

		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																																								
Business Correspondence		8820302020			T=2	P=0	ECTS=3.18	8 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 that is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		<table border="1" style="margin-left: 40px;"> <tr> <td style="width: 50px; text-align: center;">P.O</td> <td colspan="15"></td> </tr> </table>							P.O																																							
P.O																																																
	PO Matrix at the end of each learning stage (Sub-PO)																																															
	<table border="1" style="margin-left: 40px;"> <tr> <td rowspan="2" style="width: 50px; 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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																
Short Course Description	A study of the application of business documentation, formal or informal correspondence both in offices and other agencies, as well as the implementation on how to write a cover letter and to conduct correspondence and delivery via surface / electronic mail.																																															
References	Main :																																															
	1. Littlejohn, Andrew. (2005). <i>Company to Company: A task-based approach to business emails, letters and faxes</i> (4thed.). Cambridge: Cambridge University Press.																																															
	Supporters:																																															
Supporting lecturer	Dr. Yuri Lolita, S.Pd., M.Pd. Arik Susanti, 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)																																									

1	The students are able to understand about Emails: parts of email, attachment, message (parts of message)	The students are able to mention the definition of the email The students are able to recognize part of the email The students are able to recognize part of the message The students are able to write message	Criteria: Based on writing rubric assessment	Small group discussion Asking and questioning Project Based Learning 2 X 50			0%
2	The students are able to understand about Emails: parts of email, attachment, message (parts of message)	The students are able to understand about Emails: parts of email, attachment, message (parts of message)	Criteria: Based on writing rubric assessment	Small group discussion Asking and questioning 2 X 50			0%
3	The students are able to write formal business letters about asking for and sending information. The students are able to write a message based on British American English	The students are able to write formal business letters about asking for and sending information. The students are able to write a message based on British American English	Criteria: Based on writing rubric assessment	Project Based Learning 4 X 50			0%
4	The students are able to write formal business letters about asking for and sending information. The students are able to write a message based on British American English	The students are able to write formal business letters about asking for and sending information. The students are able to write a message based on British American English	Criteria: Based on writing rubric assessment	Project Based Learning 4 X 50			0%
5	The students are able to write messages for Contacting Customers: referring, giving good/bad news, saying what you can/cannot do The students are able to present the message	The students are able to write messages for Contacting Customers: referring, giving good/bad news, saying what you can/cannot do The students are able to present the message	Criteria: Based on writing rubric assessment	Project Based Learning 2 X 50			0%

6	The students are able to write messages for Contacting Customers: referring, giving good/bad news, saying what you can/cannot do The students are able to present the message	The students are able to write messages for Contacting Customers: referring, giving good/bad news, saying what you can/cannot do The students are able to present the message	Criteria: Based on writing rubric assessment	Project Based Learning 2 X 50			0%
7	The students are able to explain the letter layout The students are able to write a message about making mild complaints, making a point, warning, making strong complaints point, warning, making strong complaints The students are able to present a message about making mild complaints, making a point, warning, making strong complaints point, warning, making strong complaints	The students are able to explain the letter layout The students are able to write a message about making mild complaints, making a point, warning, making strong complaints point, warning, making strong complaints The students are able to present a message about making mild complaints, making a point, warning, making strong complaints point, warning, making strong complaints	Criteria: Based on writing rubric assessment	Project Based Learning 2 X 50			0%

8	The students are able to explain the letter layout The students are able to write a message about making mild complaints, making a point, warning, making strong complaints point, warning, making strong complaints The students are able to present a message about making mild complaints, making a point, warning, making strong complaints point, warning, making strong complaints	The students are able to explain the letter layout The students are able to write a message about making mild complaints, making a point, warning, making strong complaints point, warning, making strong complaints The students are able to present a message about making mild complaints, making a point, warning, making strong complaints	Criteria: Based on writing rubric assessment	Project Based Learning 2 X 50			0%
9	Mid Test			2 X 50			0%
10	The students are able to explain about job application letter and CV The students are able to write job application letter and CV The students are able to present job application letter and CV	The students are able to explain about job application letter and CV The students are able to write job application letter and CV The students are able to present job application letter and CV	Criteria: Based on writing rubric assessment	Project Based Learning 2 X 50			0%
11	The students are able to explain about job application letter and CV The students are able to write job application letter and CV The students are able to present job application letter and CV	The students are able to explain about job application letter and CV The students are able to write job application letter and CV The students are able to present job application letter and CV	Criteria: Based on writing rubric assessment	Project Based Learning 2 X 50			0%

12	The students are able to write the script of job interview The students are able to create a video about job interview	The students are able to write the script of job interview The students are able to create a video about job interview	Criteria: Based on writing rubric assessment	Project Based Learning 2 X 50			0%
13	The students are able to write the script of job interview The students are able to create a video about job interview	The students are able to write the script of job interview The students are able to create a video about job interview	Criteria: Based on writing rubric assessment	Project Based Learning 2 X 50			0%
14	The students are able to write messages about offering products. The students are able to present offering products	The students are able to write messages about offering products. The students are able to present offering products	Criteria: Based on writing rubric assessment	Project Based Learning 2 X 50			0%
15	The students are able to write messages about requesting action, apologizing	The students are able to write messages about requesting action, apologizing	Criteria: Based on writing rubric assessment	Project Based Learning 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.

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.