	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
Critical Listening		8820302034	Compulsory Study Program Subjects		**T=2**	**P=0**	**ECTS=3.18**	2	March 20, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**		
		Fauris Zuhri		Wiwiet Eva Savitri			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**	
	PLO-5	Demonstrate awareness of the values, ethics, norms and responsibilities associated with academic behavior.
	PLO-15	Demonstrate oral and written competency equivalent to CEFR level B2.
	Program Objectives (PO)	
	PLO-PO Matrix	

P.O	PLO-5	PLO-15

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 provides the students with listening practices in which they learn identifying general and specific information of long lectures with various fields, identifying inferred information & organization of ideas, assuming, summarizing, and note taking in advanced level. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References	**Main :**	
	1. Open Forum 2. Authentic Material 3. TOEFL Preparation for listening part C 4. Readers Digest Audio book 5. IELTS & other lectures	
	Supporters:	

Supporting lecturer	Fauris Zuhri, S.Pd., M.Hum. Dr. Yuri Lolita, S.Pd., M.Pd. Wiwiet Eva Savitri, S.Pd., M.Pd. Suvi Akhiriyah, S.Pd., M.Pd. Abdur Rosyid, S.Pd., M.TESOL. Anis Trisusana, S.S., M.Pd. Rizki Ramadhan, 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 be able to recognize general and specific information of non-authentic long lectures	To be able to identify general and specific information of non-authentic long lectures	**Form of Assessment** : Participatory Activities	Discussion Question-Answer 4 X 50			0%
2	To be able to recognize general and specific information of non-authentic long lectures	To be able to identify general and specific information of non-authentic long lectures	**Form of Assessment** : Participatory Activities	Discussion Question-Answer 2 X 50			0%
3	To recognize relevant points, inferred information, & organization of ideas of long non-authentic lectures	To be able to · identify relevant points of non-lectures identify inferred information & organization of ideas of non-authentic lectures	**Form of Assessment** : Participatory Activities, Tests	Discussion Question-AnswerAssignment 2 X 50			0%
4	To recognize relevant points, inferred information, & organization of ideas of long non-authentic lectures	To be able to · identify relevant points of non-lectures identify inferred information & organization of ideas of non-authentic lectures	**Form of Assessment** : Participatory Activities	Discussion Question-AnswerAssignment 2 X 50			0%
5	To be able to apply some listening strategies to comprehend non-authentic long lectures and produce appropriate responses	To be able to assume, summarize, take notes, and give values of the issues of non-authentic lectures		Discussion Question-Answer 2 X 50			0%
6	To be able to apply some listening strategies to comprehend non-authentic long lectures and produce appropriate responses	To be able to assume, summarize, take notes, and give values of the issues of non-authentic lectures		Discussion Question-Answer 2 X 50			0%
7	To answer questions related to the audio heard in limited time effectively and correctly	To answer questions related to the audio heard in limited time effectively and correctly		written test 100 minutes			0%
8	To be able to apply some listening strategies to understand authentic long lectures	To be able to identify general and specific information of authentic long lectures as well as to guess meaning by context		Discussion Question-Answer 2 X 50			0%
9	To be able to apply some listening strategies to understand authentic long lectures	To be able to identify general and specific information of authentic long lectures as well as to guess meaning by context		Discussion Question-Answer 2 X 50			0%

No							
10	To be able to apply some listening strategies to understand authentic long lectures	To be able to identify relevant points of authentic long lectures, and inferred information & organization of ideas of authentic long lectures		Discussion Question-Answer 2 X 50			0%
11	To be able to apply some listening strategies to understand authentic long lectures	To be able to identify relevant points of authentic long lectures, and inferred information & organization of ideas of authentic long lectures		Discussion Question-Answer 2 X 50			0%
12	To be able to apply some listening strategies to understand authentic long lectures and produce appropriate responses	To be able to assume, summarize, take notes, and give values of the issues of authentic long lectures		Discussion Question-Answer 2 X 50			0%
13	To be able to apply some listening strategies to understand authentic long lectures and produce appropriate responses	To be able to assume, summarize, take notes, and give values of the issues of authentic long lectures		Discussion Question-Answer 2 X 50			0%
14	To be able to apply some listening strategies to understand authentic long lectures and produce appropriate responses	To be able to assume, summarize, take notes, and give values of the issues of authentic long lectures		Discussion Question-Answer 2 X 50			0%
15	To be able to apply some listening strategies to understand authentic long lectures and produce appropriate responses	To be able to assume, summarize, take notes, and give values of the issues of authentic long lectures		Discussion Question-Answer 2 X 50			0%
16	Can communicate verbally and in writing at an intermediate level	Active participation in class, activeness in discussions, and completeness and correctness in carrying out assignments	**Criteria:** Very good, good, not so good, and not good **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Lecturing, discussion, and assignment 2 x 50'	Lecturing, discussion, and assignment 2 x 50'		70%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	23.33%
2.	Project Results Assessment / Product Assessment	23.33%
3.	Practice / Performance	23.33%
		69.99%

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.