	Universitas Negeri Surabaya **Faculty of Engineering,** **Electrical Engineering Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
English I		2020102014		**T=2**	**P=0**	**ECTS=3.18**	1	July 18, 2024

AUTHORIZATION		SP Developer		Course Cluster Coordinator	Study Program Coordinator
		....		....	Dr. Lusia Rakhmawati, S.T., M.T.

Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program that is charged to the course
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course equips students with language skills and components at a basic (pre-intermediate) level. This course also introduces standardized tests which include training in reading skills, listening comprehension and grammar and vocabulary which are aimed at preparing for international standard English tests. All lecture activities will be presented using a lecture and discussion system. presentations and discussions, problem solving tasks, and reflection.

References	**Main :**

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 Ibt). 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. Lougheed, 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. Raden Roro Hapsari Peni Agustin Tjahyaningtijas, S.Si., M.T. Dr. Lusia Rakhmawati, S.T., M.T. Arif Widodo, S.T., M.Sc. Pradini Puspitaningayu, S.T., M.T., Ph.D.

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)	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)	**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	1.Students are able to: Identify English structural patterns related to Subject-Verb Agreement 2.Provide examples of the use of English Grammar related to Subject-Verb Agreement 3.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			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%

10	Understanding English structural 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	Understand English grammar related to Conditional Sentences. Understand Reading Comprehension material: Negative and Line Items	1.Students are able 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 Items	**Criteria:** null	Lectures, Discussions & Questions and Answers 2 X 50			0%
14	Understanding English Grammar material related to ComparisonUnderstanding Reading Comprehension Vocabulary Items material in written discourse	1.Students are able 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 Vocabulary Items	**Criteria:** null	Lectures, Discussions & Questions and Answers 2 X 50			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	**Criteria:** null	Lectures, Discussions & Questions and Answers 2 X 50			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.
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.