



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
ESP COURSE MANAGEMENT	8820303303	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	August 21, 2023
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
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course															
	PLO-14	Creating products related to English learning.														
	PLO-16	Demonstrate a good understanding of English language learning concepts from a national and global perspective.														
	Program Objectives (PO)															
	PO - 1	Understand and apply the concepts of developing ESP learning materials that suit the target needs of students in their learning														
	PO - 2	Select and develop ESP learning materials based on student needs and targets														
	PO - 3	Using relevant learning and IT sources as media that support the development of ESP learning materials														
	PO - 4	Demonstrate initiative, be independent, diligent in learning and participate and advocate for yourself in learning to select and develop ESP learning materials both individually and in teams														
	PLO-PO Matrix															
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-14</th> <th>PLO-16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> </tr> </tbody> </table>	P.O	PLO-14	PLO-16	PO-1			PO-2			PO-3			PO-4	
P.O	PLO-14	PLO-16														
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PO-2																
PO-3																
PO-4																

PO Matrix at the end of each learning stage (Sub-PO)

		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>																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																	PO-4																
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Short Course Description	This online ESP Materials Development course introduces the basic principles and practices of ESP material development. Students practice (practice) to develop learning objectives and develop ESP learning units (material) based on the needs of the analysis results. The scope of this course is selecting digital and non-digital media/platforms for ESP teaching and learning activities. At the end of the lecture activities, each student is expected to be able to complete the development of ESP learning materials that suit the students' needs.
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References	Main :
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1. 1. Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan
2. 2. Hutchinson, Tom & Waters, Alan. 1990. English for Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.
3. 3. Paltridge, Brian & Starfield, Sue (Eds.). 2012. The Handbook of English for Specific Purposes. Wiley-Blackwell
4. 4. Woodrow, L. 2018. Introducing Course Design in English for Specific Purposes. London: Routledge
5. 5. Day, J., & Krzanowski, M. 2011. Teaching English for specific purposes: An introduction. Cambridge: Cambridge University Press
6. 6 Norton, J., & Buchanan, H. (Eds.). 2022. The Routledge handbook of materials development for language teaching. Routledge

Supporters:

Supporting lecturer
 Drs. Fahri, M.A.
 Fauris Zuhri, S.Pd., M.Hum.
 Dr. Yuri Lolita, 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	Understand and apply the concepts of developing ESP learning materials that suit the target needs of students in their learning	Identify ESP concepts and material development. Explain ESP concepts and material development	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Active participation in KBM 2.2. Feasibility of project/product results 3.3. Completeness of practical activities and performance reports <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures and Discussions 3 X 50		<p>Material: ESP materials Bibliography: 2. Hutchinson, Tom & Waters, Alan. 1990. English for Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.</p> <p>Material: ESP materials Bibliography: 5. Day, J., & Krzanowski, M. 2011. Teaching English for specific purposes: An introduction. Cambridge: Cambridge University Press</p>	5%
2	Understand and apply the concepts of developing ESP learning materials that suit the target needs of students in their learning	<ol style="list-style-type: none"> 1. Identifying ESP concepts and developing the material 2. Explains ESP concepts and material development 	<p>Criteria: Activeness in KBM, feasibility of project/work performance results, completeness of practical activities, feasibility of performance results.</p> <p>Form of Assessment : Participatory Activities</p>	Discussion Lecture 3 X 50		<p>Material: ESP materials development References: 4. Woodrow, L. 2018. Introducing Course Design in English for Specific Purposes. London: Routledge</p>	4%
3	Using relevant learning and IT sources as media that support the development of ESP learning materials	Identifying learning sources and media that support the development of ESP material Integrating learning sources and media that support the development of ESP material Using learning resources and media that support the development of ESP material	<p>Criteria: Activeness in KBM, feasibility of project/work performance results, completeness of practical activities, feasibility of performance results.</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 demonstrations and workshops		<p>Material: Authentic materials vs commercial textbooks Bibliography: 6 Norton, J., & Buchanan, H. (Eds.). 2022. The Routledge handbook of materials development for language teaching. Routledge</p>	6%

4	Understand and apply the concepts of developing ESP learning materials that suit the target needs of students in their learning	1. Identify ESP concepts and material development. Explain ESP concepts and material development 2. Activeness in KBM, feasibility of project/work performance results, completeness of practical activities, feasibility of performance results.	Criteria: Activeness in KBM, feasibility of project/work performance results, completeness of practical activities, feasibility of performance results. Form of Assessment : Practice / Performance	Lectures and discussions 3 X 50		Material: ESP materials development References: 4. Woodrow, L. 2018. <i>Introducing Course Design in English for Specific Purposes</i> . London: Routledge	5%
5	Understand and apply the concepts of developing ESP learning materials that suit the target needs of students in their learning	Identify ESP concepts and material development. Explain ESP concepts and material development	Criteria: Activeness in KBM, feasibility of project/work performance results, completeness of practical activities, feasibility of performance results. Form of Assessment : Practice / Performance	Lectures and discussions 3 X 50		Material: ESP materials development Bibliography: 6 Norton, J., & Buchanan, H. (Eds.). 2022. <i>The Routledge handbook of materials development for language teaching</i> . Routledge	5%
6	Understand and apply the concepts of developing ESP learning materials that suit the target needs of students in their learning	Identify ESP concepts and material development. Explain ESP concepts and material development	Criteria: Activeness in KBM, feasibility of project/work performance results, completeness of practical activities, feasibility of performance results. Form of Assessment : Project Results Assessment / Product Assessment	Lectures and discussions 3 X 50		Material: ESP materials development References: 4. Woodrow, L. 2018. <i>Introducing Course Design in English for Specific Purposes</i> . London: Routledge Material: ESP materials development References: 5. Day, J., & Krzanowski, M. 2011. <i>Teaching English for specific purposes: An introduction</i> . Cambridge: Cambridge University Press	5%
7	Understand and apply the concepts of developing ESP learning materials that suit the target needs of students in their learning	Identify ESP concepts and material development. Explain ESP concepts and material development. Simulate ESP concepts and material development	Criteria: Activeness in KBM, feasibility of project/work performance results, completeness of practical activities, feasibility of performance results. Form of Assessment : Project Results Assessment / Product Assessment	Lecture Discussion 3 X 50		Material: ESP materials development References: 4. Woodrow, L. 2018. <i>Introducing Course Design in English for Specific Purposes</i> . London: Routledge	10%

