	Universitas Negeri Surabaya **Faculty of Mathematics and Natural Sciences** **Biology Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
English For Biology	4620102021	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	April 26, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Reni Ambarwati, S.Si., M.Sc	Reni Ambarwati, S.Si., M.Sc	Dr. H. Sunu Kuntjoro, S.Si., M.Si.

Learning model: Project Based Learning

Program Learning Outcomes (PLO)

PLO study program which is charged to the course

PLO-5	Able to communicate scientific ideas, both orally and in writing using appropriate communication media according to the target, as a means of lifelong learning for academic self-development.
PLO-7	Able to work independently and collaboratively, as well as responsibly, in completing various tasks in class, in the laboratory and in the field.

Program Objectives (PO)

PO - 1	Able to apply transferable skills in biology to develop faith, be intelligent, independent, honest, caring, and resilient (with an acronym: “Idaman Jelita”)
PO - 2	Able to communicate scientific ideas, both orally and in writing, using appropriate communication media according to the target
PO - 3	Able to work independently, be responsible, both as individuals and in groups, and able to work together

PLO-PO Matrix

P.O	PLO-5	PLO-7
PO-1		
PO-2		
PO-3		

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																
PO-2																
PO-3																

Short Course Description: This course discusses reading, listening, speaking, writing, and paragraph development in English with biological substances. The material is delivered with a student-centered approach in practical activities, project-based learning, and assignments that are carried out honestly and independently.

References

Main :

1. Azar BS, 1999. Understanding dan Using English Grammar, Third Edition. New York: Longman
2. Basic Science Bridging program (BSBP 7), 1993. Getting Into Grammar. SDL Writing, Bandung.
3. Pechenik JA, 2013. A Short Guide to Writing about Biology, Eighth Edition. Boston: Pearson
4. StudySmarter. 2022. Descriptive essay. Available from: https://www.studysmarter.co.uk/explanations/english/essay-prompts/descriptive-essay. Accessed on 20-10-2022. . (ects
5. StudySmarter. 2022. Argumentative essay. Available from: https://www.studysmarter.co.uk/explanations/english/argumentative-essay. Accessed on 20-10-2022
6. StudySmarter. 2022. Persuasive essay. Available from: https://www.studysmarter.co.uk/explanations/english/essay-prompts/persuasive-essay. Accessed on 20-10-2022.
7. Crème, P. & Lea, M.R. 2008. Writing at University: A guide for student. Third Edition. McGraw-Hill Education, Open University Press, England, 218 pp.
8. (8) Murray, N. & Hughes, G. 2008. Writing up your University assignments and research projects: A practical handbook. McGraw-Hill Education, Open University Press, England, 238 pp.

Supporters:

1. Jamshidnejad, A. (Ed.).2020. Speaking English as a second language: Learners‘ problems and coping strategies. Springer Nature.

Supporting lecturer

Reni Ambarwati, S.Si., M.Sc.
Dr. Ulfi Faizah, S.Pd., M.Si.
Nur Qomariyah, S.Pd., M.Sc.
Sari Kusuma Dewi, S.Si., M.Si.
Rofiza Yolanda, S.Si, M.Si, Ph.D.
Ahmad Fudhaili, S.Si., M.Sc., Ph.D.
Dwi Anggorowati Rahayu, S.Si., M.Si.
Putut Rakhmad Purnama, S.Si, M.Si.
dr. Hanifiya Samha Wardhani, M.Kes.
Fitriari Izzatunnisa Muhaimin, B.Sc., M.Sc.
Farah Aisyah Nafidiastri, S.Si., M.Si.

