



**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
Essential English Grammar	8820302301	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	August 21, 2023
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
	Suvi Akhriyah, S.Pd., M.Pd		Abdur Rosyid			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	

<b>Learning model</b>	<b>Case Studies</b>																																																																																			
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																			
	<b>PLO-15</b>   Demonstrate oral and written competency equivalent to CEFR level B2.																																																																																			
	<b>Program Objectives (PO)</b>																																																																																			
	<b>PO - 1</b>   Students are able to demonstrate understanding on essential elements of English grammar, various grammar concepts and structures to develop a deep understanding of the rules and principles																																																																																			
	<b>PO - 2</b>   Students are able to apply appropriate grammar rules to improve written performances																																																																																			
	<b>PO - 3</b>   Students are able to analyze, edit, or proof read to eliminate errors in grammar mechanics and sentence structures using standard English conventions to rewrite better composition.																																																																																			
	<b>PLO-PO Matrix</b>																																																																																			
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px;">P.O</td> <td style="width: 100px;">PLO-15</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> </tr> </table>	P.O	PLO-15	PO-1		PO-2		PO-3																																																																												
	P.O	PLO-15																																																																																		
	PO-1																																																																																			
PO-2																																																																																				
PO-3																																																																																				
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																				
<table border="1" style="margin: auto;"> <tr> <th rowspan="2" style="width: 50px;">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> <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> </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																
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																																																																																				

**Short Course Description** | Through this subject, students explore and practice various grammar concepts and structures covering parts of speech, phrases and clauses (dependent & independent clauses), parts of a sentence, Subject Verb Agreement, types of sentences, parallel structures, tenses, and passives to gain a solid foundation in the building blocks of grammar. In addition to understanding the rules, students will also explore common errors and pitfalls in English grammar (sentence fragments and run on sentences) to improve their proofreading and editing skills, ensuring that their written work reflects a mastery of grammar. Engaging in lectures, interactive exercises, practical examples, and engaging discussions, students will develop their skills in constructing grammatically correct and coherent sentences.

**References**

**Main :**

1. Azar & Hagen, Betty Schramfer & Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.
2. Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.
3. Princeton Review. 2017. Grammar Smart 4th Edition. New York: Penguin Random House LLC.

**Supporters:**

1. Page, Mary Ellen Munoz. 2011. *ESL Grammar: Intermediate and Advanced*. New Jersey: Research & Education Association, Inc.
2. Elbaum, Sandra N. 2016. *Grammar in Context 3: Sixth Edition*. Boston: National Geographic Learning

**Supporting lecturer**  
 Drs. Fahri, M.A.  
 Henny Dwi Iswati, S.S., M.Pd.  
 Rahayu Kuswardani, S.Pd., M.AppL.  
 Nur Chakim, S.Pd., M.Pd.  
 Esti Kurniasih, S.Pd., M.Pd.  
 Nur Fauzia, S.S., M.Pd.  
 Suci Akhiriyah, 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	Students are able to explain the use of 8 kinds of parts of speech	<ol style="list-style-type: none"> <li>1.To be able to name the parts of speech</li> <li>2.To be able to identify 8 kinds of parts of speech</li> <li>3.to be able to mention characteristics of different parts of speech</li> <li>4.to be able to classify parts of speech based on their characteristics</li> </ol>	<p><b>Criteria:</b> able to classify parts of speech based on their characteristics</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecturing, discussion 2 X 50		<p><b>Material:</b> parts of speech <b>Bibliography:</b> <i>Lester &amp; Beason, Mark &amp; Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.</i></p> <p><b>Material:</b> parts of speech <b>Bibliography:</b> <i>Princeton Review. 2017. Grammar Smart 4th Edition. New York: Penguin Random House LLC.</i></p> <p><b>Material:</b> parts of speech <b>Bibliography:</b> <i>Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research &amp; Education Association, Inc.</i></p>	0%

