



**Universitas Negeri Surabaya
Faculty of Social and Legal Sciences
Communication Science Bachelor Study Program**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
English in Communication Studies	7020102002		T=2 P=0 ECTS=3.18	5	August 23, 2023																																	
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																		
		Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom.																																		
Learning model	Case Studies																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	PLO-8	Able to collaborate, develop networks and evaluate performance.																																				
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 50px;">P.O</td> <td style="width: 50px;">PLO-8</td> </tr> </table>				P.O	PLO-8																															
P.O	PLO-8																																					
PO Matrix at the end of each learning stage (Sub-PO)																																						
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
Short Course Description	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.																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron's Educational Series. NY 2. Phillips, Deborah. 2004. Longman Preparation Course for the TOEFL Test: The Paper Test (Student Book with Answer Key and CD-ROM). Pearson Education. NY 3. _____. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toe 贊 Ibt). McGraw-Hill. USA. 4. Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY 5. Worcester, Adam, et al. 2008. Building Skill for the TOEFL iBT: Beginning. Compass Publishing. 6. Cullen, Pauline, et al. 2014. The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM. Oxford University Press. 7. Parthare, Emma Parthare, Gary May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Students Book. Oxford University Press. 8. Loughheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY 9. Buku yang disusun oleh Tim Mata Kuliah Bahasa Inggris 																																					
	Supporters:																																					
Supporting lecturer	Tsuroyya, S.S., M.A. Jauhar Wahyuni, M.I.Kom. Gilang Gusti Aji, S.I.P., M.Si. Tatak Setiadi, M.A.																																					
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 the ins and outs of the English Standardized Test, understand the structural patterns of English related to Part of Speech & Singular-Plural Forms (Count-Uncount)	<ol style="list-style-type: none"> Students are able to: Differentiate between types of English Standardized Test Understand the importance of the English Standardized Test Identifying English structure patterns related to Part Of Speech & Singular-Plural Forms (Count-Uncount) Providing examples of the use of English Grammar related to Part Of Speech & Singular-Plural Forms (Count-Uncount) 	<p>Criteria: Able to analyze and implement English skills</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions 3 X 50		<p>Material: Introduction to Academic English</p> <p>Reader: <i>Parthare, Emma Parthare, Gary May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Students Book. Oxford University Press.</i></p>	5%
2	Understand English structure patterns related to Word Order and Determiners. Understand the content of short conversations about Topics & Details	<ol style="list-style-type: none"> Students are able to: Identify English structure patterns related to Word Order and Determine Provide examples of the use of English Grammar related to Word Order and Determine Identify the main topic and details in a short conversation 	<p>Criteria: Students are able to implement English language skills</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions 3 X 50		<p>Material: Introduction to Reading Comprehension</p> <p>References: <i>Lougheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</i></p>	5%
3	Understand English structure patterns related to Reflexive And Emphatic Pronouns and Modals Understand the content of short conversations about Reversals & Problems	<ol style="list-style-type: none"> 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 verdicts and issues in a short conversation 	<p>Criteria: Students are able to analyze Academic Reading text</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions 3 X 50		<p>Material: Reading Comprehension</p> <p>References: <i>Worcester, Adam, et al. 2008. Building Skills for the TOEFL iBT: Beginning. Compass Publishing.</i></p>	5%
4	Understand English structure patterns related to Causative and Subjunctive Understand the content of short conversations about Idioms & Emotions	<ol style="list-style-type: none"> Students are able to: Identify English structural patterns related to Causative and Subjunctive Provide examples of English grammar usage related to Causative and Subjunctive Identify the meaning of idioms and feelings or emotions contained in a short conversation 	<p>Criteria: Students are able to analyze the main ideas of Academic Reading</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions 3 X 50		<p>Material: Reading Comprehension on Discursive Passage</p> <p>References: <i>Cullen, Pauline, et al. 2014. The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM. Oxford University Press.</i></p>	5%

5	Understand English structure patterns related to Tenses (Active) and Passive Voice Understand the content of short conversations about Suggestions & Assumptions	<ol style="list-style-type: none"> 1.Students are able to: Identify English structural patterns related to Tenses (Active) and Passive Voice 2.Provide examples of the use of English Grammar related to Tenses (Active) and Passive Voice 3.Identify suggestions and assumptions contained in a short conversation 	<p>Criteria: Students are able to analyze the main ideas of scientific articles</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions 3 X 50		<p>Material: Academic Reading Bibliography: <i>Phillips, Deborah. 2004. Longman Preparation Course for the TOEFL Test: The Paper Test (Student Book with Answer Key and CD-ROM). Pearson Education. NY</i></p>	5%
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	<ol style="list-style-type: none"> 1.Students are able to: Identify English structural patterns related to Subject-Verb Agreement and Gerunds & Infinitives 2.Provide examples of the use of English Grammar related to Subject-Verb Agreement and Gerunds & Infinitives 3.Determining the detailed information contained in a rather long conversation 	<p>Criteria: Students are able to identify various types of Academic Writing</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions 3 X 50		<p>Material: Academic Writing Bibliography: <i>Lougheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</i></p>	0%
7	Understand English structure patterns related to Adjective Clauses & Adjectives and Noun Clauses Understand the content of monologues (General Talks)	<ol style="list-style-type: none"> 1.Students are able to: Identify English structural patterns related to Adjective Clauses & Adjectives and Noun Clauses 2.Provide examples of the use of English Grammar related to Adjective Clauses & Adjectives and Noun Clauses 3.Determine the detailed information contained in a monologue 	<p>Criteria: Students are able to identify the composition of scientific articles</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions 3 X 50		<p>Material: Academic Writing in Scientific Article References: <i>Worcester, Adam, et al. 2008. Building Skills for the TOEFL iBT: Beginning. Compass Publishing.</i></p>	5%
8	Midterm exam	Midterm exam	<p>Form of Assessment : Test</p>	Midterm Exam 3 X 50		<p>Material: Academic Writing in Scientific Article Bibliography: <i>Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</i></p>	10%