8	Mid-Term Test	Confluence indicators 1-7	<p>Criteria: Activeness in KBM, feasibility of project/work performance results, completeness of practical activities, feasibility of performance results.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Written test 3 X 50		<p>Material: ESP materials development References: 4. Woodrow, L. 2018. <i>Introducing Course Design in English for Specific Purposes</i>. London: Routledge</p>	5%
9	Develop ESP learning materials that suit the target needs of students in learning ESP English	Developing ESP learning materials Demonstrating the development of ESP learning materials individually Demonstrating the development of ESP learning materials as a group (team).	<p>Criteria: Activeness in KBM, feasibility of project/work performance results, completeness of practical activities, feasibility of performance results.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based 3 X 50		<p>Material: ESP materials development Bibliography: 6 Norton, J., & Buchanan, H. (Eds.). 2022. <i>The Routledge handbook of materials development for language teaching</i>. Routledge</p>	10%
10	Develop ESP learning materials that suit the target needs of students in learning ESP English	Developing ESP learning materials Demonstrating the development of ESP learning materials individually Demonstrating the development of ESP learning materials as a group (team).	<p>Criteria: Activeness in KBM, feasibility of project/work performance results, completeness of practical activities, feasibility of performance results.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based 3 X 50		<p>Material: ESP materials development References: 4. Woodrow, L. 2018. <i>Introducing Course Design in English for Specific Purposes</i>. London: Routledge</p>	5%
11	Develop ESP learning materials that suit the target needs of students in learning ESP English	Developing ESP learning materials Demonstrating the development of ESP learning materials individually Demonstrating the development of ESP learning materials as a group (team).	<p>Criteria: Activeness in KBM, feasibility of project/work performance results, completeness of practical activities, feasibility of performance results.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based 3 X 50		<p>Material: ESP materials development Bibliography: 6 Norton, J., & Buchanan, H. (Eds.). 2022. <i>The Routledge handbook of materials development for language teaching</i>. Routledge</p>	5%
12	Develop ESP learning materials that suit the target needs of students in learning ESP English	Developing ESP learning materials Demonstrating the development of ESP learning materials individually Demonstrating the development of ESP learning materials as a group (team).	<p>Criteria: Activeness in KBM, feasibility of project/work performance results, completeness of practical activities, feasibility of performance results.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based 3 X 50		<p>Material: ESP materials development References: 4. Woodrow, L. 2018. <i>Introducing Course Design in English for Specific Purposes</i>. London: Routledge</p>	5%
13	Develop ESP learning materials that suit the target needs of students in learning ESP English	Developing ESP learning materials Demonstrating the development of ESP learning materials individually Demonstrating the development of ESP learning materials as a group (team).	<p>Criteria: Activeness in KBM, feasibility of project/work performance results, completeness of practical activities, feasibility of performance results.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based 3 X 50		<p>Material: ESP materials development Bibliography: 6 Norton, J., & Buchanan, H. (Eds.). 2022. <i>The Routledge handbook of materials development for language teaching</i>. Routledge</p>	5%

14	Develop ESP learning materials that suit the target needs of students in learning ESP English	Developing ESP learning materials Demonstrating the development of ESP learning materials individually Demonstrating the development of ESP learning materials as a group (team).	Criteria: Activeness in KBM, feasibility of project/work performance results, completeness of practical activities, feasibility of performance results. Form of Assessment : Practice / Performance	Project based 3 X 50		Material: ESP materials development References: 4. Woodrow, L. 2018. <i>Introducing Course Design in English for Specific Purposes</i> . London: Routledge	5%
15	Develop ESP learning materials that suit the target needs of students in learning ESP English	Developing ESP learning materials Demonstrating the development of ESP learning materials individually Demonstrating the development of ESP learning materials as a group (team).	Criteria: Activeness in KBM, feasibility of project/work performance results, completeness of practical activities, feasibility of performance results. Form of Assessment : Practice / Performance	Project based 3 X 50		Material: ESP materials development References: 4. Woodrow, L. 2018. <i>Introducing Course Design in English for Specific Purposes</i> . London: Routledge	10%
16	All above	All above	Criteria: Activeness in KBM, feasibility of project/work performance results, completeness of practical activities, feasibility of performance results. Form of Assessment : Practice / Performance	Project submission 3 X 50		Material: ESP materials development References: 4. Woodrow, L. 2018. <i>Introducing Course Design in English for Specific Purposes</i> . London: Routledge	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	4%
2.	Project Results Assessment / Product Assessment	55%
3.	Practice / Performance	41%
		100%

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.

