



**Universitas Negeri Surabaya  
Faculty of Engineering  
, Undergraduate Culinary Education Study Program**

Document  
Code

### SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
English II	8321102005		T=2 P=0 ECTS=3.18	6	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Dr. Hj. Sri Handajani, S.Pd., M.Kes.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	<b>PLO study program that is charged to the course</b>
<b>PLO-9</b>	Able to design, carry out, analyze and implement research results in the field of Culinary Education
<b>PLO-12</b>	Able to apply the principles of adaptive and normative knowledge that support the field of culinary education

Program Objectives (PO)	
<b>PO - 1</b>	Students have knowledge of vocabulary, terminology, grammar of the culinary world in the context of English
<b>PO - 2</b>	Students increase their sensitive attitudes towards aspects around their lives, both those that are developed due to the learning process and the living environment of the family or society at large.
<b>PO - 3</b>	Students are able to improve their skills in English both verbally and non-verbally which is achieved through measurable learning based on the knowledge or understanding they have in producing products or performance that can be assessed qualitatively or quantitatively.
<b>PO - 4</b>	Students have an understanding of the use of English in the culinary sphere, students have knowledge of English language skills in the culinary sphere, students have the ability to communicate in English verbally and non-verbally related to culinary applications

PLO-PO Matrix			
	P.O	PLO-9	PLO-12
	PO-1		
	PO-2		
	PO-3		
	PO-4		

PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	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																	PO-4																
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Short Course Description	This course provides an understanding and discusses the use of English in the culinary sphere through four language skills, namely speaking, listening, reading, writing, teaching the basics of the ability to read and understand texts and how to write compositions in English. English.
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References	<b>Main :</b>
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1. Davis, Bernard and Sally, Stone. 1991. Food and Beverage Management. London: Butterworth Heinemann.
2. Glaiser, Robyn. 1987. Catering: Toward a Career. Longmann Chesire.
3. John, Pass. 1988. Australian Handbook of Commercial Catering. The Macmillan Company of Australia Pty LTD.
4. ....: TOEFL Praparation, Singapore.
5. Additional material : book 19s related toculinary

**Supporters:**

1. Artikel-artikel yang relevan dengan topik pembelajaran

**Supporting lecturer**

Mauren Gita Miranti, 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)
1	Students are able to understand vocabulary, terminology, grammar in English culinary world context.	1.1. Students' knowledge and understanding of vocabulary, terminology, grammar in a culinary context 2.2. Students' ability to apply terminology, grammar and vocabulary related to culinary in sentences	<b>Criteria:</b> 1. Grade A if the student is very active in asking, answering and responding 2. Grade B if students are active in asking, answering and responding 3. Grade C if the student is active enough in asking, answering and responding 4. Grade D if the student is not active in asking, answering and responding  <b>Form of Assessment :</b> Participatory Activities	Discussion, presentation and Drill. 2 X 50	- -	<b>Material:</b> Articles about culinary literature: <i>Articles relevant to the learning topic</i>	5%
2	Students are able to understand vocabulary, terminology, grammar in English culinary world context.	1. Students' knowledge and understanding of vocabulary, terminology, grammar in a culinary context 2. Students' ability to apply terminology, grammar and vocabulary related to culinary in sentences	<b>Criteria:</b> 1. Grade A if students can interpret scientific articles in the culinary field very well 2. Grade B if the student can interpret scientific articles in the culinary field well 3. Grade C if the student can interpret scientific articles in the culinary field quite well  <b>Form of Assessment :</b> Portfolio Assessment	Discussion, presentation and Drill. 2 X 50		<b>Material:</b> reading about the culinary field <b>Library:</b> <i>Articles relevant to the learning topic</i>	5%

3	Equipment and Metric Measurement	<ol style="list-style-type: none"> <li>1. Gain awareness of some typical equipment used in catering kitchens</li> <li>2. Recognize the use of each item of equipment</li> <li>3. Adjust and calculate imperial quantities into metric equivalents.</li> </ol>		2 X 50			0%
4	Menu and Recipes	<ol style="list-style-type: none"> <li>1. Students present menu classifications</li> <li>2. Students can arrange menus based on the type of food business</li> <li>3. Students can arrange recipes</li> </ol>	<b>Form of Assessment :</b> Participatory Activities, Tests	V-learning, presentation and exercise. 2 X 50		<b>Material:</b> menu and recipes <b>Reader:</b> <i>Glaiser, Robyn. 1987. Catering: Toward a Career. Longmann Cheshire.</i>	0%
5	Menu and Recipes	<ol style="list-style-type: none"> <li>1. Students present menu classifications</li> <li>2. Students can arrange menus based on the type of food business</li> <li>3. Students can arrange recipes</li> </ol>	<b>Form of Assessment :</b> Participatory Activities, Tests	STAD 2 X 50		<b>Material:</b> menu and recipes <b>Reader:</b> <i>Glaiser, Robyn. 1987. Catering: Toward a Career. Longmann Cheshire.</i>	0%
6	Methods of Cooking	<ol style="list-style-type: none"> <li>1. Students rely on the existence of traditionally used cooking methods and techniques relevant to a chef's experiences</li> <li>2. Distinguishing between dry and moist heat methods of cookery</li> </ol>	<b>Form of Assessment :</b> Participatory Activities, Tests	worksheet, presentation 2 X 50		<b>Material:</b> cooking methods <b>Reader:</b> <i>Glaiser, Robyn. 1987. Catering: Toward a Career. Longmann Cheshire.</i>	0%
7	Methods of Cooking	<ol style="list-style-type: none"> <li>1. Students rely on the existence of traditionally used cooking methods and techniques relevant to a chef's experiences</li> <li>2. Distinguishing between dry and moist heat methods of cookery</li> </ol>	<b>Form of Assessment :</b> Participatory Activities, Tests	worksheet, presentation 2 X 50		<b>Material:</b> cooking methods <b>Reader:</b> <i>Glaiser, Robyn. 1987. Catering: Toward a Career. Longmann Cheshire.</i>	0%

