



**Universitas Negeri Surabaya  
Faculty of Economics and Business  
Bachelor of Economics Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
English	8722002003	Compulsory Curriculum	T=3 P=0 ECTS=4.77	1	July 4, 2023
<b>AUTHORIZATION</b>	<b>SP Developer</b>	<b>Subjects - Institutional</b>	<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>	
	Wenny Restikasari, S.E.,M.S.E		Wenny Restikasari, S.E.,M.S.E	Dr. Tony Seno Aji, S.E., M.E.	

<b>Learning model</b>	<b>Case Studies</b>																																																																		
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																		
	<b>PLO-5</b>   Able to analyze overall economic theoretical concepts																																																																		
	<b>Program Objectives (PO)</b>																																																																		
	<b>PO - 1</b>   Students are able to study economic activities in English (working in team skills)																																																																		
	<b>PO - 2</b>   Students are able to understand business activities in English (working in team skills)																																																																		
	<b>PLO-PO Matrix</b>																																																																		
	<table border="1"> <tr> <td>P.O</td> <td>PLO-5</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> </table>	P.O	PLO-5	PO-1		PO-2																																																													
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PO-1																																																																			
PO-2																																																																			
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																			
<table border="1"> <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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
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**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 by means of lectures and discussions.

**References**

**Main :**

- Phillips, Deborah. 2004. Longman Preparation Course for the TOEFL Test: The Paper Test (Student Book with Answer Key and CD-ROM). Pearson Education. NY
- Worcester, Adam, et al. 2008. Building Skill for the TOEFL iBT: Beginning. Compass Publishing.
- Buku yang disusun oleh Tim Mata Kuliah Bahasa Inggris
- Sharpe, Pamela. J. 2016. How to prepare for the TOEFL. Barron's Educational Series. NY
- \_\_\_\_\_. 2017. Official Guide to the TOEFL Test With CD-ROM, 5th Edition (Official Guide to the Toefl Ibt). McGraw-Hill. USA.
- Phillips, Deborah. 2006. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY
- Cullen, Pauline, et al. 2017. The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM. Oxford University Press.
- Lougheed, Lin. 2012. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY

**Supporters:**

**Supporting lecturer** | Dr. A'razy Fahrullah, S.Sos., M.Si.  
Clarashinta Cangjih, S.E., CIFP.

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 English structure patterns related to Part Of Speech & Singular-Plural Forms (Count-Uncount)	<ol style="list-style-type: none"> <li>Students are able to: Differentiate between types of English Standardized Test</li> <li>Understand the importance of the English Standardized Test</li> <li>Identifying English structure patterns related to Part Of Speech &amp; Singular-Plural Forms (Count-Uncount)</li> <li>Provide examples of the use of English Grammar related to Part Of Speech &amp; Singular-Plural Forms (Count-Uncount)</li> </ol>	<p><b>Criteria:</b> According to scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Lectures, Discussions 3 X 50		<p><b>Material:</b> Type of English Standardized Test</p> <p><b>Library:</b> ..... 2017. <i>Official Guide to the TOEFL Test With CD-ROM, 5th Edition (Official Guide to the Toefl Ibt).</i> McGraw-Hill. USA.</p> <p><b>Material:</b> Toefl test</p> <p><b>Reader:</b> Sharpe, Pamela. J. 2016. <i>How to prepare for the TOEFL.</i> Barron&amp;rsquos Educational Series. NY</p>	3%
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"> <li>Students are able to: Identify English structure patterns related to Word Order and Determiners</li> <li>Provide examples of the use of English Grammar related to Word Order and Determiners</li> <li>Identify the main topic and details in a short conversation</li> </ol>	<p><b>Criteria:</b> According to scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, Discussions 3 X 50		<p><b>Material:</b> English structural patterns</p> <p><b>References:</b> Cullen, Pauline, et al. 2017. <i>The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM.</i> Oxford University Press.</p>	4%
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"> <li>Students are able to: Identify English structural patterns related to Reflexive and Emphatic Pronouns and Modals</li> <li>Provide examples of the use of English Grammar related to Reflexive And Emphatic Pronouns and Modals</li> <li>Identify final verdicts and issues in a short conversation</li> </ol>	<p><b>Criteria:</b> According to scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Lectures, Discussions 3 X 50		<p><b>Material:</b> English Grammar</p> <p><b>Bibliography:</b> Cullen, Pauline, et al. 2017. <i>The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM.</i> Oxford University Press.</p>	3%