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)
1	Understand how to read a good paragraph and apply speed-reading. (Reading Skills)	1. Read paragraphs quickly 2. Understand paragraphs read by speed reading	**Criteria:** TASK with a weight of 30%. UTS weighs 20%. Student activities and responses during learning activities are assessed as participation, weighs 20%. UAS weight is 30%. Essay questions are assessed jointly at UTS and UAS **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lecturers facilitate student centered learning by discussing important skills in reading, how to read paragraphs quickly, how to understand paragraphs read by speed reading practice in the class 2 X 50		**Material:** Understanding important skills in reading. reading words quickly and making notes of vocabulary/special terms in biology to understand paragraphs. **References:** *Azar BS, 1999. Understanding and Using English Grammar, Third Edition. New York: Longman*	0%
2	Understand the meaning of difficult words based on context (science field)	Finding topics and main ideas in the reading material	**Criteria:** TASK with a weight of 30%. UTS weighs 20%. Student activities and responses during learning activities are assessed as participation, weighs 20%. UAS weight is 30%. Essay questions are assessed jointly at UTS and UAS **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	2 X 50	Lecturers facilitate student centered learning by discussing important skills in reading, how to find topics and main ideas in the reading material. the google classroom. 2 X 50	**Material:** Understanding important skills in reading. Finding topic and main idea special terms in biology to understand paragraphs. Finding main idea and topic in paragraph with recognizing the idea and using FiRST strategy. **Bibliography:** *Pechenik JA, 2013. A Short Guide to Writing about Biology, Eighth Edition. Boston: Pearson*	0%
3	Able to understand biology material in English by applying reading skills (Reading Skill)		**Criteria:** TASK with a weight of 30%. UTS weighs 20%. Student activities and responses during learning activities are assessed as participation, weighs 20%. UAS weight is 30%. Essay questions are assessed jointly at UTS and UAS **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Tests	Lecturers facilitate student centered learning by discussing reading table data, graphs, and diagrams on the reading material and interpreting biology readings in the form of pictures or schemes. 2 X 50	Lecturer uses LMS with similar practice activities, self learning and structural tasks. 2 X 50	**Material:** Understanding important skills in reading. Reading table data, graphs, and diagrams on the reading material. **References:** *Azar BS, 1999. Understanding and Using English Grammar, Third Edition. New York: Longman*	0%
4	Understand the reading and interpret it in the form of pictures or schemes in the biology field. (Reading Skills)	Interpreting biology readings (paragraphs) in English in the form of pictures or schemes	**Criteria:** TASK with a weight of 30%. UTS weighs 20%. Student activities and responses during learning activities are assessed as participation, weighs 20%. UAS weight is 30%. Essay questions are assessed jointly at UTS and UAS **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Presentation and Discussion (2x50'): Students present and discuss with other students about reading table data, graphs, and diagrams on the reading material and interpreting biology readings in the form of pictures or schemes. 2 X 50	Lecturer uses LMS with similar practice activities, self learning and structural tasks. 2 X 50	**Material:** Understanding important skills in reading. Reading and interpreting it in the form of pictures or schemes in the field of biology. **References:** *Basic Science Bridging program (BSBP 7), 1993. Getting Into Grammar. SDL Writing, Bandung.*	0%