8	Mid test	Students can answer the questions correctly and honestly.		Writing test 2 X 50		<p><b>Material:</b> material 4-7 <b>References:</b> <i>Glaiser, Robyn. 1987. Catering: Toward a Career. Longmann Cheshire.</i></p> <p><b>Material:</b> material 4-7 <b>Reference:</b> <i>John, Pass. 1988. Australian Handbook of Commercial Catering. The Macmillan Company of Australia Pty LTD.</i></p>	0%
9	Sanitation Hygiene	<ol style="list-style-type: none"> <li>1. Students can adopt a responsible, positive attitude toward personal cleanliness.</li> <li>2. Develop guidelines for the hygienic handling and storage of commodities and equipment in the kitchen.</li> <li>3. Explore ways of preventing food contamination.</li> </ol>	<b>Form of Assessment :</b> Participatory Activities	Discussion, presentation and exercise. 2 X 50		<p><b>Material:</b> personal hygiene <b>Reference:</b> <i>John, Pass. 1988. Australian Handbook of Commercial Catering. The Macmillan Company of Australia Pty LTD.</i></p> <p><b>Material:</b> Sanitation and hygiene <b>Reader:</b> <i>Glaiser, Robyn. 1987. Catering: Toward a Career. Longmann Cheshire.</i></p>	0%
10	Food Presentations	<ol style="list-style-type: none"> <li>1. Appreciate how the aesthetic appeal of food can affect its acceptability</li> <li>2. Distinguishing between a garnish and decoration and become aware of simple techniques used in students preparation</li> <li>3. Develop an understanding of those factors that collectively contribute to a well presented article</li> </ol>	<b>Form of Assessment :</b> Participatory Activities, Tests	presentation and exercise. 2 X 50		<p><b>Material:</b> food presentation <b>Reader:</b> <i>Davis, Bernard and Sally, Stone. 1991. Food and Beverage Management. London: Butterworth Heinemann.</i></p> <p><b>Material:</b> Garnish <b>Reader:</b> <i>Glaiser, Robyn. 1987. Catering: Toward a Career. Longmann Cheshire.</i></p>	0%

11	Career Pathways	<p>1.Career pathways that are open to the potential school intending to join the food service industry</p> <p>2.Procedures involved in applying for a job and assembling a personal resume statement</p> <p>3.Job interviews</p>	<p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Discussion, presentation/role play and exercise. 2 X 50</p>		<p><b>Material:</b> career paths in the culinary field <b>Readers:</b> <i>Glaiser, Robyn. 1987. Catering: Toward a Career. Longmann Cheshire.</i></p>	0%
12	Staff and organization's Hotel and Restaurant	<p>1.Students can explain the types of hotel and restaurant organizations</p> <p>2.Students can explain the types of hotel and restaurant stuff</p>		<p>Discussion, presentation/role play and exercise. 2 X 50</p>		<p><b>Material:</b> kitchen brigade <b>Reader:</b> <i>Davis, Bernard and Sally, Stone. 1991. Food and Beverage Management. London: Butterworth Heinemann.</i></p>	0%
13	Staff and organization's Hotel and Restaurant	<p>1.Students can explain the types of hotel and restaurant organizations</p> <p>2.Students can explain the types of hotel and restaurant stuff</p>	<p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	<p>Discussion, presentation/role play and exercise. 2 X 50</p>		<p><b>Material:</b> kitchen brigade <b>Reader:</b> <i>Glaiser, Robyn. 1987. Catering: Toward a Career. Longmann Cheshire.</i></p>	0%
14	Making a thesis	<p>Students can make scientific writings in English which include:1. Make an introduction2. Determination of the main idea3. Make a discussion4. Make conclusions5. Make an abstract</p>	<p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	<p>Discussion, presentation and exercise. 2 X 50</p>		<p><b>Material:</b> scientific articles in the culinary field <b>Library:</b> <i>Articles relevant to the learning topic</i></p>	0%
15	Making a thesis	<p>Students can make scientific writings in English which include:1. Make an introduction2. Determination of the main idea3. Make a discussion4. Make conclusions5. Make an abstract</p>	<p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Discussion, presentation and exercise. 2 X 50</p>		<p><b>Material:</b> scientific articles in the culinary field <b>Library:</b> <i>Articles relevant to the learning topic</i></p>	0%

16	Final Exam	Students can answer the questions correctly and honestly.		Writing test 2 X 50		<b>Material:</b> material 3-7 <b>References:</b> <i>Davis, Bernard and Sally, Stone. 1991. Food and Beverage Management. London: Butterworth Heinemann.</i>  <b>Material:</b> material 8-12 <b>References:</b> <i>Glaiser, Robyn. 1987. Catering: Toward a Career. Longmann Cheshire.</i>  <b>Material:</b> material 4-7 <b>Reference:</b> <i>John, Pass. 1988. Australian Handbook of Commercial Catering. The Macmillan Company of Australia Pty LTD.</i>	0%
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#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	5%
2.	Portfolio Assessment	5%
		10%

#### 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.