



**Universitas Negeri Surabaya**  
**Faculty of Educational Sciences**  
**Bachelor of Education Management Study Program**

Document Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
English Education Management Professional	8620402162	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	May 18, 2022
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
	Dr. Ima Widiyanah, M.Pd. ; Shelly Andari, S.Pd., M.Pd. ; Windasari, S.Pd., M.Pd.		Dr. Nunuk Hariyati, S.Pd., M.Pd			Syunu Trihantoyo, S.Pd., M.Pd.	

<b>Learning model</b>	<b>Project Based Learning</b>
-----------------------	-------------------------------

<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>
--	--

<b>PLO-5</b>	Able to master the concepts, structure and scientific material of educational management at the managerial and technical levels in educational institutions
--------------	---

<b>PLO-11</b>	Able to demonstrate a responsible attitude and collaborate in accordance with professional norms and ethics
---------------	---

<b>Program Objectives (PO)</b>	
--------------------------------	--

<b>PO - 1</b>	1 Able to explain English vocabulary and terminology in the context of educational management
---------------	---

<b>PO - 2</b>	Able to answer questions and analyze reading texts in the context of educational management
---------------	---

<b>PO - 3</b>	Know and be able to create standard letters, emails and memos and understand the types of educational documents
---------------	---

<b>PO - 4</b>	Able to compose resumes and CVs correctly in English context
---------------	--

<b>PO - 5</b>	Utilize learning resources and information technology in applying analytical and problem solving skills based on the concepts of information systems, entrepreneurship and the substance of educational management.
---------------	---

<b>PO - 6</b>	Master the English theories/concepts of the educational management profession in depth and be able to apply them according to needs in the field of education.
---------------	--

<b>PO - 7</b>	Make the right decisions based on organizing, analyzing and processing data, and being able to provide guidance in choosing various alternative solutions independently and in groups.
---------------	--

<b>PO - 8</b>	Responsible for self-learning performance, agreement with group colleagues by applying studies in the relevant field of Educational Management Professional English
---------------	---

<b>PLO-PO Matrix</b>	
----------------------	--

	<table border="1"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-11</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-3</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-4</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-5</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-6</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-7</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-8</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	P.O	PLO-5	PLO-11	PO-1	✓		PO-2	✓		PO-3	✓		PO-4	✓	✓	PO-5		✓	PO-6		✓	PO-7	✓	✓	PO-8	✓	✓
P.O	PLO-5	PLO-11																										
PO-1	✓																											
PO-2	✓																											
PO-3	✓																											
PO-4	✓	✓																										
PO-5		✓																										
PO-6		✓																										
PO-7	✓	✓																										
PO-8	✓	✓																										

**PO Matrix at the end of each learning stage (Sub-PO)**

	<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> <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> <tr> <td>PO-5</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-6</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-7</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-8</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																	PO-5																	PO-6												✓					PO-7													✓	✓	✓		PO-8																✓
	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																																																																																																																																																																																								
	PO-5																																																																																																																																																																																								
	PO-6												✓																																																																																																																																																																												
PO-7													✓	✓	✓																																																																																																																																																																										
PO-8																✓																																																																																																																																																																									

**Short Course Description** The Business English course is given to Bachelor of Management students. Through this course, students will develop the ability to communicate effectively in English, both orally and in writing, according to business topics, including Education Management, Personnel, Payroll, Education Management Planning, and Evaluation. The learning method applied is contextual learning.

**References**

**Main :**

1. Mackenzie. Ian. 2009. English for Business Studies. Edinburgh: Cambridge University Press
2. Geffner, Andrea B. 2010. Business English 5th edition. New York: Barron&rsquos
3. Gillett, Amy. 2011. Speak Better Business English and Make More Money! 1st edition. Ann Arbor: Language Success Press.
4. Guffey, Mary E. & Carolyn M. Seefer. 2014. Business English 11th edition. Cengage Learning.

**Supporters:**

**Supporting lecturer** Dr. Ima Widiyanah, M.Pd.  
Windsari, S.Pd., M.Pd.  
Shelly Andari, 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			<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Lectures and questions and answers 2 X 50			5%
2	Students understand the structure and content of reading texts, read fluently and understand educational management vocabulary or terminology.	1. Students are able to understand the structure and content of reading texts 2. Students can understand definitions, terminology and English vocabulary in the context of educational management 3. Students are able to read reading texts fluently and interpret case studies. 4. Students can make sentences using the vocabulary they have mastered.	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Lectures and questions and answers 2 X 50			5%

