



**Universitas Negeri Surabaya
Faculty of Economics and Business
Digital Business Undergraduate Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
English	6120903007		T=3	P=0	ECTS=4.77	1	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Ika Diyah Candra Arifah S.E., M.Com, CMA		Anita Safitri, M. Kom			Hujjatullah Fazlurrahman, S.E., MBA.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																												
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																											
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit																											
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																											
	PLO-4	Develop yourself continuously and collaborate.																											
	PLO-6	Able to adapt to the context of digital business problems faced well																											
	PLO-10	Able to implement digital business theory in managing organizations ethically and effectively																											
	Program Objectives (PO)																												
	PO - 1	P2. Students are able to use English to communicate orally and in writing in limited daily and general contexts. P2. Students are able to use English to communicate orally and in writing in limited daily and general contexts.																											
	PO - 2	C2. Students are able to explain basic knowledge of English. C2. Students are able to explain basic knowledge of English.																											
PO - 3	C5. Students are able to decide the appropriate language according to the rules of using English according to the context. C5. Students are able to decide the appropriate language according to the rules for using English according to the context.																												
PLO-PO Matrix																													
	<table border="1"> <tr> <td>P.O</td> <td>PLO-1</td> <td>PLO-2</td> <td>PLO-3</td> <td>PLO-4</td> <td>PLO-6</td> <td>PLO-10</td> </tr> <tr> <td>PO-1</td> <td></td> <td align="center">✓</td> <td></td> <td></td> <td align="center">✓</td> <td align="center">✓</td> </tr> <tr> <td>PO-2</td> <td></td> <td align="center">✓</td> <td></td> <td></td> <td align="center">✓</td> <td align="center">✓</td> </tr> <tr> <td>PO-3</td> <td></td> <td align="center">✓</td> <td></td> <td></td> <td align="center">✓</td> <td align="center">✓</td> </tr> </table>	P.O	PLO-1	PLO-2	PLO-3	PLO-4	PLO-6	PLO-10	PO-1		✓			✓	✓	PO-2		✓			✓	✓	PO-3		✓			✓	✓
P.O	PLO-1	PLO-2	PLO-3	PLO-4	PLO-6	PLO-10																							
PO-1		✓			✓	✓																							
PO-2		✓			✓	✓																							
PO-3		✓			✓	✓																							

PO Matrix at the end of each learning stage (Sub-PO)																																																																																					
	<table border="1"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td align="center">✓</td><td align="center">✓</td><td align="center">✓</td><td align="center">✓</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 align="center">✓</td><td align="center">✓</td><td align="center">✓</td><td align="center">✓</td><td align="center">✓</td><td align="center">✓</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 align="center">✓</td><td align="center">✓</td><td align="center">✓</td><td align="center">✓</td><td align="center">✓</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												✓	✓	✓	✓	✓
P.O	Week																																																																																				
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PO-2					✓	✓	✓	✓	✓	✓																																																																											
PO-3												✓	✓	✓	✓	✓																																																																					

Short Course Description	This course equips students with language skills and components at a basic (pre-intermediate) level. This course also introduces a standardized test which includes training in reading skills, listening comprehension and grammar and vocabulary which are aimed at preparing for the international standard English test. All lecture activities will be presented using a system of lectures, presentations, discussions, problem solving and reflection. This course equips students with language skills and components at a pre-intermediate level. This course also introduces standardized tests that include exercises in reading skills, listening comprehension and structure, and vocabulary which are directed for the preparation of international standard English tests. All lecture activities will be presented with a system of lectures, presentations, discussions, problem-solving tasks, and reflection.
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References	Main :
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1. Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron 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. Phillips, Deborah. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl lbt). 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. Loughed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY
9. Tim Mata Kuliah Bahasa Inggris. 2016. English for Non English Department Students. Surabaya: Surabaya University Press.

Supporters:

Supporting lecturer

Dr. Purwohandoko, M.M.
 Dr. Ratih Amelia, S.E., M.M.
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 Ina Uswatun Nihaya, S.E., M.Sc.
 Muhammad Rizky Ramadhan, BBus., MITHM.

