



**Universitas Negeri Surabaya**  
**Faculty of Mathematics and Natural Sciences**  
**Undergraduate Chemistry Study Program**

**Document Code**

**SEMESTER LEARNING PLAN**

|  |   |                      |                                   |  |                          |  |                              |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|--|---|----------------------|-----------------------------------|--|--------------------------|--|------------------------------|---------------|------|----|----|----|----|----|----|--|--|--|--|--|--|--------------------|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| <b>Courses</b>                         | <b>CODE</b>   | <b>Course Family</b> | <b>Credit Weight</b>              |  |                          | <b>SEMESTER</b>                          | <b>Compilation Date</b>      |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| English                                | 4720103006  |                      | T=3                               | P=0  | ECTS=4.77                | 1  | July 18, 2024                |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>AUTHORIZATION</b>                   |   | <b>SP Developer</b>  | <b>Course Cluster Coordinator</b> |  |                          | <b>Study Program Coordinator</b>         |                              |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  |   | .....                | .....                             |  |                          | Dr. Amaria, M.Si.                        |                              |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Learning model</b>                  | <b>Project Based Learning</b>   |                      |                                   |  |                          |  |                              |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Program Learning Outcomes (PLO)</b> | <b>PLO study program that is charged to the course</b>  |                      |                                   |  |                          |  |                              |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | <b>Program Objectives (PO)</b>  |                      |                                   |  |                          |  |                              |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | <b>PLO-PO Matrix</b>  |                      |                                   |  |                          |  |                              |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  |   | P.O                  |                                   |  |                          |  |                              |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Short Course Description</b>        | This course equips students with language skills and components at a basic (pre-intermediate) level. This course also introduces standardized tests which include training in reading skills, listening comprehension and grammar and vocabulary which are aimed at preparing for international standard English tests. All lecture activities will be presented by means of lectures and discussions.  |                      |                                   |  |                          |  |                              |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>  |                      |                                   |  |                          |  |                              | P.O           | Week |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| P.O                                    | Week  |                      |                                   |  |                          |  |                              |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | 1   | 2                    | 3                                 | 4  | 5                        | 6  | 7                            | 8             | 9    | 10 | 11 | 12 | 13 | 14 | 15 | 16   |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>References</b>                      | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Main :</b></td> <td colspan="6"></td> </tr> <tr> <td></td> <td colspan="6"> <ol style="list-style-type: none"> <li>1. Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron 19s Educational Series. NY 2.</li> <li>2. Phillips, Deborah. 2004. Longman Preparation Course for the TOEFL Test: The Paper Test (Student Book with Answer Key and CD-ROM). Pearson Education.NY3.</li> <li>3. _____. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt). McGraw-Hill. USA.</li> <li>4. Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY5.</li> <li>5. Worcester, Adam, et al. 2008. Building Skill for the TOEFL iBT: Beginning. Compass Publishing.</li> <li>6. Cullen, Pauline, et al. 2014. The Official Cambridge Guide to IELTS Student's Book With Answers with DVD-ROM. Oxford University Press.7.</li> <li>7. Parthare, Emma; Parthare, Gary; May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Student's Book.Oxford University Press.</li> <li>8. Loughheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY9.</li> <li>9. Buku yang disusun oleh Tim Mata Kuliah Bahasa Inggris</li> </ol> </td> </tr> <tr> <td><b>Supporters:</b></td> <td colspan="6"></td> </tr> </table> |                      |                                   |  |                          |  |                              | <b>Main :</b> |      |    |    |    |    |    |    | <ol style="list-style-type: none"> <li>1. Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron 19s Educational Series. NY 2.</li> <li>2. Phillips, Deborah. 2004. Longman Preparation Course for the TOEFL Test: The Paper Test (Student Book with Answer Key and CD-ROM). Pearson Education.NY3.</li> <li>3. _____. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt). McGraw-Hill. USA.</li> <li>4. Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY5.</li> <li>5. Worcester, Adam, et al. 2008. Building Skill for the TOEFL iBT: Beginning. Compass Publishing.</li> <li>6. Cullen, Pauline, et al. 2014. The Official Cambridge Guide to IELTS Student's Book With Answers with DVD-ROM. Oxford University Press.7.</li> <li>7. Parthare, Emma; Parthare, Gary; May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Student's Book.Oxford University Press.</li> <li>8. Loughheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY9.</li> <li>9. Buku yang disusun oleh Tim Mata Kuliah Bahasa Inggris</li> </ol> |  |  |  |  |  | <b>Supporters:</b> |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Main :</b>                          |   |                      |                                   |  |                          |  |                              |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
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| <b>Supporters:</b>                     |   |                      |                                   |  |                          |  |                              |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Supporting lecturer</b>             | Dr. Maria Monica Sianita Basukiwardojo, M.Si.<br>Bertha Yonata, S.Pd., M.Pd.  |                      |                                   |  |                          |  |                              |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Week-</b>                           | <b>Final abilities of each learning stage (Sub-PO)</b>  | <b>Evaluation</b>    |                                   | <b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b> |                          | <b>Learning materials [ References ]</b> | <b>Assessment Weight (%)</b> |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  |   | <b>Indicator</b>     | <b>Criteria &amp; Form</b>        | <b>Offline ( offline )</b>   | <b>Online ( online )</b> |  |                              |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| (1)                                    | (2)   | (3)                  | (4)                               | (5)  | (6)                      | (7)                                      | (8)                          |               |      |    |    |    |    |    |    |  |  |  |  |  |  |                    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |

