



Universitas Negeri Surabaya
Faculty of Languages and Arts
English Language Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Academic Speaking	8820302002	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Fauris Zuhri		Sumarningsih, S.Pd., M.Pd.			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																
	PLO-5	Demonstrate awareness of the values, ethics, norms and responsibilities associated with academic behavior.															
	PLO-8	Demonstrate written, visual and oral presentation skills to communicate English-related knowledge															
	PLO-14	Creating products related to English learning.															
	PLO-15	Demonstrate oral and written competency equivalent to CEFR level B2.															
	Program Objectives (PO)																
	PO - 1	Being able to produce an academic presentation with a structure that consists of an Introduction, Main Body, and Conclusion.															
	PO - 2	Be able to organize an academic presentation regarding the material of issue in ELT including how to teach reading, writing, listening, and speaking.															
	PO - 3	Be able to design an academic presentation based on an article on ELT with good visualization, grammar, and pronunciation.															
	PLO-PO Matrix																
		P.O	PLO-5	PLO-8	PLO-14	PLO-15											
		PO-1															
		PO-2															
		PO-3															
	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
	PO-1																
	PO-2																
	PO-3																

Short Course Description	This subject is specifically designed to give students the necessary skills and confidence to deliver professional and articulate presentations for academic and professional forums where English is the medium of communication, such as conferences, seminars, poster presentations, etc. The emphasis placed on variety, language skills, and the balance between input and practice throughout the course will help students become more confident, autonomous, and competent speakers of English. The teaching-learning activities are student-centered learning conducted through contextual instruction, small group discussions, simulation, and presentation.
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References	Main :
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1. Dignen, Bob. 1999. English for Presentation . York: York Associates.
2. Osborn, M., Osborn, S., and Osborn, R . 2009. Public Speaking Eight Edition . USA: Pearson Education, Inc.
3. Taylor, H.M., and Mears, A.G . 1978. The Right Way to Conduct Meetings, Conferences, and Discussions . London: Cox & Wayman, Ltd.
4. Wallwork, Adrian . 2010. English Presentations at International Conferences . New York: Springer.
5. Jamshidnejad, Alireza. 2020. Speaking English as a Second Language. Learners' Problems and Coping Strategies. Switzerland: Palgrave Macmillan.
6. Zarefsky, David. 2017. Public Speaking. Strategies for Success. Eight Edition. Pearson.
7. Rice, Tammera Stokes. 2017. Fundamentals of Public Speaking. College of The Canyons.

Supporters:

Supporting lecturer

Fauris Zuhri, S.Pd., M.Hum.
 Nur Chakim, S.Pd., M.Pd.
 Arik Susanti, S.Pd., M.Pd.
 Zainul Aminin, S.Pd., M.Pd.
 Lisetyo Ariyanti, S.S., M.Pd.
 Anis Trisusana, S.S., 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	To understand the concept of Academic Speaking	1.To explain the importance of professional presentations for academic and professional forums. 2.To explain the importance of effective presentations To recall examples of professional presentations from video clips.	Criteria: Accuracy of speech (speaking): content, structure, linguistic elements (vocabulary expressions), and cohesiveness (coherence of spoken expressions). Form of Assessment : Participatory Activities	Small Group Discussion 2 X 50		Material: The difference between a presentation of academic speaking and non-academic speaking References: <i>Jamshidnejad, Alireza. 2020. Speaking English as a Second Language. Learners' Problems and Coping Strategies. Switzerland: Palgrave Macmillan.</i> Material: The difference between a presentation of academic speaking and non-academic speaking Reference: <i>Zarefsky, David. 2017. Public Speaking. Strategies for Success. Eighth Edition. Pearson.</i> Material: The difference between a presentation of academic speaking and non-academic speaking Reference: <i>Rice, Tammera Stokes. 2017. Fundamentals of Public Speaking. College of The Canyons.</i>	4%

2	To understand the differences between spoken and written language Sentence & grammatical errors Active and passive verbs	<p>1.To explain the differences between spoken and written language.</p> <p>2.To observe the examples of correct grammar and word choices in spoken and written language.</p> <p>3.To give examples of correct grammar and word choices in spoken and written language.</p>	<p>Criteria: Accuracy of speech (speaking): content, structure, linguistic elements (vocabulary expressions), and cohesiveness (coherence of spoken expressions).</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Contextual Instruction Small Group Discussion 2 X 50		<p>Material: Creating reflective notes on a presentation of academic speaking and non-academic speaking. Bibliography: Zarefsky, David. 2017. <i>Public Speaking. Strategies for Success. Eighth Edition.</i> Pearson.</p> <p>Material: Creating reflective notes on a presentation of academic speaking and non-academic speaking. References: Jamshidnejad, Alireza. 2020. <i>Speaking English as a Second Language. Learners' Problems and Coping Strategies.</i> Switzerland: Palgrave Macmillan.</p>	4%
3	To understand the rules within a seminar & conference To know the types of presentations	To explain the rules within a seminar & conference To identify the types of presentation To observe the types of presentation through video clips	<p>Criteria: Accuracy of speech (speaking): content, structure, linguistic elements (vocabulary expressions), and cohesiveness (coherence of spoken expressions).</p> <p>Form of Assessment : Practice / Performance</p>	Lecturing, Small Group Discussion 2 X 50			4%
4	To understand the non-verbal language used in a presentation Body language Appearance	To explain the concept of non-verbal communication To analyze some video clips about body language and appearance To demonstrate appropriate body language and appearance in a professional forum	<p>Criteria: Accuracy of speech (speaking): content, structure, linguistic elements (vocabulary expressions), and cohesiveness (coherence of spoken expressions).</p> <p>Form of Assessment : Practice / Performance</p>	Contextual Instruction Small Group Discussion Demonstration 2 X 50			4%
5	To apply visual aids in presentations	To utilize IT and other kinds of useful media in presentation To explore the examples of visual aids for presentation To make effective use of power point in presentation	<p>Criteria: Accuracy of speech (speaking): content, structure, linguistic elements (vocabulary expressions), and cohesiveness (coherence of spoken expressions).</p> <p>Form of Assessment : Practice / Performance</p>	Demonstration Simulation 2 X 50			4%