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 and English structure patterns related to Part of Speech & Singular-Plural Forms (Count-Uncount). Understand the ins and outs of the English Standardized Test and the structural patterns of English related to Part Of Speech & Singular-Plural Forms (Count-Uncount)	<ol style="list-style-type: none"> 1. Students are able to: Differentiate between types of English Standardized Test. Students are able to: Distinguish the types of English Standardized Test 2. Understand the importance of the English Standardized Test. Understand the importance of the English Standardized Test 3. Identify English structure patterns related to Parts of Speech & Singular-Plural Forms (Count-Uncount). Identifying English structure patterns related to Part Of Speech & Singular-Plural Forms (Count-Uncount). 4. Students are able to provide examples of the use of English Grammar related to Parts of Speech & Singular-Plural Forms (Count-Uncount). Students are able to provide examples of the use of English Grammar related to Part Of Speech & Singular-Plural Forms (Count-Uncount) 	<p>Criteria: Criteria: Analytical Rubric Non-test technique: Doing practice questions. Criteria: Analytical Rubric Non-test technique: Doing practice questions</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Lectures, Discussions, Lectures and Discussions 3 X 50		<p>Material: Part of Speech & Singular-Plural Forms (Count-Uncountable) References: <i>Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron Educational Series. NY</i></p> <p>Material: Part of Speech & Singular-Plural Forms (Count-Uncountable) Library: <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Surabaya University Press.</i></p>	5%

2	<p>Understand English structure patterns related to Word Order and Determiners and fill short conversations about Topics & Details. Understand the structural patterns of English related to Word Order and Determiners and the content of short conversations about Topics & Details</p>	<ol style="list-style-type: none"> 1. Students are able to: Identify English structure patterns related to Word Order and Determiners. Students are able to: Identify English structural patterns related to Word Order and Determiner 2. Provide examples of the use of English Grammar related to Word Order and Determiner. Give examples of the use of English Grammar related to Word Order and Determiner 3. Identify the main topic and details in a short conversation. Identify main topics and details in a short conversation 	<p>Criteria: Criteria: Analytical Rubric Non-test technique: Doing practice questions Criteria: Analytical Rubric Non-test technique: Doing practice questions</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Lectures, Discussions, Lectures and Discussions 3 X 50</p>		<p>Material: Word Order and Determiner References: <i>Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron Educational Series. NY</i></p> <hr/> <p>Material: Word Order and Determiner Literature: <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Surabaya University Press.</i></p>	5%
3	<p>Understand English structure patterns related to Reflexive And Emphatic Pronouns and Modals and fill in short conversations about Reversals & Problems. Understand the structural patterns of English related to Reflexive And Emphatic Pronouns and Modals and the content of short conversations about Reversals & Problems</p>	<ol style="list-style-type: none"> 1. Students are able to: Identify English structural patterns related to Reflexive and Emphatic Pronouns and Modals. Students are able to: Identify structural patterns of English related to Reflexive And Emphatic Pronouns and Modals 2. Provide examples of the use of English Grammar related to Reflexive And Emphatic Pronouns and Modals. Give examples of the use of English Grammar related to Reflexive And Emphatic Pronouns and Modals 3. Identify final verdicts and issues in a short conversation. Identify the final verdict and problem in a short conversation 	<p>Criteria: Criteria: Analytical Rubric Non-test technique: Doing practice questions. Criteria: Analytical Rubric Non-test technique: Doing practice questions</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Lectures, Discussions, Lectures and Discussions 3 X 50</p>		<p>Material: Reflexive, Emphatic Pronouns, and Modals 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></p> <hr/> <p>Material: Reflexive, Emphatic Pronouns, and Modals Library: <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Surabaya University Press.</i></p>	10%

