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## Universitas Negeri Surabaya Faculty of Engineering Electrical Engineering Education Undergraduate Study Program

· ·	JNESA										
				SEMES	TER LE	ARNIN	IG P	LAN			
Courses		CODE		Course Fa	mily	Credit V	Veight	SEMESTER	Compilation Date		
Engli	ish I			8320102014				T=2 P=	0 ECTS=3.18	1	July 18, 2024
AUTH	HORIZATIO	N		SP Developer			Cours	se Cluste	r Coordinator	Study Progr Coordinator	
								Dr. Nur Kholis, S.T., M.T.			
Learr		Case Studies									
Prog		PLO study prog	gram th	at is charged to	o the course						
	omes	Program Object	tives (F	20)							
(PLO	<b>)</b> )	PLO-PO Matrix									
				P.O							
		PO Matrix at the end of each learning stage (Sub-PO)									
			P.0				٧	/eek			
				1 2 3	3 4 5	6 7	8	9 10	11 12	13 14	15 16
	t Course cription	This course equipolation standardized test at preparing for in presentations and	is which nternatio	include training in nal standard Eng	n reading skills Jlish tests. All l	s, listening c ecture activ	ompreh	ension ar	nd grammar and	d vocabulary w	hich are aimed
Refe	rences	Main :									
		<ol> <li>Phillips, Key and</li> <li>Phillips, McGraw-</li> <li>Phillips, I</li> <li>Worceste</li> <li>Cullen, Puniversit</li> <li>Parthare         <ul> <li>Book.Ox</li> </ul> </li> <li>Loughee         <ul> <li>Educatio</li> </ul> </li> </ol>	Deborah CD-RON Deborah Hill. USA Deborah er, Adam Pauline, e y Press. , Emma ford Univ d, Lin. 2 n. NY	J. 2003. How to p. 2004. Longmar M). Pearson Educ. 2012. Official (A. 2011. Longman I., et al. 2008. Buillet al. 2014. The CParthare, Gary Myersity Press. 2007. Longman I. Bahasa Inggris.	n Preparation (ation. NY) Guide to the T Introductory C ding Skill for th Official Cambrid lay, Peter. 201: Preparation Se	Course for the Course for the TOEFL in the TOEFL in the Golde to the Course for t	with C TOEF T: Begi DIELTS Acader	FL Test: D-ROM, L Test: iB nning. Co Students nic Skills C Test: Li	The Paper Tes 4th Edition (Of T, 2nd ed. Pear mpass Publishi Book With Ans IELTS Study Sk stening and Re	ficial Guide to son Education. ng. wers with DVD tills Edition: Lee eading, 5th Ed	the Toefl lbt).  NY  D-ROM. Oxford  vel 1 Students  dition. Pearson
		Supporters:									
								-			
Supplectu	oorting irer	Anis Trisusana, S	S.S., M.P	d.							
Week-	1	ities of each stage		Evaluati	T		Lea Stude	elp Learn rning me ent Assig stimated	thods, nments, time]	Learning materials [ References	Assessment Weight (%)
				Indicator	Criteria & F		line ( line )	Onlin	ne ( <i>online</i> )		

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)	1. Students are able to: Differentiate between types of English Standardized Test 2. Understand the importance of the English Standardized Test 3. Identifying English structure patterns related to Part Of Speech & Singular-Plural Forms (Count-Uncount) 4. Provide examples of the use of English Grammar related to Part Of Speech & Singular-Plural Forms (Count-Uncount) 4. Provide examples of the use of English Grammar related to Part Of Speech & Singular-Plural Forms (Count-Uncount)	Criteria: null	Lectures, Discussions & Questions and Answers 2 X 50		0%
2	Understand English structure patterns related to Word Order and Determiners. Understand the content of short conversations about Topics & Details	1.Students are able to: Identify English structure patterns related to Word Order and Determiners 2.Provide examples of the use of English Grammar related to Word Order and Determiners 3.Identify the main topic and details in a short conversation	Criteria: null	Lectures, Discussions & Questions and Answers 2 X 50		0%
3	Understand English structure patterns related to Reflexive And Emphatic Pronouns and Modals Understand the content of short conversations about Reversals & Problems	1.Students are able to: Identify English structural patterns 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 3.Identify final verdicts and issues in a short conversation	Criteria: null	Lectures, Discussions & Questions and Answers 2 X 50		0%
4	Understand English structure patterns related to Causative and Subjunctive Understand the content of short conversations about Idioms & Emotions	1.Students are able to: Identify English structural patterns related to Causative and Subjunctive 2.Provide examples of English grammar usage related to Causative and Subjunctive 3.Identify the meaning of idioms and feelings or emotions contained in a short conversation	Criteria: null	Lectures, Discussions 2 X 50		0%