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"> <li>1.Students are able to: Identify English structural patterns related to Causative and Subjunctive</li> <li>2.Provide examples of English grammar usage related to Causative and Subjunctive</li> <li>3.Identify the meaning of idioms and feelings or emotions contained in a short conversation</li> </ol>	<p><b>Criteria:</b> According to scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Lectures, Discussions 3 X 50	Lectures, Discussions	<p><b>Material:</b> Causative and Subjunctive English structure patterns</p> <p><b>References:</b> <i>Sharpe, Pamela. J. 2016. How to prepare for the TOEFL. Barron&amp;rsquos Educational Series. NY</i></p>	3%
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"> <li>1.Students are able to: Identify English structural patterns related to Tenses (Active) and Passive Voice</li> <li>2.Provide examples of the use of English Grammar related to Tenses (Active) and Passive Voice</li> <li>3.Identify suggestions and assumptions contained in a short conversation</li> </ol>	<p><b>Criteria:</b> According to scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Lecture, 1 X 1 Discussion	Lectures, Discussions	<p><b>Material:</b> Tenses, Passive Voice</p> <p><b>References:</b> <i>Worcester, Adam, et al. 2008. Building Skills for the TOEFL iBT: Beginning. Compass Publishing.</i></p> <p><b>Material:</b> Tenses, Passive Voice</p> <p><b>References:</b> <i>Cullen, Pauline, et al. 2017. The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM. Oxford University Press.</i></p>	3%
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"> <li>1.Students are able to: Identify English structural patterns related to Subject-Verb Agreement and Gerunds &amp; Infinitives</li> <li>2.Provide examples of the use of English Grammar related to Subject-Verb Agreement and Gerunds &amp; Infinitives</li> <li>3.Determining the detailed information contained in a rather long conversation</li> </ol>	<p><b>Criteria:</b> According to scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Lectures, Discussions 3 X 50		<p><b>Material:</b> Subject-Verb Agreement and Gerunds &amp; Infinitives</p> <p><b>References:</b> <i>Phillips, Deborah. 2006. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</i></p>	4%

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"> <li>1.Students are able to: Identify English structural patterns related to Adjective Clauses &amp; Adjectives and Noun Clauses</li> <li>2.Provide examples of the use of English Grammar related to Adjective Clauses &amp; Adjectives and Noun Clauses</li> <li>3.Determine the detailed information contained in a monologue</li> </ol>	<p><b>Criteria:</b> According to scoring guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, Discussions 3 X 50		<p><b>Material:</b> Adjective Clause &amp; Adjective and Noun Clause</p> <p><b>References:</b> <i>Cullen, Pauline, et al. 2017. The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM. Oxford University Press.</i></p> <hr/> <p><b>Material:</b> Adjective Clause &amp; Adjective and Noun Clause Grammar</p> <p><b>References:</b> <i>Lougheed, Lin. 2012. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</i></p>	4%
8	UTSUnderstanding English Grammar related to Adverb Clauses & Parallel StructureIdentifying Main Idea/Topic, Main Purpose, Organization Of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse	<ol style="list-style-type: none"> <li>1.Students are able to: Explain English Grammar related to Adverb Clauses &amp; Parallel Structure</li> <li>2.Provide examples of the use of English Grammar related to Adverb Clauses &amp; Parallel Structure</li> <li>3.Solve English Grammar questions related to Adverb Clauses &amp; Parallel Structure</li> <li>4.Identifying Main Idea/Topic, Main Purpose, Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse</li> <li>5.Solve Reading Comprehension questions related to Main Idea/Topic, Main Purpose, Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse</li> </ol>	<p><b>Criteria:</b> Can do things well and correctly</p> <p><b>Form of Assessment :</b> Test</p>	Lectures, Discussions 3 X 50		<p><b>Material:</b> Material 1-7</p> <p><b>Reference:</b> <i>Lougheed, Lin. 2012. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</i></p>	20%

9	Understanding English grammar related to Conditional Sentences & Comparison Identifying Inference, Purpose, Details, Negative And Line Items in written discourse	<ol style="list-style-type: none"> <li>Students are able to: Explain English grammar related to Conditional Sentences &amp; Comparison</li> <li>Provide examples of the use of English Grammar related to Conditional Sentences &amp; Comparison</li> <li>Solve English Grammar questions related to Conditional Sentences &amp; Comparison</li> <li>Identifying Inference, Purpose, Details, Negative And Line Items in written discourse</li> <li>Solve Reading Comprehension questions related to Inference, Purpose, Details, Negative And Line Items in a written discourse</li> </ol>	<p><b>Criteria:</b> According to scoring guidelines</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Lectures, Discussions 3 X 50		<p><b>Material:</b> Conditional Sentences &amp; Comparisons <b>Bibliography:</b> <i>Phillips, Deborah. 2006. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</i></p> <hr/> <p><b>Material:</b> Grammar Conditional Sentences &amp; Comparison <b>References:</b> <i>Lougheed, Lin. 2012. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</i></p> <hr/> <p><b>Material:</b> Reading Comprehension <b>Bibliography:</b> <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>	3%
10	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"> <li>Students are able to: Explain the English Grammar material that has been taught at meetings 1 to 10</li> <li>Complete questions on English grammar material taught at meetings 1 to 10</li> <li>Identifying Vocabulary Items &amp; Reference Items in written discourse</li> </ol>	<p><b>Criteria:</b> According to scoring guidelines</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Lectures, Discussions 3 X 50		<p><b>Material:</b> Vocabulary Items &amp; Reference Items <b>Bibliography:</b> <i>Phillips, Deborah. 2006. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</i></p> <hr/> <p><b>Material:</b> Vocabulary Items &amp; Reference Items <b>Bibliography:</b> <i>Lougheed, Lin. 2012. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</i></p>	4%