2	Students are able to apply the correct part of speech in sentences	<ol style="list-style-type: none"> <li>1.to be able to mention characteristics of different parts of speech</li> <li>2.to be able to classify parts of speech based on their characteristics</li> <li>3.To be able to choose the appropriate part of speech to complete a sentence</li> <li>4.to be able to use the correct word formation in sentences based on the parts of speech</li> </ol>	<p><b>Criteria:</b> students are able to provide appropriate parts of speech to complete sentences</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecturing, discussion 2 X 50		<p><b>Material:</b> parts of speech <b>Bibliography:</b> <i>Lester &amp; Beason, Mark &amp; Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.</i></p> <hr/> <p><b>Material:</b> parts of speech <b>Bibliography:</b> <i>Princeton Review. 2017. Grammar Smart 4th Edition. New York: Penguin Random House LLC.</i></p> <hr/> <p><b>Material:</b> parts of speech <b>Bibliography:</b> <i>Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research &amp; Education Association, Inc.</i></p>	5%
3	Students are able to outline the characteristics of phrases, clauses, and sentences	<ol style="list-style-type: none"> <li>1.To be able to identify phrases</li> <li>2.to be able to identify clauses</li> <li>3.to be able to distinguish between phrase and clause</li> <li>4.to be able to identify kinds of phrases</li> <li>5.to be able to identify independent and dependent clauses</li> </ol>	<p><b>Criteria:</b> able to identify errors in sentences in terms of sentence fragments</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	lecturing, discussion 2 X 50		<p><b>Material:</b> basic phrases, sentences and clauses <b>Reference:</b> <i>Lester &amp; Beason, Mark &amp; Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.</i></p> <hr/> <p><b>Material:</b> phrases, clauses <b>Bibliography:</b> <i>Princeton Review. 2017. Grammar Smart 4th Edition. New York: Penguin Random House LLC.</i></p>	5%

4	<p>1.Students are able to analyze parts of a sentence</p> <p>2.Students are able to edit sentence fragments into complete sentences</p>	<p>1.To be able to identify parts of a sentence</p> <p>2.To be able to identify sentence fragments</p> <p>3.to be able to edit sentence fragments into complete sentences</p>	<p><b>Criteria:</b> able to edit sentence fragments into complete sentences</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	lecturing, discussion 2 X 50		<p><b>Material:</b> writing complete sentences</p> <p><b>Reference:</b> <i>Lester &amp; Beason, Mark &amp; Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.</i></p> <p><b>Material:</b> Part 2. The sentence: The Subject (B) The Predicate</p> <p><b>Bibliography:</b> <i>Princeton Review. 2017. Grammar Smart 4th Edition. New York: Penguin Random House LLC.</i></p>	5%
5	<p>1.Students are able to produce the correct form of sentences based on the rule of Subject Verb Agreement</p> <p>2.Students are able to correct errors in sentences related to subject verb agreement</p>	<p>1.To be able to choose the correct subjects and verbs to create sentences with appropriate subject verb agreement</p> <p>2.to be able to identify and correct errors in sentences related to subject verb agreement</p>	<p><b>Criteria:</b> -</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecturing, discussion 2 X 50		<p><b>Material:</b> subject verb agreement</p> <p><b>References:</b> <i>Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i></p> <p><b>Material:</b> subject verb agreement</p> <p><b>References:</b> <i>Lester &amp; Beason, Mark &amp; Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.</i></p> <p><b>Material:</b> subject verb agreement</p> <p><b>Bibliography:</b> <i>Princeton Review. 2017. Grammar Smart 4th Edition. New York: Penguin Random House LLC.</i></p>	5%