|   |  |   |   |                                    |  |  |    |
|---|--|---|---|------------------------------------|--|--|----|
| 1 | Understand the ins and outs of the English Standardized Test Understand English structure patterns related to Part Of Speech & Singular-Plural Forms (Count-Uncount) | Students are able to: Differentiate the types of English Standardized Test Understand the importance of the English Standardized Test Identify English structural patterns related to Part Of Speech & Singular-Plural Forms (Count-Uncount) Give examples of the use of English Grammar related to Part Of Speech & Singular -Plural Forms (Count-Uncount) | <b>Criteria:</b><br>1.The assessment is carried out on the following aspects:<br>2.Participation during lectures is carried out through observation (weight 2)UTS and UAS, carried out once by assessing all relevant indicators through written examinations, averaged and given a weight (2))Assignments are given a weight (3)The final NA is (participation value x2 ) (Assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | 3 X 50 discussion lectures         |  |  | 0% |
| 2 | Understand English structure patterns related to Word Order and Determiners. Understand the content of short conversations about Topics & Details                    | Students are able to: Identify English structure patterns related to Word Order and Determiners Provide examples of the use of English Grammar related to Word Order and Determiners Identify the main topic and details in a short conversation  | <b>Criteria:</b><br>1.The assessment is carried out on the following aspects:<br>2.Participation during lectures is carried out through observation (weight 2)UTS and UAS, carried out once by assessing all relevant indicators through written examinations, averaged and given a weight (2))Assignments are given a weight (3)The final NA is (participation value x2 ) (Assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | Lectures and discussions<br>3 X 50 |  |  | 0% |
| 3 | Understand English structure patterns related to Reflexive And Emphatic Pronouns and Modals Understand the content of short conversations about Reversals & Problems | Students are able to: Identify English structural patterns related to Reflexive And Emphatic Pronouns and Modals Provide examples of the use of English Grammar related to Reflexive And Emphatic Pronouns and Modals Identify final decisions and problems in a short conversation   | <b>Criteria:</b><br>1.The assessment is carried out on the following aspects:<br>2.Participation during lectures is carried out through observation (weight 2)UTS and UAS, carried out once by assessing all relevant indicators through written examinations, averaged and given a weight (2))Assignments are given a weight (3)The final NA is (participation value x2 ) (Assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | Lectures and discussions<br>3 X 50 |  |  | 0% |

