** 1.Assessment rubric 2.Form: Non-test **Form of Assessment** : Participatory Activities	Attractive (offlen): Sitting in groups. Reading scientific articles from international journals. Discuss the contents of the article with a group of friends. Summarize the contents of the article. 3 X 50		**Material:** scientific articles from accredited national journals and solving IELTS questions - writing section - explained map (250 words) **Bibliography:** *Guffey, Mary E. & Carolyn M. Seefer. 2014.Business English 11th edition. CengageLearning.*	4%
13	Students are able to understand, conclude, present, answer questions and express opinions regarding scientific articles from accredited national journals.	Present answering questions and expressing opinions regarding scientific articles in English in front of classmates.	**Criteria:** 1.Assessment rubric 2.Form: Non-test **Form of Assessment** : Participatory Activities	Offline (offlen): Sitting in groups. Presenting scientific articles in front of the class alternately for each group. Discuss scientific articles. 3 X 50		**Material:** present answering questions and expressing opinions regarding scientific articles from accredited national journals. **Readers:** *Guffey, Mary E. & Carolyn M. Seefer. 2014.Business English 11th edition. CengageLearning.*	4%
14	Students are able to understand, conclude, present, answer questions and express opinions regarding scientific articles from accredited national journals.	Present answering questions and expressing opinions regarding scientific articles in English in front of classmates.	**Criteria:** 1.Assessment rubric 2.Form: Non-test **Form of Assessment** : Participatory Activities	Offline (offlen): Sitting in groups. Presenting scientific articles in front of the class, taking turns in each group. Discussing scientific articles. 3 X 50		**Material:** present answering questions and expressing opinions regarding scientific articles from accredited national journals. **Readers:** *Guffey, Mary E. & Carolyn M. Seefer. 2014.Business English 11th edition. CengageLearning.*	4%
15	Students are able to understand, conclude, present, answer questions and express opinions regarding scientific articles from accredited national journals.	Present answering questions and expressing opinions regarding scientific articles in English in front of classmates.	**Criteria:** Rubric **Form of Assessment** : Participatory Activities	Offline (offlen): Sitting in groups. Present scientific articles in front of the class, taking turns in each group discussing scientific articles. 3 X 50		**Material:** present answering questions and expressing opinions regarding scientific articles from accredited national journals. **Readers:** *Guffey, Mary E. & Carolyn M. Seefer. 2014.Business English 11th edition. CengageLearning.*	4%
16	UAS	UAS	**Criteria:** Maximum value 100 **Form of Assessment** : Project Results Assessment / Product Assessment, Test	3 X 50		**Material:** UAS **Literature:**	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	55%
2.	Project Results Assessment / Product Assessment	30%
3.	Test	15%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.