6	<p>1. Students are able to analyze types of sentences</p> <p>2. Students are able to construct proper sentences based on sentence types</p>	<p>1. to be able to Identify types of sentences based on purpose</p> <p>2. to be able to identify types of sentences based on structure</p> <p>3. to be able to Identify coordinating conjunctions and subordinating conjunctions</p> <p>4. to be able to combine independent Clauses by using proper Coordinating Conjunction (FANBOYS)</p> <p>5. to be able to construct sentences using Coordinating Conjunction (FANBOYS)</p>	<p><b>Criteria:</b> -</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecturing, discussion 2 X 50		<p><b>Material:</b> sentences</p> <p><b>Reference:</b> <i>Lester &amp; Beason, Mark &amp; Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.</i></p> <hr/> <p><b>Material:</b> sentences</p> <p><b>Bibliography:</b> <i>Princeton Review. 2017. Grammar Smart 4th Edition. New York: Penguin Random House LLC.</i></p>	5%
7	<p>1. Students are able to edit run on sentences</p> <p>2. Students are able to edit errors in writing related to types of sentences</p>	<p>1. to be able to identify and edit run on sentences</p> <p>2. to be able to identify and edit errors in writing related to types of sentences</p>	<p><b>Criteria:</b> -</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Lecturing, discussion 2 X 50		<p><b>Material:</b> types of sentences</p> <p><b>Reference:</b> <i>Lester &amp; Beason, Mark &amp; Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.</i></p> <hr/> <p><b>Material:</b> types of sentences</p> <p><b>Reference:</b> <i>Princeton Review. 2017. Grammar Smart 4th Edition. New York: Penguin Random House LLC.</i></p>	10%

8	midterm test	<p>1.to be able to combine independent Clauses by using proper Coordinating Conjunction (FANBOYS)</p> <p>2.to be able to identify and edit errors related to types of sentences</p>	<p><b>Criteria:</b> -</p> <p><b>Form of Assessment :</b> Test</p>	midterm test 2 X 50	midterm test	<p><b>Material:</b> all materials  <b>References:</b>  <i>Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i></p> <hr/> <p><b>Material:</b> all materials  <b>Bibliography:</b>  <i>Lester &amp; Beason, Mark &amp; Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.</i></p> <hr/> <p><b>Material:</b> all materials  <b>Bibliography:</b>  <i>Princeton Review. 2017. Grammar Smart 4th Edition. New York: Penguin Random House LLC.</i></p>	15%
---	--------------	---	---	------------------------	--------------	---	-----

9	<p>1. Students are able to recognize proper parallel stacks in parallel structure</p> <p>2. Students are able to construct the correct form of parallel structure</p>		<p><b>Criteria:</b> -</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	2 X 50		<p><b>Material:</b> parallel structure <b>References:</b> <i>Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i></p> <hr/> <p><b>Material:</b> parallel structure <b>References:</b> <i>Lester &amp; Beason, Mark &amp; Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.</i></p> <hr/> <p><b>Material:</b> parallel structure <b>References:</b> <i>Lester &amp; Beason, Mark &amp; Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.</i></p> <hr/> <p><b>Material:</b> parallel structure <b>Bibliography:</b> <i>Princeton Review. 2017. Grammar Smart 4th Edition. New York: Penguin Random House LLC.</i></p>	5%
---	---	--	---	--------	--	--	----

10	Students are able to correct faulty parallelism	<ol style="list-style-type: none"> <li>1.To be able to recognize proper parallel stacks in parallel structures</li> <li>2.to be able to Apply proper coordinating conjunctions and paired conjunctions to form parallel structures</li> <li>3.to be able to use proper punctuation in parallelism</li> </ol>	<p><b>Criteria:</b> -</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Lecturing, discussion 2 X 50		<p><b>Material:</b> parallel structure <b>References:</b> <i>Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i></p> <hr/> <p><b>Material:</b> parallel structure <b>References:</b> <i>Lester &amp; Beason, Mark &amp; Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.</i></p> <hr/> <p><b>Material:</b> parallel structure <b>Bibliography:</b> <i>Princeton Review. 2017. Grammar Smart 4th Edition. New York: Penguin Random House LLC.</i></p>	5%
11	Students are able to compare the use of past, present, and future tenses	<ol style="list-style-type: none"> <li>1.To be able to identify the tenses used in sentences</li> <li>2.to be able to explain the verb tense for past, present, and future tenses</li> <li>3.to be able to choose the correct verb tenses based on the context</li> </ol>	<p><b>Criteria:</b> able to choose the correct verb tenses based on the context</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecturing, discussion 2 X 50		<p><b>Material:</b> tenses <b>References:</b> <i>Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i></p> <hr/> <p><b>Material:</b> verb tense <b>Bibliography:</b> <i>Princeton Review. 2017. Grammar Smart 4th Edition. New York: Penguin Random House LLC.</i></p> <hr/> <p><b>Material:</b> tenses <b>References:</b> <i>Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning</i></p>	5%