4	<p>Understand English structure patterns related to Causative and Subjunctive and the content of short conversations about Idioms & Emotions. Understand the structural patterns of English related to Causative and Subjunctive and the content of short conversations about Idioms & Emotions</p>	<p>1. Students are able to: Identify English structural patterns related to Causative and Subjunctive. Students are able to: Identify structural patterns of English related to Causative and Subjunctive</p> <p>2. Provide examples of English grammar usage related to Causative and Subjunctive. Give examples of the use of English Grammar related to Causative and Subjunctive</p> <p>3. Identify the meaning of idioms and feelings or emotions contained in a short conversation. Identify the meaning of idioms and feelings or emotions contained in a short conversation</p>	<p>Criteria: Criteria: Analytical Rubric Non-test technique: Doing practice questions. Criteria: Analytical Rubric Non-test technique: Doing practice questions</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Lectures, Discussions, Lectures and Discussions 3 X 50</p>		<p>Material: Causative, Subjunctive, and Idioms 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></p> <hr/> <p>Material: Causative, Subjunctive, and Idioms Library: <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Surabaya University Press.</i></p>	5%
5	<p>Understand English structure patterns related to Tenses (Active) in the content of short conversations about Suggestions & Assumptions. Understand the English structure patterns associated with tenses (Active) contents of short conversations about Suggestions & Assumptions</p>	<p>1. Students are able to: Identify English structural patterns related to Tenses (Active) and Passive Voice. Students are able to: Identify structural patterns of English related to Tenses (Active) and Passive Voice</p> <p>2. Provide examples of the use of English Grammar related to Tenses (Active) and Passive Voice. Give examples of the use of English grammar related to tenses (active) and passive voice</p> <p>3. Identify suggestions and assumptions contained in a short conversation. Identify suggestions and assumptions contained in a short conversation</p>	<p>Criteria: Criteria: Analytical Rubric Non-test technique: Doing practice questions. Criteria: Analytical Rubric Non-test technique: Doing practice questions</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Lectures, Discussions, Lectures and Discussions 3 X 50</p>		<p>Material: Suggestions and Assumptions 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> <hr/> <p>Material: Suggestions and Assumptions Library: <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Surabaya University Press.</i></p>	5%

6	Understand English structure patterns related to Subject-Verb Agreement and Gerunds & Infinitives and the content of rather long conversations (longer dialogue) about life on campus and outside campus. Understand the structural patterns of English related to Subject-Verb Agreements and Gerunds & Infinitives and the content of longer dialogues 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. Students are able to: Identify structural patterns of English related to Subject-Verb Agreements and Gerunds & Infinitives 2. Provide examples of the use of English Grammar related to Subject-Verb Agreement and Gerunds & Infinitives. Provide examples of the use of English Grammar related to Subject-Verb Agreements and Gerunds & Infinitives 3. Determining the detailed information contained in a rather long conversation. Determining the detailed information contained in a conversation is rather long 	<p>Criteria: Criteria: Analytical Rubric Non-test technique: Doing practice questions. Criteria: Analytical Rubric Non-test technique: Doing practice questions</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Lectures, Discussions, Lectures and Discussions 3 X 50		<p>Material: Subject-Verb Agreement (SVA), Gerunds, and Infinitives 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></p> <hr/> <p>Material: Subject-Verb Agreement (SVA), Gerunds, and Infinitives Library: <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Surabaya University Press.</i></p>	10%
7	Understand English structure patterns related to Adjective Clauses & Adjectives and Noun Clauses and the content of monologues (General Talks). Understand the structural patterns of English related to Adjective Clause & Adjective and Noun Clause and monologue content (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. Students are able to: Identify structural patterns of English 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. Provide examples of the use of English Grammar related to Adjective Clause & Adjective and Noun Clause 3. Determine the detailed information contained in a monologue. Determine the detailed information contained in a monologue 	<p>Criteria: Criteria: Analytical Rubric Non-test technique: Doing practice questions. Criteria: Analytical Rubric Non-test technique: Doing practice questions</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Lectures, Discussions, Lectures and Discussions 3 X 50		<p>Material: Adjectives, Adjective Clauses, and Noun Clauses 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></p> <hr/> <p>Material: Adjective, Adjective Clause, and Noun Clause Library: <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Surabaya University Press.</i></p>	10%
8	Midterm exam	Midterm exam	<p>Criteria: Doing UTS questions</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	Midterm Exam 2 X 50			0%