|   |  |  |  |                                    |  |  |    |
|---|--|--|--|------------------------------------|--|--|----|
| 4 | Understand English structure patterns related to Causative and Subjunctive. Understand the content of short conversations about Idioms & Emotions  | Students are able to: Identify English structural patterns related to Causative and Subjunctive Give examples of the use of English grammar related to Causative and Subjunctive Identify the meaning of idioms and feelings or emotions contained in a short conversation                               | <b>Criteria:</b><br>1.The assessment is carried out on the following aspects:<br>2.Participation during lectures is carried out through observation (weight 2)<br>3.UTS and UAS, carried out once, assess all relevant indicators through a written exam, averaged and weighted (2)<br>4.Tasks are weighted (3)<br>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 | Lectures and discussions<br>3 X 50 |  |  | 0% |
| 5 | Understand English structure patterns related to Tenses (Active) and Passive Voice Understand the content of short conversations about Suggestions & Assumptions   | Students are able to: Identify English structural patterns related to Tenses (Active) and Passive Voice Provide examples of the use of English Grammar related to Tenses (Active) and Passive Voice Identify suggestions and assumptions contained in a short conversation                               | <b>Criteria:</b><br>1.The assessment is carried out on the following aspects:<br>2.Participation during lectures is carried out through observation (weight 2)<br>3.UTS and UAS, carried out once, assess all relevant indicators through a written exam, averaged and weighted (2)<br>4.Tasks are weighted (3)<br>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 | Lectures and discussions<br>3 X 50 |  |  | 0% |
| 6 | Understand English structure patterns related to Subject-Verb Agreement and Gerunds & Infinitives Understand the content of long conversations (longer dialogue) about life on campus and outside campus | Students are able to: Identify English structural patterns related to Subject-Verb Agreement and Gerunds & Infinitives Provide examples of the use of English Grammar related to Subject-Verb Agreement and Gerunds & Infinitives Determine detailed information contained in a rather long conversation | <b>Criteria:</b><br>1.The assessment is carried out on the following aspects:<br>2.Participation during lectures is carried out through observation (weight 2)<br>3.UTS and UAS, carried out once, assess all relevant indicators through a written exam, averaged and weighted (2)<br>4.Tasks are weighted (3)<br>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 | Lectures and discussions<br>3 X 50 |  |  | 0% |

|   |  |  |  |                                    |  |  |    |
|---|--|--|--|------------------------------------|--|--|----|
| 7 | Understand English structure patterns related to Adjective Clauses & Adjectives and Noun Clauses Understand the content of monologues (General Talks)  | Students are able to: Identify English structural patterns related to Adjective Clauses & Adjectives and Noun Clauses Provide examples of the use of English Grammar related to Adjective Clauses & Adjectives and Noun Clauses Determine detailed information contained in a monologue  | <b>Criteria:</b><br>1.The assessment is carried out on the following aspects:<br>2.Participation during lectures is carried out through observation (weight 2)<br>3.UTS and UAS, carried out once, assess all relevant indicators through a written exam, averaged and weighted (2)<br>4.Tasks are weighted (3)<br>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10             | Lectures and discussions<br>3 X 50 |  |  | 0% |
| 8 | UTS  | UTS  | <b>Criteria:</b><br>1.The assessment is carried out on the following aspects:<br>2.Participation during lectures is carried out through observation (weight 2)UTS and UAS, carried out once by assessing all relevant indicators through written examinations, averaged and given a weight (2)Assignments are given a weight (3)The final NA is (participation value x2 ) (Assignment score x 3) (UTS score x 2) UAS score (3) divided by 10 | UTS<br>3 X 50                      |  |  | 0% |
| 9 | Understanding English Grammar related to Adverb Clauses & Parallel Structure Identifying Main Idea/Topic Main Purpose Organization of Ideas Tone Previous/Following Paragraph Questions in a written discourse | Students are able to: Explain English Grammar related to Adverb Clauses & Parallel Structure Give examples of the use of English Grammar related to Adverb Clauses & Parallel Structure Solve English Grammar questions related to Adverb Clauses & Parallel Structure Identify the Main Idea/Main Topic Purpose Organization Of Ideas Tone Previous/Following Paragraph Questions in a written discourse Solve Reading Comprehension questions related to the Main Idea/Topic Main Purpose Organization Of Ideas Tone Previous/Following Paragraph Questions in a written discourse | <b>Criteria:</b><br>1.The assessment is carried out on the following aspects:<br>2.Participation during lectures is carried out through observation (weight 2)<br>3.UTS and UAS, carried out once, assess all relevant indicators through a written exam, averaged and weighted (2)<br>4.Tasks are weighted (3)<br>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10             | Lectures and discussions<br>3 X 50 |  |  | 0% |