11	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	<ol style="list-style-type: none"> <li>1.Students are able to: Explain the English material that has been taught</li> <li>2.Complete questions on English grammar material that has been taught</li> <li>3.Complete the Reading Comprehension material questions that have been taught</li> <li>4.Complete questions on Listening Comprehension material that has been taught</li> </ol>	<b>Criteria:</b> According to scoring guidelines  <b>Form of Assessment :</b> Portfolio Assessment	Lectures, Discussions 3 X 50	Lectures, Discussions	<b>Material:</b> Reading Comprehension <b>References:</b> <i>Lougheed, Lin. 2012. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</i> <hr/> <b>Material:</b> Listening Comprehension <b>References:</b> <i>Lougheed, Lin. 2012. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</i>	3%
12	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	<ol style="list-style-type: none"> <li>1.Students are able to: Explain the English material that has been taught</li> <li>2.Complete questions on English grammar material that has been taught</li> <li>3.Complete the Reading Comprehension material questions that have been taught</li> <li>4.Complete questions on Listening Comprehension material that has been taught</li> </ol>	<b>Criteria:</b> According to scoring guidelines  <b>Form of Assessment :</b> Portfolio Assessment	Lectures, Discussions 3 X 50		<b>Material:</b> Reading Comprehension <b>References:</b> <i>Cullen, Pauline, et al. 2017. The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM. Oxford University Press.</i> <hr/> <b>Material:</b> Listening Comprehension <b>References:</b> <i>Lougheed, Lin. 2012. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</i>	4%
13	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	<ol style="list-style-type: none"> <li>1.Students are able to: Explain the English material that has been taught</li> <li>2.Complete questions on English grammar material that has been taught</li> <li>3.Complete the Reading Comprehension material questions that have been taught</li> <li>4.Complete questions on Listening Comprehension material that has been taught</li> </ol>	<b>Criteria:</b> According to scoring guidelines  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Lectures, Discussions 3 X 50		<b>Material:</b> Reading Comprehension <b>Literature:</b> <i>Books compiled by the English Subject Team</i>	4%

14	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	<ol style="list-style-type: none"> <li>1.Students are able to: Explain the English material that has been taught</li> <li>2.Complete questions on English grammar material that has been taught</li> <li>3.Complete the Reading Comprehension material questions that have been taught</li> <li>4.Complete questions on Listening Comprehension material that has been taught</li> </ol>	<b>Criteria:</b> According to scoring guidelines  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Lectures, Discussions 3 X 50		<b>Material:</b> Listening Comprehension <b>Bibliography:</b> Phillips, Deborah. 2006. <i>Longman Introductory Course for the TOEFL Test: iBT, 2nd ed.</i> Pearson Education. NY	4%
15	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	<ol style="list-style-type: none"> <li>1.Students are able to: Explain the English material that has been taught</li> <li>2.Complete questions on English grammar material that has been taught</li> <li>3.Complete the Reading Comprehension material questions that have been taught</li> <li>4.Complete questions on Listening Comprehension material that has been taught</li> </ol>	<b>Criteria:</b> According to scoring guidelines  <b>Form of Assessment :</b> Portfolio Assessment	Lectures, Discussions 3 X 50		<b>Material:</b> Reading Comprehension <b>References:</b> Cullen, Pauline, et al. 2017. <i>The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM.</i> Oxford University Press.	4%
16	Final exams	Can do questions well and correctly	<b>Criteria:</b> According to scoring guidelines  <b>Form of Assessment :</b> Test	Written Test 3 X 50		<b>Material:</b> Material 9-14 <b>Reference:</b> _____. 2017. <i>Official Guide to the TOEFL Test With CD-ROM, 5th Edition (Official Guide to the Toefl Ibt).</i> McGraw-Hill. USA.  <b>Material:</b> Material 9-14 <b>References:</b> Cullen, Pauline, et al. 2017. <i>The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM.</i> Oxford University Press.	30%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Portfolio Assessment	30%
3.	Test	50%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.