9	<p>Understanding English Grammar related to Adverb Clauses & Parallel Structure and Identifying Main Idea/Topic, Main Purpose, Organization of Ideas, Tone, Previous/Following Paragraph Questions in written discourse. Understanding English Grammar related to Adverb Clauses & Parallel Structure and 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. 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. Provide examples of the use of English Grammar related to Adverb Clauses & Parallel Structure 3. Solve English Grammar questions related to Adverb Clauses & Parallel Structure. Solve 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. Identify 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. Complete Reading Comprehension questions related to Main Idea/Topic, Main Purpose, Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse 	<p>Criteria: Criteria: Analytical Rubric Non-test technique: Doing practice questions. Criteria: Analytical Rubric Non-test technique: Doing practice questions</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Lectures, Discussions, Lectures and Discussions 3 X 50</p>	<p>Material: Main Topic, Main Purpose, Organization of Idea, Tone, Previous/Following Paragraph Questions 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></p> <hr/> <p>Material: Main Topic, Main Purpose, Organization of Idea, Tone, Previous/Following Paragraph Questions Library: <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Surabaya University Press.</i></p>	5%
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10	<p>Understanding English grammar related to Conditional Sentences & Comparisons Identifying Inference, Purpose, Details, Negative And Line Items in written discourse.</p> <p>Understanding English Grammar related to Conditional Sentences and Comparison and Identifying Inference, Purpose, Details, Negative And Line Items in a written discourse</p>	<ol style="list-style-type: none"> 1. Students are able to: Explain English grammar related to Conditional Sentences & Comparison. Students are able to: Explain English Grammar related to Conditional Sentences & Comparisons 2. Provide examples of the use of English Grammar related to Conditional Sentences & Comparison. Provide examples of the use of English Grammar related to Conditional Sentences & Comparisons 3. Solve English Grammar questions related to Conditional Sentences & Comparison. Complete English Grammar questions related to Conditional Sentences & Comparisons 4. Identifying Inference, Purpose, Details, Negative And Line Items in written discourse. Identify Inference, Purpose, Details, Negative And Line Items in a written discourse 5. Solve Reading Comprehension questions related to Inference, Purpose, Details, Negative and Line Items in written discourse. Solve Reading Comprehension questions related to Inference, Purpose, Details, Negative and Line Items in a written discourse 	<p>Criteria: Criteria: Analytical Rubric Non-test technique: Doing practice questions</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Lectures, Discussions, Lectures and Discussions 3 X 50</p>		<p>Material: Conditional Sentences and Comparison References: <i>Phillips, Deborah. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toeff Ibt). McGraw-Hill. USA.</i></p> <hr/> <p>Material: Conditional Sentences and Comparison Library: <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Surabaya University Press.</i></p>	5%
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11	Understand English Grammar material that has been taught at meetings 1 to 10 and Identify Vocabulary Items & Reference Items in written discourse. Understanding English Grammar material that has been taught in meetings 1 to 10 and Identifying Vocabulary Items & Reference Items in a written discourse	<ol style="list-style-type: none"> Students are able to: Explain English Grammar material that has been taught at meetings 1 to 10. Students are able to: Explain English Grammar material that has been taught at meetings 1 to 10 Solving questions on the English Grammar material taught at meetings 1 to 10. Solving questions on the English Grammar material taught at meetings 1 to 10 Identifying Vocabulary Items & Reference Items in written discourse. Identify Vocabulary Items & Reference Items in written discourse 	<p>Criteria: Criteria: Analytical Rubric Non-test technique: Doing practice questions</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Lectures, Discussions, Lectures and Discussions 3 X 50		<p>Material: Vocabulary Items and Reference Items</p> <p>Bibliography: <i>Phillips, Deborah. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toeff Ibt). McGraw-Hill. USA.</i></p> <hr/> <p>Material: Vocabulary Items and Reference Items</p> <p>Library: <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Surabaya University Press.</i></p>	10%
12	Understand English Grammar, Reading Comprehension and Listening Comprehension material. Understand English Grammar, Reading Comprehension, and Listening Comprehension material	<ol style="list-style-type: none"> Students are able to: Explain the English material that has been taught. Students are able to: Explain the English material that has been taught Complete questions on English grammar material that has been taught. Solve questions on the English Grammar material that has been taught Complete questions on the Reading Comprehension material that has been taught. Complete questions on Listening Comprehension material that has been taught. Complete questions on Listening Comprehension material that has been taught 	<p>Criteria: Criteria: Analytical Rubric Non-test technique: Doing practice questions</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Lectures, Discussions, Lectures, Discussions, Lectures and Discussions 3 X 50		<p>Materials: Listening, Grammar, and Reading</p> <p>References: <i>Phillips, Deborah. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toeff Ibt). McGraw-Hill. USA.</i></p> <hr/> <p>Material: Listening, Grammar, and Reading</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> <hr/> <p>Material: Listening, Grammar, and Reading</p> <p>Library: <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Surabaya University Press.</i></p>	7%