5	Able to understand biology material in English by applying listening skills	Able to write mathematics symbols, numbers, and equations on biology correctly. Able to write special names in biology with correct spelling.	**Criteria:** TASK with a weight of 30%. UTS weighs 20%. Student activities and responses during learning activities are assessed as participation, weighs 20%. UAS weight is 30%. Essay questions are assessed jointly at UTS and UAS **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lecture (2x50'): Lecturers facilitate student centered learning by discussion about mathematics symbols, numbers, equations on biology and writing special names in biology. 2 X 50	Lecturer uses LMS with similar practice activities, self learning and structural tasks. 2 X 50	**Material:** Understanding mathematical symbols and numbers. Introduction to structured equations in biology, writing special names in biology, writing the special names in biology after watching a video. **References:** *Azar BS, 1999. Understanding and Using English Grammar, Third Edition. New York: Longman*	0%
6	Able to understand biology material in English by applying listening skills	1. Making notes in the biology of materials 2. Re-explaining concepts after listening to the biology material.	**Criteria:** Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lecturers facilitate student centered learning by discussing important listening skills, how to listen to scientific monologues, making a summary, and trying to speak. 2 X 50	Lecturer uses LMS with similar practice activities, self learning and structural tasks. 2 X 50	**Material:** listening to scientific monologue, making a summary, and trying to speak. **References:** *Basic Science Bridging program (BSBP 7), 1993. Getting Into Grammar. SDL Writing, Bandung.*	0%
7	Able to communicate opinions orally using good and correct English structure (speaking skill)	1. Able to use correct sentence structures. 2. Able to use words in correct pronunciation 3. Able to speak to introduce them themselves in class 4. Able to explain simple topics by recording videos	**Criteria:** Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lecturers facilitate student centered learning by discussing important skills in speaking, how to check pronunciation words using online dictionary and practice in the class Practice: Students practice to introduce themselves and discuss classically about terms/phrases/vocabulary in introduction and discuss in the group to explain an object in biology and then make a presentation in the classroom 2 X 50	Lecturer uses LMS with similar practice activities, self learning and structural tasks. 2 X 50	**Material:** Understanding important skills in speaking. Pronouncing words correctly and making notes of vocabulary/special terms in biology. Speaking introduction using correct grammar and terms/phrases. Making a simple presentation in biology topic **Bibliography:** *Jamshidnejad, A. (Ed.).2020. Speaking English as a second language: Learners' problems and coping strategies. Springer Nature.*	5%
8	UTS	UTS	**Criteria:** UTS **Form of Assessment** : Participatory Activities, Tests	UTS 2 X 50			10%
9	Able to communicate opinions orally using good and correct English structure (speaking skill)	1. Able to communicate opinions orally using good and correct English structure 2. Analyze problems faced during speaking (non interactive speaking) 3. Able to use synonyms and filler words/phrases during speaking 4. Developing dialogue to make interactive speaking	**Criteria:** Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS **Form of Assessment** : Project Results Assessment / Product Assessment	Lecturers facilitate student centered learning by discussing problems faced during speaking and how to minimize filler sounds using synonyms and filler phrases/words during speaking after reviewing recorded video assignments. Students discuss in pairs to make dialogue by role play/drama in biology topics 2 X 50	Lecturer uses LMS with similar practice activities, self learning and structural tasks.	**Material:** Problems faced during speaking (non interactive speaking) Understanding using synonyms in speaking. Understanding the use of filler words/filler phrases. Making dialogue to talk in pairs with biology topics. **References:** *Jamshidnejad, A. (Ed.).2020. Speaking English as a second language: Learners' problems and coping strategies. Springer Nature.*	10%

