



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

Document Code

SEMESTER LEARNING PLAN

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|--|---|---|-----------------------------------|--|--------------------------|--|------------------------------|---|---|----|----|----|----|----|----|----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Appreciative Listening | 8820302244 | | T=2 P=0 ECTS=3.18 | 1 | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 10%;"></td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table> | | | | | | | | | | | | | | | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | This course is designed to introduce English spoken texts to freshmen through light materials such as songs, short stories, video clips, and short films. The texts presented are in sentences, and in dialogues and monologues. The purpose is to familiarize students with English sounds and their attributes (phonological, grammatical, lexical, and cultural) which influence words' meanings. The course covers sound discrimination and information identification in either generic or specific contexts. It is expected that by the end of the course, the students are familiar with English sounds and mentally ready to listen to more complicated materials | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1. Miles Craven. 2008. Real listening and speaking 1. Cambridge: Cambridge University press. 2. Sally Logan, Craig Thaine. Real listening and speaking 2. Cambridge: Cambridge University press. 3. Liz Soars, John Soars, Jayne Wildman. 2014. New Headway pre-intermediate 4th edition. Oxford: Oxford University press. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Dr. Yuri Lolita, S.Pd., M.Pd. Wiwiet Eva Savitri, 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 1 | Students are able to use linguistic features in discriminating and producing basic English sounds | <ol style="list-style-type: none"> 1.To identify and pronounce the basic sounds of English comprehensively with practiced words 2.To learn techniques to recognize and modify own pronunciation and intonation problems for improved comprehensibility | | Drilling & discussion 2 X 50 | | | 0% |
| 2 | Students are able to recognize appropriate and inappropriate responses in English | <ol style="list-style-type: none"> 1.To understand and use the letters of the alphabet when speaking or spelling out basic words (ex. their name, home country, street address) 2.To understand and respond to simple yes/no and wh-questions | | Discussion 2 X 50 | | | 0% |
| 3 | Students are able to understand word/sentence meaning from its intonation and cultural context | <ol style="list-style-type: none"> 1.To recognize the meaning of different intonation patterns 2.To identify simple conversational concepts, such as feelings, thanks, and likes and dislikes and their variations. | | Discussion 2 X 50 | | | 0% |
| 4 | Students are able to understand simple conversations | <ol style="list-style-type: none"> 1.To identify the main points of a simple conversation 2.To give appropriate responses 3.To recognize verbal cues in speaker attitude and tone 4.To identify and understand verbal cues in speaker attitude and tone (eg, sarcasm, humor, sincerity, and neutrality) 5.To understand and interpret messages conveyed in person or by telephone | | Discussion 2 X 50 | | | 0% |
| 5 | Students are able to understand song lyrics. | <ol style="list-style-type: none"> 1.To identify the vocabulary used in the lyrics of a song 2.To identify the topic of a song 3.To identify the message of a song | | discussions 2 X 50 | | | 0% |

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| 6 | Students are able to understand spoken short stories | <ol style="list-style-type: none"> 1.To identify the main points and key details of short, informal passages/spoken short stories 2.To identify the key details of short, informal passages/spoken short stories 3.To identify the vocabulary used of short, informal passages/spoken short stories from their pronunciation 4.To infer the meaning of the vocabulary used of short, informal passages/spoken short stories 5.To identify the relationships between ideas in listening passages | | Discussion 2 X 50 | | | 0% |
| 7 | Students are able to understand simple conversations | <ol style="list-style-type: none"> 1.To identify the main points of a simple conversation in person or by telephone 2.To identify messages conveyed in person or by telephone 3.To identify verbal cues in speaker attitude and tone (eg, sarcasm, humor, sincerity, and neutrality) 4.To give appropriate responses | | Discussion 2 X 50 | | | 0% |
| 8 | to answer written midterm test questions | to answer all questions correctly | | test 2 X 50 | | | 0% |
| 9 | Students are able to understand simple conversations | <ol style="list-style-type: none"> 1.To identify the main points of a simple conversation in person or by telephone 2.To identify messages conveyed in person or by telephone 3.To identify verbal cues in speaker attitude and tone (eg, sarcasm, humor, sincerity, and neutrality) 4.To give appropriate responses | | Discussion 2 X 50 | | | 0% |

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| 10 | Students are able to understand spoken short stories | <ol style="list-style-type: none"> 1.To identify the main points and key details of short, informal passages/spoken short stories 2.To identify the key details of short, informal passages/spoken short stories 3.To identify the vocabulary used of short, informal passages/spoken short stories from their pronunciation 4.To infer the meaning of the vocabulary used of short, informal passages/spoken short stories 5.To identify the message of the short story | | discussions 2 X 50 | | | 0% |
| 11 | Students are able to understand spoken short stories | <ol style="list-style-type: none"> 1.To identify the main points and key details of short, informal passages/spoken short stories 2.To identify the key details of short, informal passages/spoken short stories 3.To identify the vocabulary used of short, informal passages/spoken short stories from their pronunciation 4.To infer the meaning of the vocabulary used of short, informal passages/spoken short stories 5.To identify the message of the short story | | Discussion 2 X 50 | | | 0% |
| 12 | Students are able to understand song lyrics. | <ol style="list-style-type: none"> 1.To identify the vocabulary used in the lyrics of a song 2.To identify the topic of a song 3.To identify the message of a song | | discussions 2 X 50 | | | 0% |

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|----|---|--|--|-----------------------|--|--|----|
| 13 | Students are able to understand simple conversations | <ol style="list-style-type: none"> 1.To identify the main points of a simple conversation in person or by telephone 2.To identify messages conveyed in person or by telephone 3.To identify verbal cues in speaker attitude and tone (eg, sarcasm, humor, sincerity, and neutrality) 4.To give appropriate responses | | discussions 2 X 50 | | | 0% |
| 14 | Students are able to understand the conversation in short films | <ol style="list-style-type: none"> 1.To identify the main points and key details of short films 2.To identify the key details of short films 3.To identify the vocabulary used of short films from their pronunciation 4.To infer the meaning of the vocabulary used short films 5.To identify the message of the short films 6.To identify cultural effects on communication, including interactional styles among the speakers, norms for showing respect, and value systems | | discussions 2 X 50 | | | 0% |
| 15 | Students are able to understand the conversation in short films | <ol style="list-style-type: none"> 1.To identify the main points and key details of short films 2.To identify the key details of short films 3.To identify the vocabulary used of short films from their pronunciation 4.To infer the meaning of the vocabulary used short films 5.To identify the message of the short films 6.To identify cultural effects on communication, including interactional styles among the speakers, norms for showing respect, and value systems | | discussions 2 X 50 | | | 0% |

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| 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.