13	<p>Understand English Grammar, Reading Comprehension and Listening Comprehension material.</p> <p>Understand English Grammar, Reading Comprehension, and Listening Comprehension material</p>	<ol style="list-style-type: none"> 1. Students are able to: Explain the English material that has been taught. Students are able to: Explain the English material that has been taught 2. Complete questions on English grammar material that has been taught. Solve questions on the English Grammar material that has been taught 3. Complete questions on the Reading Comprehension material that has been taught. 4. Complete questions on Listening Comprehension material that has been taught. Complete questions on Listening Comprehension material that has been taught 	<p>Criteria: Criteria: Analytical Rubric Non-test technique: Doing practice questions</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Lectures, Discussions, Lectures, Discussions, Lectures and Discussions 3 X 50</p>	<p>Materials: Listening, Grammar, and Reading</p> <p>References: <i>Phillips, Deborah. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt). McGraw-Hill. USA.</i></p> <hr/> <p>Material: Listening, Grammar, and Reading</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> <hr/> <p>Material: Listening, Grammar, and Reading</p> <p>Library: <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Surabaya University Press.</i></p>	7%
14	<p>Understand English Grammar, Reading Comprehension and Listening Comprehension material.</p> <p>Understand English Grammar, Reading Comprehension, and Listening Comprehension material</p>	<ol style="list-style-type: none"> 1. Students are able to: Explain the English material that has been taught. Students are able to: Explain the English material that has been taught 2. Complete questions on English grammar material that has been taught. Solve questions on the English Grammar material that has been taught 3. Complete questions on the Reading Comprehension material that has been taught. 4. Complete questions on Listening Comprehension material that has been taught. Complete questions on Listening Comprehension material that has been taught 	<p>Criteria: Criteria: Analytical Rubric Non-test technique: Doing practice questions</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Lectures, Discussions, Lectures, Discussions, Lectures and Discussions 3 X 50</p>	<p>Materials: Listening, Grammar, and Reading</p> <p>References: <i>Phillips, Deborah. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt). McGraw-Hill. USA.</i></p> <hr/> <p>Material: Listening, Grammar, and Reading</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> <hr/> <p>Material: Listening, Grammar, and Reading</p> <p>Library: <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Surabaya University Press.</i></p>	7%

15	Understand English Grammar, Reading Comprehension and Listening Comprehension material. Understand English Grammar, Reading Comprehension, and Listening Comprehension material	<ol style="list-style-type: none"> Students are able to: Explain the English material that has been taught. Students are able to: Explain the English material that has been taught Complete questions on English grammar material that has been taught. Solve questions on the English Grammar material that has been taught Complete questions on the Reading Comprehension material that has been taught. Complete questions on Listening Comprehension material that has been taught. Complete questions on Listening Comprehension material that has been taught 	Criteria: Criteria: Analytical Rubric Non-test technique: Doing practice questions Form of Assessment : Participatory Activities, Tests	Lectures, Discussions, Lectures, Discussions, Lectures and Discussions 3 X 50		Materials: Listening, Grammar, and Reading References: Phillips, Deborah. 2012. <i>Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt)</i> . McGraw-Hill. USA. Material: Listening, Grammar, and Reading References: Cullen, Pauline, et al. 2014. <i>The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM</i> . Oxford University Press. Material: Listening, Grammar, and Reading Library: English Subject Team. 2016. <i>English for Non-English Department Students</i> . Surabaya: Surabaya University Press.	7%
16	End of Semester Exam/Final Exam		Form of Assessment : Project Results Assessment / Product Assessment, Test	Working on UAS 2 X 50 questions			2%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	49%
2.	Project Results Assessment / Product Assessment	1%
3.	Test	50%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.