10	Able to communicate opinions orally using good and correct English structure (speaking skill)	1. Able to communicate opinions orally using good and correct English structure 2. Able to use synonyms and filler words/phrases 3. Able to practice speaking by dialogue and monologue 4. Developing monologue plan	**Criteria:** Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lecturers facilitate student centered learning by discussing problems faced during speaking and how to minimize filler sounds using synonyms and filler phrases/words during speaking after reviewing recorded video assignments. Students discuss in pairs to make dialogue by role play/drama in biology topics 2 X 50	Lecturer uses LMS with similar practice activities, self learning and structural tasks.	**Material:** Problems faced during speaking (non interactive speaking) Understanding using synonyms in speaking. Understanding the use of filler words/filler phrases. Making dialogue to talk in pairs with biology topics. **References:** *Jamshidnejad, A. (Ed.).2020. Speaking English as a second language: Learners' problems and coping strategies. Springer Nature.*	0%
11	Able to communicate ideas or thoughts in writing using good and correct English structure. (writing skills)	1. Understanding characteristics of descriptive papers 2. Understanding characteristics of argumentative papers 3. Understanding characteristics of persuasive papers	**Criteria:** Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS **Form of Assessment** : Project Results Assessment / Product Assessment	Student-centered learning: Method: 1. Tutorial about 10-15 minutes 2. The main key of each topic, about 10 minutes, 3. Practice, write, discuss and review along with conclusions until the end of the lecture 2 X 50		**Material:** Descriptive essay **Library:** *StudySmarter. 2022. Descriptive essay. Available from: https://www.studysmarter.co.uk/.... Accessed on 10-20-2022. . (ect* **Material:** Argumentative Essay **Library:** *StudySmarter. 2022. Argumentative essay. Available from: https://www.studysmarter.co.uk/.... Accessed on 10-20-2022* **Material:** Persuasive Essay **Library:** *StudySmarter. 2022. Persuasive essay. Available from: https://www.studysmarter.co.uk/.... Accessed on 10-20-2022.*	10%
12	Able to communicate ideas or thoughts in writing using good and correct English structure. (writing skills)	Making paraphrasing in quotes taken from the reading material	**Criteria:** Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Student-centered learning: Method: 1. Tutorial about 10-15 minutes 2. The main key of each topic, about 10 minutes, 3. Practice, write, discuss and review along with conclusions until the end of the lecture 2 X 50		**Material:** Argumentative Essay **Library:** *StudySmarter. 2022. Argumentative essay. Available from: https://www.studysmarter.co.uk/.... Accessed on 10-20-2022* **Material:** Persuasive Essay **Library:** *StudySmarter. 2022. Persuasive essay. Available from: https://www.studysmarter.co.uk/.... Accessed on 10-20-2022.*	15%
13	Develop an English paragraph using five patterns of the paragraph. (writing skills)	1. Explaining the characteristics of 5 patterns of the paragraph. 2. Evaluate English paragraphs using the 5 patterns of paragraphs	**Criteria:** Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS **Form of Assessment** : Project Results Assessment / Product Assessment	2 X 50		**Material:** 5 patterns of paragraphs **Reference:** *Azar BS, 1999. Understanding and Using English Grammar, Third Edition. New York: Longman* **Material:** Characteristic paragraphs **Reference:** *Basic Science Bridging program (BSBP 7), 1993. Getting Into Grammar. SDL Writing, Bandung.* **Material:** writing in Biology **Bibliography:** *Pechenik JA, 2013. A Short Guide to Writing about Biology, Eighth Edition. Boston: Pearson*	5%

14	Develop an English paragraph using five patterns of paragraph. (writing skills)	Develop an English paragraph using the 5 patterns of paragraphs.	**Criteria:** Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Conducting a writing project based on Project Based Learning Phase 4: monitoring the students and the progress of the project 2 X 50	Conducting a writing project based on Project Based Learning Phase 4: monitor the students and the progress of the project Students work collaboratively in a team of three who act as writer, reviewer, and editor 2 X 50	**Material:** 5 patterns of paragraphs **Reference:** *Azar BS, 1999. Understanding and Using English Grammar, Third Edition. New York: Longman* **Material:** Characteristic paragraphs **Reference:** *Basic Science Bridging program (BSBP 7), 1993. Getting Into Grammar. SDL Writing, Bandung.* **Material:** writing in Biology **Bibliography:** *Pechenik JA, 2013. A Short Guide to Writing about Biology, Eighth Edition. Boston: Pearson*	25%
15	Develop an English paragraph using five patterns of paragraph. (writing skills)	1. Develop an English paragraph using the 5 patterns of paragraphs. 2. Evaluate English paragraphs	**Criteria:** Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Conducting a writing project based on Project Based Learning Phase 5: assess the writing results. Phase 6: evaluate the experience 2 X 50		**Material:** 5 patterns of paragraphs **Reference:** *Azar BS, 1999. Understanding and Using English Grammar, Third Edition. New York: Longman* **Material:** Characteristic Paragraphs **Bibliography:** *Basic Science Bridging program (BSBP 7), 1993. Getting Into Grammar. SDL Writing, Bandung.* **Material:** writing in Biology **Bibliography:** *Pechenik JA, 2013. A Short Guide to Writing about Biology, Eighth Edition. Boston: Pearson*	10%
16		UAS 30%	**Form of Assessment** : Test	UAS			10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	32.5%
2.	Project Results Assessment / Product Assessment	52.5%
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.