12	Students are able to use the correct tenses of past, present, and future in sentences	<ol style="list-style-type: none"> <li>1.To be able to identify the tenses used in sentences</li> <li>2.to be able to explain the verb tense for past, present, and future tenses</li> <li>3.to be able to choose the correct verb tenses based on the context</li> </ol>	<p><b>Criteria:</b> able to choose the correct verb tenses based on the context</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Lecturing, discussion 2 X 50		<p><b>Material:</b> tenses <b>References:</b> <i>Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i></p> <hr/> <p><b>Material:</b> verb tenses <b>Library:</b> <i>Princeton Review. 2017. Grammar Smart 4th Edition. New York: Penguin Random House LLC.</i></p> <hr/> <p><b>Material:</b> tenses <b>References:</b> <i>Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning</i></p>	5%
13	Students are able to correct errors in sentences related to tenses	<ol style="list-style-type: none"> <li>1.To be able to use the correct form of verb tenses based on the context</li> <li>2.to be able to write sentences using past, present, and future tenses</li> </ol>	<p><b>Criteria:</b> able to use the correct form of verb tenses based on the context</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Lecturing, discussion 2 X 50		<p><b>Material:</b> tenses <b>References:</b> <i>Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i></p> <hr/> <p><b>Material:</b> verb tenses <b>Library:</b> <i>Princeton Review. 2017. Grammar Smart 4th Edition. New York: Penguin Random House LLC.</i></p> <hr/> <p><b>Material:</b> tenses <b>References:</b> <i>Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning</i></p>	5%

14	<p>1. Students are able to indicate the voice of sentences based on the context</p> <p>2. Students are able to construct the correct form of passive voice</p>	<p>1. To be able to identify the voice of sentences based on the context</p> <p>2. to be able to Use the correct verb in sentences based on the voice of the sentences</p> <p>3. to be able to construct passive voice based on the given context</p> <p>4. to be able to identify and edit errors in passive voice</p>	<p><b>Criteria:</b> able to Use the correct verb in sentences based on the voice of the sentences</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	lecturing, discussion 2 X 50	lecturing, discussion	<p><b>Material:</b> passive voice</p> <p><b>References:</b> <i>Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i></p> <hr/> <p><b>Material:</b> passive voice</p> <p><b>Reference:</b> <i>Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research &amp; Education Association, Inc.</i></p> <hr/> <p><b>Material:</b> passive voice</p> <p><b>Reference:</b> <i>Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning</i></p>	5%
----	--	---	---	---------------------------------	-----------------------	---	----

15	Students are able to edit errors in passive voice	<p>1.To be able to identify the voice of sentences based on the context</p> <p>2.to be able to Use the correct verb in sentences based on the voice of the sentences</p> <p>3.to be able to construct passive voice based on the given context</p> <p>4.to be able to identify and edit errors in passive voice</p>	<p><b>Criteria:</b> able to Use the correct verb in sentences based on the voice of the sentences</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	lecturing, discussion 2 x 50 minutes	lecturing, discussion 2 x 50 minutes	<p><b>Material:</b> passive voice</p> <p><b>References:</b> <i>Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i></p> <hr/> <p><b>Material:</b> passive voice</p> <p><b>Reference:</b> <i>Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research &amp; Education Association, Inc.</i></p> <hr/> <p><b>Material:</b> passive voice</p> <p><b>Reference:</b> <i>Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning</i></p>	5%
16	final term test		<p><b>Form of Assessment :</b> Test</p>	written test 2 x 50 minutes	written test 2 x 50 minutes	<p><b>Material:</b> all materials</p> <p><b>References:</b> <i>Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i></p> <hr/> <p><b>Material:</b> all materials</p> <p><b>Bibliography:</b> <i>Lester &amp; Beason, Mark &amp; Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.</i></p> <hr/> <p><b>Material:</b> all materials</p> <p><b>Bibliography:</b> <i>Princeton Review. 2017. Grammar Smart 4th Edition. New York: Penguin Random House LLC.</i></p>	15%

### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	45%
2.	Portfolio Assessment	25%
3.	Test	30%
		100%

### 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.