|    |  |   |  |                                    |  |  |    |
|----|--|---|--|------------------------------------|--|--|----|
| 10 | Understanding English grammar related to Conditional Sentences & Comparison Identifying Inference Purpose Details Negative And Line Items in written discourse | Students are able to: Explain English Grammar related to Conditional Sentences & Comparison Give examples of the use of English Grammar related to Conditional Sentences & Comparison Solve English Grammar questions related to Conditional Sentences & Comparison Identify Inference Purpose Details Negative And Line Items in a written discourse Solve Reading Comprehension questions related to Inference Purpose Details Negative And Line Items in a written discourse | <b>Criteria:</b><br>1.The assessment is carried out on the following aspects:<br>2.Participation during lectures is carried out through observation (weight 2)<br>3.UTS and UAS, carried out once, assess all relevant indicators through a written exam, averaged and weighted (2)<br>4.Tasks are weighted (3)<br>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 | Lectures and discussions<br>3 X 50 |  |  | 0% |
| 11 | Understand English Grammar material that has been taught at meetings 1 to 10 Identifying Vocabulary Items & Reference Items in written discourse               | Students are able to: Explain the English Grammar material that has been taught at meetings 1 to 10. Solve questions about the English Grammar material taught at meetings 1 to 10. Identify Vocabulary Items & Reference Items in a written discourse  | <b>Criteria:</b><br>1.The assessment is carried out on the following aspects:<br>2.Participation during lectures is carried out through observation (weight 2)<br>3.UTS and UAS, carried out once, assess all relevant indicators through a written exam, averaged and weighted (2)<br>4.Tasks are weighted (3)<br>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 | Lectures and discussions<br>3 X 50 |  |  | 0% |
| 12 | Understanding English Grammar material Understanding Reading Comprehension material Understanding Listening Comprehension material                             | Students are able to: Explain the English material that has been taught Solve questions on English Grammar material that have been taught Solve questions on Reading Comprehension material that have been taught Solve questions on Listening Comprehension material that have been taught   | <b>Criteria:</b><br>1.The assessment is carried out on the following aspects:<br>2.Participation during lectures is carried out through observation (weight 2)<br>3.UTS and UAS, carried out once, assess all relevant indicators through a written exam, averaged and weighted (2)<br>4.Tasks are weighted (3)<br>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 | Lectures and discussions<br>3 X 50 |  |  | 0% |

|    |  |   |  |                                      |  |  |    |
|----|--|---|--|--------------------------------------|--|--|----|
| 13 | Understanding English Grammar material<br>Understanding Reading Comprehension material<br>Understanding Listening Comprehension material | Students are able to: Explain the English material that has been taught Solve questions on English Grammar material that have been taught Solve questions on Reading Comprehension material that have been taught Solve questions on Listening Comprehension material that have been taught | <b>Criteria:</b><br>1.The assessment is carried out on the following aspects:<br>2.Participation during lectures is carried out through observation (weight 2)<br>3.UTS and UAS, carried out once, assess all relevant indicators through a written exam, averaged and weighted (2)<br>4.Tasks are weighted (3)<br>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 | Lectures and discussions<br>3 X 50   |  |  | 0% |
| 14 | Understanding English Grammar material<br>Understanding Reading Comprehension material<br>Understanding Listening Comprehension material | Students are able to: Explain the English material that has been taught Solve questions on English Grammar material that have been taught Solve questions on Reading Comprehension material that have been taught Solve questions on Listening Comprehension material that have been taught | <b>Criteria:</b><br>1.The assessment is carried out on the following aspects:<br>2.Participation during lectures is carried out through observation (weight 2)<br>3.UTS and UAS, carried out once, assess all relevant indicators through a written exam, averaged and weighted (2)<br>4.Tasks are weighted (3)<br>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 | lectures and discussions<br>3 X 50   |  |  | 0% |
| 15 | Understanding English Grammar material<br>Understanding Reading Comprehension material<br>Understanding Listening Comprehension material | Students are able to: Explain the English material that has been taught Solve questions on English Grammar material that have been taught Solve questions on Reading Comprehension material that have been taught Solve questions on Listening Comprehension material that have been taught | <b>Criteria:</b><br>1.The assessment is carried out on the following aspects:<br>2.Participation during lectures is carried out through observation (weight 2)<br>3.UTS and UAS, carried out once, assess all relevant indicators through a written exam, averaged and weighted (2)<br>4.Tasks are weighted (3)<br>5.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 | Lectures and discussions<br>3 X 50   |  |  | 0% |
| 16 | UAS  | UAS   | <b>Criteria:</b><br>UAS  | Writing and Listening Test<br>3 X 50 |  |  | 0% |

| No | Evaluation | Percentage |
|----|------------|------------|
|    |            | 0%         |

#### 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.