6	To analyze the parts of a presentation	To analyze the example of a presentation from a video clip To identify the parts of a presentation To discuss the parts of a presentation To choose the right expression to deliver each part of a presentation To make a well prepared presentation matrix	Criteria: Accuracy of speech (speaking): content, structure, linguistic elements (vocabulary expressions), and cohesiveness (coherence of spoken expressions). Form of Assessment : Project Results Assessment / Product Assessment	2 X 50			10%
7	To analyze the parts of a presentation	To analyze the example of a presentation from a video clip To identify the parts of a presentation To discuss the parts of a presentation To choose the right expression to deliver each part of a presentation To make a well prepared presentation matrix	Criteria: 1.Participation, Task, MidTerm, Final 2.Accuracy of speech (speaking): content, structure, linguistic elements (vocabulary expressions), and cohesiveness (coherence of spoken expressions). Form of Assessment : Project Results Assessment / Product Assessment	Lecturing Small Group Discussion Simulation 2 X 50			5%
8	To apply the theory into Group Presentation	To be able to: · Perform an effective Group Presentation · Respond to another student's Group Presentation · Discuss the Group Presentation done by the students	Criteria: Accuracy of speech (speaking): content, structure, linguistic elements (vocabulary expressions), and cohesiveness (coherence of spoken expressions). Form of Assessment : Project Results Assessment / Product Assessment	Discussion, Presentation 2 X 50			6%
9	To apply the concept of Poster Presentation	To be able to: · Illustrate the concept of Poster Presentation · Build a Poster for presentation · Plan the Poster Presentation	Criteria: Accuracy of speech (speaking): content, structure, linguistic elements (vocabulary expressions), and cohesiveness (coherence of spoken expressions). Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Lecturing Discussion, Question-Answer, Assignment 2 X 50			4%
10	To apply the concept of Poster Presentation	To be able to: · Illustrate the concept of Poster Presentation · Build a Poster for presentation · Plan the Poster Presentation	Criteria: Accuracy of speech (speaking): content, structure, linguistic elements (vocabulary expressions), and cohesiveness (coherence of spoken expressions). Form of Assessment : Project Results Assessment / Product Assessment	Lecturing Discussion, Question-Answer, Assignment 2 X 50			10%

11	To understand the concept of Individual Presentation	To be able to: · Examine the examples of Individual Presentation through video clip · Analyze the topic for Individual Presentation · Analyze the audiencePlan the Individual Presentation	Criteria: Accuracy of speech (speaking): content, structure, linguistic elements (vocabulary expressions), and cohesiveness (coherence of spoken expressions). Form of Assessment : Project Results Assessment / Product Assessment	Lecturing Discussion, Question-Answer, Assignment 2 X 50			5%
12	To understand the concept of Individual Presentation	To be able to: · Examine the examples of Individual Presentation through video clip · Analyze the topic for Individual Presentation · Analyze the audiencePlan the Individual Presentation	Criteria: Accuracy of speech (speaking): content, structure, linguistic elements (vocabulary expressions), and cohesiveness (coherence of spoken expressions). Form of Assessment : Practice / Performance	Lecturing Discussion, Question-Answer, Assignment 2 X 50			5%
13	To apply theory into Individual Presentation practice	To be able to: · Perform an effective Individual Presentation · Respond to another student's Individual Presentation Discuss the Individual Presentation done by the students	Criteria: Accuracy of speech (speaking): content, structure, linguistic elements (vocabulary expressions), and cohesiveness (coherence of spoken expressions). Form of Assessment : Project Results Assessment / Product Assessment	Discussion, Presentation 2 X 50			10%
14	To apply theory into Individual Presentation practice	1.To be able to: · Perform an effective Individual Presentation · Respond to another student's Individual Presentation Discuss the Individual Presentation done by the students 2.10	Criteria: Accuracy of speech (speaking): content, structure, linguistic elements (vocabulary expressions), and cohesiveness (coherence of spoken expressions). Form of Assessment : Practice / Performance	Discussion, Presentation 2 X 50			10%
15	To apply theory into Individual Presentation practice	To be able to: · Perform an effective Individual Presentation · Respond to another student's Individual Presentation Discuss the Individual Presentation done by the students	Criteria: Accuracy of speech (speaking): content, structure, linguistic elements (vocabulary expressions), and cohesiveness (coherence of spoken expressions). Form of Assessment : Practice / Performance	Discussion, Presentation 2 X 50			5%

16	To apply theory into Individual Presentation practice	To be able to : Perform an effective Individual Presentation Respond to another student's Individual Presentation Discuss the Individual Presentation done by the students	Criteria: Accuracy of speech (speaking): content, structure, linguistic elements (vocabulary expressions), and cohesiveness (coherence of spoken expressions). Form of Assessment : Practice / Performance	Discussion, Presentation 2 X 50			5%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	4%
2.	Project Results Assessment / Product Assessment	52%
3.	Practice / Performance	39%
		95%

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** 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.
- 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.