

	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 Speaking Skills	8820302245		T=2	P=0	ECTS=3.18	1	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	
Learning model	Project Based Learning						
Program Learning Outcomes (PLO)	PLO study program which is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">P.O</div>					
Short Course Description	<p>This course exposes students to university classroom behaviors and daily interactions, including introductions, asking and answering questions, and interacting in basic conversation at pre-intermediate level. It also prepares students to participate actively in whole class and small group discussions by using social courtesies specific to group discussions, including: turn taking, listening to the speaker; making connections with the speaker; interrupting and responding appropriately, coping with disagreements and using a variety of appropriate verbal and non-verbal features which are equivalent to the intermediate levels of work to gain and regain attention, communicate ideas, cope with disagreements and obtain feedback. The topics in this course are introduced via articles which model academic rhetoric, provide topic-specific information, and contextualize language targets. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answer.</p>						
	References	Main :					
<p>1. Kirkpatrick, B. 2004. English for Social Interactions: Social Expressions . Singapore: Learners Publishing, Ltd. 2. Learning Express. 2005. Reasoning Skills Success in 20 Minutes A Day . Learning Express, LLC. New York. 3. Denison, Charis. The Daily Dilemma. Available at http://www.goodcharacter.com/dilemma/dilemma8.html 4. Gibson, Jamie. Elementary Problem Solving Manual. 2014. Available at http://www.jefferson.kyschools.us/Departments/AcademicsActivitiesAthletics/ProblemSolvingElem.pdf 5. Ur, Penny. 1981. Discussions That Work: Task-Centered Fluency Practice. Cambridge ; New York : Cambridge University Press</p>							
Supporters:							
Supporting lecturer	Drs. Fahri, M.A. Sumarningsih, S.Pd., M.Pd. Dr. Yuri Lolita, S.Pd., M.Pd. Nur Fauzia, S.S., M.Pd. Asrori, S.S., M.Pd. Lisetyo Ariyanti, S.S., M.Pd. Sueb, 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	To understand the concept of group discussions	To be able to: • explain the types of discussion • discuss the ways of organizing group discussion • identify the task of each role in a group discussion • explain the discussion etiquette		Small Group Discussion, lecturing, and questions and answers 2 X 50			0%
2	To apply problem solving and analytical skills in a group discussion	To be able to: • demonstrate the stages of solving a problem • demonstrate problem-solving skills in a group discussion • develop analytical and problem-solving skills		Discussion, lecturing, and questions and answers 2 X 50			0%
3	• To apply decision making skills in a group discussion • To apply language functions needed in a group discussion	To be able to: • employ the theory of decision making • identify the key steps in decision making • identify some common cognitive biases • use the correct language functions needed in a group discussion		Discussion, lecturing, and questions and answers 2 X 50			0%
4	• To analyze a given topic using the affinity diagram in a group discussion • To apply language functions needed in a group discussion	To be able to: • apply the procedure of affinity diagram in a group discussion • list the ideas of given topic • classify the ideas of given topic • highlight ideas in depth • take part in a group discussion • use the correct language functions needed		Discussion, lecturing and questions and answers 2 X 50			0%

5	<ul style="list-style-type: none"> To analyze a given topic using the affinity diagram in a group discussion To apply language functions needed in a group discussion 	<p>To be able to:</p> <ul style="list-style-type: none"> apply the procedure of affinity diagram in a group discussion list the ideas of given topic classify the ideas of given topic highlight ideas in depth take part in a group discussion use the correct language functions needed 		Discussion, lecturing and questions and answers 2 X 50			0%
6	<ul style="list-style-type: none"> To analyze given topic using the T-chart diagram in a group discussion To apply language functions needed in a group discussion 	<p>To be able to:</p> <ul style="list-style-type: none"> apply the procedure of T-chart diagram in a group discussion choose the ideas to compare discuss ideas in depth compare issues related to the ideas discussed take part in a group discussion use the correct language functions needed 		Discussion, lecturing and questions and answers 2 X 50			0%
7	<ul style="list-style-type: none"> To analyze given topic using the T-chart diagram in a group discussion To apply language functions needed in a group discussion 	<p>To be able to:</p> <ul style="list-style-type: none"> apply the procedure of T-chart diagram in a group discussion choose the ideas to compare discuss ideas in depth compare issues related to the ideas discussed take part in a group discussion use the correct language functions needed 		Discussion, lecturing and questions and answers 2 X 50			0%
8	Midterm Test			2 X 50			0%

9	<ul style="list-style-type: none"> • To analyze given topic using the SWOT analysis diagram in a group discussion • To apply language functions needed in a group discussion 	<p>To be able to:</p> <ul style="list-style-type: none"> • apply the procedure of SWOT analysis diagram in a group discussion • analyze the ideas of given topic • categorize the ideas based on whether it's a strength or weakness • investigate all opportunities and threats that exist in the future • create an action plan • take part in a group discussion • use the correct language functions needed 		<p>Discussion, lecturing and questions and answers 2 X 50</p>			0%
10	<ul style="list-style-type: none"> • To analyze given topic using the SWOT analysis diagram in a group discussion • To apply language functions needed in a group discussion 	<p>To be able to:</p> <ul style="list-style-type: none"> • apply the procedure of SWOT analysis diagram in a group discussion • analyze the ideas of given topic • categorize the ideas based on whether it's a strength or weakness • investigate all opportunities and threats that exist in the future • create an action plan • take part in a group discussion • use the correct language functions needed 		<p>Discussion, lecturing and questions and answers 2 X 50</p>			0%

11	<ul style="list-style-type: none"> • To analyze a given topic using the Fishbone diagram in a group discussion • To apply language functions needed in a group discussion 	<p>To be able to:</p> <ul style="list-style-type: none"> • apply the procedure of Fishbone diagram to solve the problem • analyze the ideas of a given topic • breakdown the ideas based on whether it's a cause or problem • classify the ideas of a given topic • discuss ideas in depth • create an action plan • take part in a group discussion • use the correct language functions needed 		<p>Discussion, lecturing and questions and answers 2 X 50</p>			0%
12	<ul style="list-style-type: none"> • To analyze a given topic using the Fishbone diagram in a group discussion • To apply language functions needed in a group discussion 	<p>To be able to:</p> <ul style="list-style-type: none"> • apply the procedure of Fishbone diagram to solve problems • analyze the ideas of given topic • breakdown the ideas based on whether it's a cause or problem • classify the ideas of given topic • discuss ideas in depth • create an action plan • take part in a group discussion • use the correct language functions needed 		<p>Discussion, lecturing and questions and answers 2 X 50</p>			0%
13	<p>To apply the acquired knowledge of group discussion</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • choose the fitting graphic organizer to cater a group discussion • use the graphic organizer in a group discussion • take part in a group discussion • use the correct language functions needed 		<p>Group discussion 2 X 50</p>			0%

14	To apply the acquired knowledge of group discussion	To be able to:• choose the fitting graphic organizer to cater a group discussion• use the graphic organizer in a group discussion• take part in a group discussion• use the correct language functions needed		Group discussion 2 X 50			0%
15	To apply the acquired knowledge of group discussion	To be able to:• choose the fitting graphic organizer to cater a group discussion• use the graphic organizer in a group discussion• take part in a group discussion• use the correct language functions needed		Group discussion 2 X 50			0%
16	Final Test			2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

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.
- 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.