9	<p>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</p>	<ol style="list-style-type: none"> 1. Students are able to: Explain English Grammar related to Adverb Clauses & Parallel Structure 2. Provide examples of the use of English Grammar related to Adverb Clauses & Parallel Structure 3. Solving English Grammar questions related to Adverb Clauses & Parallel Structure 4. Identifying Main Idea/Topic, Main Purpose, Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse 5. Solve Reading Comprehension questions related to Main Idea/Topic, Main Purpose, Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse 	<p>Criteria: Students are able to compose critical writing articles</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Lectures, Discussions 3 X 50</p>		<p>Material: Academic Writing Literature: <i>Parthare, Emma Parthare, Gary May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Students Book. Oxford University Press.</i></p>	10%
10	<p>Understanding English grammar related to Conditional Sentences & Comparisons Identifying Inference, Purpose, Details, Negative And Line Items in written discourse</p>	<ol style="list-style-type: none"> 1. Students are able to: Explain English grammar related to Conditional Sentences & Comparison 2. Provide examples of the use of English Grammar related to Conditional Sentences & Comparison 3. Solve English Grammar questions related to Conditional Sentences & Comparison 4. Identifying Inference, Purpose, Details, Negative And Line Items in written discourse 5. Solve Reading Comprehension questions related to Inference, Purpose, Details, Negative And Line Items in a written discourse 	<p>Criteria: Students are able to analyze and compile Academic Writing as well as compile citations and references</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, Discussions 3 X 50</p>		<p>Material: Citations and References Bibliography: <i>Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</i></p>	5%

11	Understanding English Grammar material that has been taught at meetings 1 to 10 Identifying Vocabulary Items & Reference Items in written discourse	<ol style="list-style-type: none"> Students are able to: Explain the English Grammar material that has been taught at meetings 1 to 10 Complete questions on English grammar material taught at meetings 1 to 10 Identifying Vocabulary Items & Reference Items in written discourse 	<p>Criteria: Students are able to identify the International Phonetics Alphabet (IPA)</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions 3 X 50		<p>Material: Introduction to Phonetics References: <i>Lougheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</i></p>	5%
12	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	<ol style="list-style-type: none"> Students are able to: Explain the English material that has been taught Complete questions on English grammar material that has been taught Complete the Reading Comprehension material questions that have been taught Complete questions on Listening Comprehension material that has been taught 	<p>Criteria: Students are able to identify phonetic symbols and are able to identify syllables</p>	Lectures, Discussions 3 X 50		<p>Material: Syllable and Stressed Reader: <i>Parthare, Emma Parthare, Gary May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Students Book. Oxford University Press.</i></p>	5%
13	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	<ol style="list-style-type: none"> Students are able to: Explain the English material that has been taught Complete questions on English grammar material that has been taught Complete the Reading Comprehension material questions that have been taught Complete questions on Listening Comprehension material that has been taught 	<p>Criteria: Students are able to apply English skills in short conversations</p>	Lectures, Discussions 3 X 50		<p>Material: Speaking Practice References: <i>Worcester, Adam, et al. 2008. Building Skills for the TOEFL iBT: Beginning. Compass Publishing.</i></p>	5%
14	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	<ol style="list-style-type: none"> Students are able to: Explain the English material that has been taught Complete questions on English grammar material that has been taught Complete the Reading Comprehension material questions that have been taught Complete questions on Listening Comprehension material that has been taught 	<p>Criteria: Students implement speaking skills through debates, podcasts, or mini-dramas</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions 3 X 50		<p>Material: Practicing Debate and Presentation Bibliography: <i>Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</i></p>	5%

15	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	1.Students are able to: Explain the English material that has been taught 2.Complete questions on English grammar material that has been taught 3.Complete the Reading Comprehension material questions that have been taught 4.Complete questions on Listening Comprehension material that has been taught	Criteria: Students are able to compose debate scripts, podcasts and mini-dramas Form of Assessment : Participatory Activities	Lectures, Discussions 3 X 50		Material: Practicing Debate and Drama Presentation References: <i>Phillips, Deborah. 2004. Longman Preparation Course for the TOEFL Test: The Paper Test (Student Book with Answer Key and CD-ROM). Pearson Education. NY</i>	15%
16		Students implement speaking skills through debates, podcasts, or mini-dramas	Criteria: Final exams Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment			Material: Practicing Debate and Drama Presentation Library: <i>_____ . 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toe 齲 齲). McGraw-Hill. USA.</i>	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	75%
2.	Project Results Assessment / Product Assessment	15%
3.	Test	10%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.