5	Understand English structure patterns related to Tenses (Active) and Passive Voice Understand the content of short conversations about Suggestions & Assumptions	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	Criteria: null	Lectures, Discussions 2 X 50		0%
6	Understand English structure patterns related to Subject-Verb Agreement. Understand the content of short conversations about Predictions & Implications	Students are able to: Identify English structural patterns related to Subject-Verb Agreement     Provide examples of the use of English Grammar related to Subject-Verb Agreement     Identify predictions and implicit meaning contained in a short conversation	Criteria: null	Lectures, Discussions & Questions and Answers 2 X 50		0%
7	Understand English structure patterns related to Gerunds & Infinitives Understand the content of long conversations (longer dialogues) about life on campus and outside campus Understand the content of monologues (General Talks)	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	Criteria: null	Lectures, Discussions 2 X 50		0%
8	UTS	<u> </u>		2 X 50		0%
9	Understanding English structure patterns related to Adjective Clause & Adjective Phrase Identifying Main Idea/Topic, Main Purpose, in written discourse	1.Students are able to: Identify English structure patterns related to Adjective Clauses & Adjective phrases 2.Provide examples of the use of English Grammar related to Adjective Clauses & Adjective Phrase 3.Identifying the Main Idea/Topic, Main Purpose, in a written discourse 4.Solve Reading Comprehension questions related to Main Idea/Topic, Main Purpose, Paragraph Questions in a written discourse	Criteria: null	Lectures, Discussions & Questions and Answers 2 X 50		0%

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10	Understanding English structure patterns related to Noun Clauses Understanding reading comprehension: Organization of Ideas, Tone, Previous/Following Paragraph Questions in written discourse	1.Students are able to: Identify English structural patterns related to Noun Clauses 2.Provide examples of the use of English Grammar related to Adjective Clauses & Adjectives and Noun Clauses 3.Identifying Organization of Ideas, Tone, Previous/Following Paragraph Questions in written discourse 4.Solve Reading Comprehension questions related to Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse	Criteria: null	Lectures, Discussions & Questions and Answers 2 X 50		0%
11	Understanding English Grammar related to Adverb ClausesUnderstanding Reading Comprehension: Inference and Purpose material in written discourse	1.Students are able to: Explain English Grammar related to Adverb Clauses 2.Provide examples of the use of English Grammar related to Adverb Clauses 3.Solve English Grammar questions related to Adverb Clauses 4.Identifying Inference and Purpose questions in written discourse 5.Complete Reading Comprehension material questions related to Inference and Purpose.	Criteria: null	Lectures, Discussions & Questions and Answers 2 X 50		0%
12	Understanding English Grammar related to Parallel Structure Understanding Reading Comprehension material: Details	1.Students are able to: Explain English grammar related to Parallel Structure 2.Provide examples of the use of English Grammar related to Parallel Structure 3.Solve English Grammar questions related to Parallel Structure 4.Identifying Detail questions in a written discourse 5.Complete Reading Comprehension material questions relating to Details.	Criteria: null	Lectures, Discussions & Questions and Answers 2 X 50		0%

13   Understanding English Comprehension material; Negative and Line Items   Sentences   Comprehension material; Negative and Line Items   Conditional Sentences   Comprehension negative and Line Items   Comprehension   Conditional Sentences   Comprehension   Conditional Sentences   Comprehension				 	 	
Grammar material related to Comparison Understanding Reading Comprehension Vocabulary Items material in written discourse of the use of English Grammar related to Comparison 2. Provide examples of the use of English Grammar related to Comparison 3. Complete questions on English grammar material that has been taught 4. Identifying Vocabulary Items in written discourse 5. Complete Reading Comprehension material questions relating to Vocabulary Items (Explain the English material that has been taught 2. Complete questions on English grammar material that has been taught 2. Complete questions on English grammar material that has been taught 2. Complete questions on English grammar material that has been taught 3. Identifying Reference Items in written discourse 4. Complete Reading Comprehension material questions relating to Reference Items in written discourse 4. Complete Reading Comprehension material questions relating to Reference Items in written discourse 6. Complete Reading Comprehension material questions relating to Reference Items in written discourse 6. Complete Reading Comprehension material questions relating to Reference Items in written discourse 6. Complete Reading Comprehension material questions relating to Reference Items in written discourse 6. Complete Reading Comprehension material questions relating to Reference Items in written discourse 6. Complete Reading Comprehension material questions relating to Reference Items in written discourse 6. Complete Reading Comprehension material questions relating to Reference Items 6. The discourse 6. The	13	grammar related to Conditional Sentences. Understand Reading Comprehension material:	to: Explain English grammar related to Conditional Sentences 2. Provide examples of the use of English Grammar related to Conditional Sentences 3. Identifying Negative and Line Items in written discourse 4. Complete Reading Comprehension material questions relating to Negative and Line	Discussions & Questions and Answers		0%
15 Understanding English Grammar material Understanding Reading Comprehension material: Reference Items in written discourse  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. Identifying Reference Items in written discourse 4. Complete Reading Comprehension material questions relating to Reference Items  1. Students are able to: Explain the English material Questions & Questions and Answers 2 x 50	14	Grammar material related to ComparisonUnderstanding Reading Comprehension Vocabulary Items material	to: Explain English grammar related to Comparison 2. Provide examples of the use of English Grammar related to Comparison 3. Complete questions on English grammar material that has been taught 4. Identifying Vocabulary Items in written discourse 5. Complete Reading Comprehension material questions relating to	Discussions & Questions and Answers		0%
	15	Grammar material Understanding Reading Comprehension material: Reference Items in written	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.Identifying Reference Items in written discourse 4.Complete Reading Comprehension material questions relating to	Discussions & Questions and Answers		0%
	16	Final exams		2 X 50		0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

## 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
- 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
- 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.
- 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.
- 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.