3	Students understand the structure and content of reading texts, read fluently and understand educational management vocabulary or terminology.	1. Students are able to understand the structure and content of reading texts 2. Students can understand definitions, terminology and English vocabulary in the context of educational management 3. Students are able to read reading texts fluently and interpret case studies. 4. Students can make sentences using the vocabulary they have mastered.	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Participatory Activities	Lectures and questions and answers 2 X 50			5%
4	Students understand the basic concepts of public speaking and public speaking techniques	1. Students can explain the concept of public speaking and techniques for speaking in front of the public. 2. Students are able to communicate in public using English. 3. Students are able to show confidence in speaking in public using English.	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Participatory Activities	Lectures and questions and answers 2 X 50			5%
5	1. Students understand the background to the importance of mastering English in the educational environment. 2. Students understand the outline of the lecture plan for one semester. 3. Students understand the lecture rules during class.	1. Students can understand the background to the importance of mastering English in the educational environment. 2. Students know the things that are agreed upon for the smooth running of lectures. 3. Students are able to search for relevant sources or references.	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Participatory Activities	Lectures and questions and answers 2 X 50			5%
6	Students understand techniques for the process of writing in English and know the types of paragraphs.	1. Students are able to understand the techniques of writing scientific papers properly and correctly 2. Students are able to compose descriptive, narrative and expository paragraphs	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Portfolio Assessment	Lectures and questions and answers 2 X 50			5%
7	Students understand techniques for the process of writing in English and know the types of paragraphs.	1. Students are able to understand the techniques of writing scientific papers properly and correctly 2. Students are able to compose descriptive, narrative and expository paragraphs	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Portfolio Assessment	Lectures and questions and answers 2 X 50			5%

8	Students master the techniques of reading, writing, speaking and listening properly and correctly.	<p>1. Students are able to understand the structure and content of reading texts 2. Students can understand definitions, terminology and English vocabulary in the context of educational management 3. Students are able to read reading texts fluently and interpret case studies 1. Students can explain the concept of public speaking and techniques speaking in public. 2. Students are able to communicate in public using English. 4. Students are able to show confidence in speaking in public using English. Students design and compose written work and several paragraphs using good and correct English format.</p>	<p><b>Criteria:</b> Attached</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Written exam 2 X 50			15%
9	Students understand the types of correspondence documents and understand the formats of official and unofficial letters.	<p>1. Students are able to make official reports in English format 2. Students are able to make informal reports in English format 3. Students are able to compose correspondence using email and memos</p>	<p><b>Criteria:</b> Attached</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures and questions and answers 2 X 50			5%
10	Students understand the structure of application letters, curriculum vitae, news writing and preparing marketing brochures and articles on the web.	<p>1. Students are able to compose application letters and CVs using English properly and correctly. 2. Students are able to write news related to education management using English. 3. Students are able to compile brochures and create blogs/online media for educational marketing.</p>	<p><b>Criteria:</b> Attached</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures and questions and answers 2 X 50			5%

11	Students understand the importance of effective communication and are able to apply ways of communicating using English.	1. Students are able to communicate verbally using English in the context of educational management. 2. Students are able to communicate by telephone using English in the context of educational management. 3. Students can send emails in English in an official and structured format. 4. Students are able to communicate in meetings using English.	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Portfolio Assessment, Practice / Performance	Lectures and questions and answers 2 X 50			5%
12	Students understand the concept of public relations management and apply it in the context of educational management.	1. Students know the concept of public relations 2. Students are able to communicate verbally in front of the general public using good and correct English	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Portfolio Assessment, Practice / Performance	Lectures and questions and answers 2 X 50			5%
13	Students understand and apply negotiation techniques using English using good and correct methods.	1. Students understand the context of negotiations 2. Students are able to explain the negotiation process 3. Students are able to complete case studies related to negotiations at school	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Practice / Performance	Lectures and questions and answers 2 X 50			5%
14	Students understand and master individual presentation techniques and group presentations using English	Students are able to make oral presentations and convey ideas using good and correct English	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Portfolio Assessment, Practice / Performance	Lectures and questions and answers 2 X 50			5%
15	Students understand and master individual presentation techniques and group presentations using English	Students are able to make oral presentations and convey ideas using good and correct English	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Practice / Performance	Lectures and questions and answers 2 X 50			5%
16	1. Students understand the background to the importance of mastering English in the educational environment. 2. Students understand the outline of the lecture plan for one semester. 3. Students understand the lecture rules during class.	1. Students can understand the background to the importance of mastering English in the educational environment. 2. Students know the things that are agreed upon for the smooth running of lectures. 3. Students are able to search for relevant sources or references.	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Portfolio Assessment, Practice / Performance	Lectures and questions and answers 2 X 50			15%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
----	------------	------------

1.	Participatory Activities	20%
2.	Portfolio Assessment	30%
3.	Practice / Performance	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.