

		<p style="text-align: center;">Universitas Negeri Surabaya Faculty of Languages and Arts English Language Education Undergraduate Study Program</p>					<p style="text-align: center;">Document Code</p>																																										
SEMESTER LEARNING PLAN																																																	
Courses		CODE	Course Family		Credit Weight		SEMESTER	Compilation Date																																									
Advanced English Grammar		8820302006			T=2	P=0	ECTS=3.18	4 July 18, 2024																																									
AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator																																											
			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																											
Learning model	Case Studies																																																
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px; text-align: center;">P.O</td> <td colspan="7"></td> </tr> </table>							P.O																																								
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	PO Matrix at the end of each learning stage (Sub-PO)																																																
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px; text-align: center;">11</td> <td style="width: 20px; text-align: center;">12</td> <td style="width: 20px; text-align: center;">13</td> <td style="width: 20px; text-align: center;">14</td> <td style="width: 20px; text-align: center;">15</td> <td style="width: 20px; text-align: center;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	This course focuses on further practices of the forms, meanings and usage of grammatical structures of English. It builds competency in the English verb tense system and provides more advanced clause structures, such as adjective clauses, noun clauses, and adverb clauses. Students will apply these concepts in writing more accurately and effectively with the grammar skills necessary for success in professional and academic situations. It emphasizes on the need to analyze and explain grammatical structure and usage as well as the ability to analyze the students' own writing. All teaching and learning activities are conducted through lecturing, discussing and exercising.																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Azar, Betty Schramfer. 2002. Understanding and Using English Grammar. White Plains, NY: Pearson Education. 2. Steer, Jocelyn M. 1998. The Advanced Grammar Book. Boston: Heinle & Heinle Publishers. 3. Butt, David et.al. 1999. Using Functional Grammar: An Explorer 19s Guide. Melbourne: National Center for English Language Teaching and Research Macquaire University. 4. Hewings, Martin. 2013. Advanced English Grammar in Use:third edition.Cambridge: Cambridge University Press. 5. Sharpe, Pamela J. 2004. Barron 19s How to prepare for the TOEFL . New York: Barron 19s Educational series.inc. 																																																
	Supporters:																																																
Supporting lecturer	Henny Dwi Iswati, S.S., M.Pd. Suvi Akhriyah, S.Pd., 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 definition and know how to use Adjective Clause	<ol style="list-style-type: none"> 1. identify the noun that the adjective clause is modifying. 2. classify adjective pronouns 3. combine two sentences using correct adjective clause subordinating 4. compare and analyze restrictive Vs. non-restrictive clauses: [when to use a comma] 		Lecturing, discussion, questioning 2 X 50			0%
2	To understand the definition and know how to use Adjective Clause	<ol style="list-style-type: none"> 1. identify the noun that the adjective clause is modifying. 2. classify adjective pronouns 3. combine two sentences using correct adjective clause subordinating 4. compare and analyze restrictive Vs. non-restrictive clauses: [when to use a comma] 		Lecturing, discussion, questioning 2 X 50			0%
3	To understand the definition and know how to use reduced adjective clause	<ol style="list-style-type: none"> 1.- identify the form of reduced adjective clause 2.- combine two sentences using adjective clause as well as change it into adjective phrase. 3.- Review their own writing 		Lecturing, discussion, questioning 2 X 50			0%

4	To understand the definition and know how to use reduced adjective clause	<ol style="list-style-type: none"> 1.- identify the form of reduced adjective clause 2.- combine two sentences using adjective clause as well as change it into adjective phrase. 3.- Review their own writing 		Lecturing, discussion, questioning 2 X 50			0%
5	To understand the definition and know how to use Noun Clause.	<ol style="list-style-type: none"> 1.- To identify the sentence patterns of Noun Clauses 2.- To change questions into Noun Clauses 3.- To correct the errors in noun clauses 4.- To complete the sentence using the clause given in Noun Clauses 5.- Write their own noun clause 		Lecturing, discussion, questioning 2 X 50			0%
6	To understand the definition and know how to use Noun Clause.	<ol style="list-style-type: none"> 1.- To identify the sentence patterns of Noun Clauses 2.- To change questions into Noun Clauses 3.- To correct the errors in noun clauses 4.- To complete the sentence using the clause given in Noun Clauses 5.- Write their own noun clause 		Lecturing, discussion, questioning 2 X 50			0%
7				2 X 50			0%
8	MID TERM TEST			2 X 50			0%

9	To understand the definition and know how to use Adverb Clause	1.To list words used to introduce adverb clause 2.To classify the function of adverb clause 3.To construct sentences using adverb clause		Lecturing, discussion, questioning 2 X 50			0%
10	To understand the definition and know how to use Adverb Clause	1.To list words used to introduce adverb clause 2.To classify the function of adverb clause 3.To construct sentences using adverb clause		Lecturing, discussion, questioning 2 X 50			0%
11	To understand the definition and know how to use reduced adverb clause	1.- to identify reduced adverb clause 2.- to change adverb clause into reduced adverb clause		Lecturing, discussion, questioning 2 X 50			0%
12	To understand the definition and know how to use reduced adverb clause	1.- to identify reduced adverb clause 2.- to change adverb clause into reduced adverb clause		Lecturing, discussion, questioning 2 X 50			0%
13	To analyze students' own writing	To be able to: - find errors revise their own writing		discussion, questioning 2 X 50			0%
14	To analyze students' own writing	To be able to: - find errors revise their own writing		discussion, questioning 2 X 50			0%
15	To analyze students' own writing	To be able to: - find errors revise their own writing		discussion, questioning 2 X 50			0%
16							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.