



**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
Functional Grammar	8820302299	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	April 29, 2023
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
	Henny Dwi Iswati		.....			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	

<b>Learning model</b>	Case Studies
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																	
	<b>PLO-13</b>	Conduct research and study English language learning.																																
	<b>PLO-15</b>	Demonstrate oral and written competency equivalent to CEFR level B2.																																
	<b>Program Objectives (PO)</b>																																	
	<b>PLO-PO Matrix</b>																																	
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-13</td> <td>PLO-15</td> </tr> </table>	P.O	PLO-13	PLO-15																													
P.O	PLO-13	PLO-15																																
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																		
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

<b>Short Course Description</b>	This course focuses on further practices on the concepts of grammatical form and function. It will specifically allow students to examine how grammar works in context. By the end of the semester, students will be able to apply easily and correctly more advanced clause structures covering adjective clauses, noun clauses, and adverb clauses in their speaking and writing. In addition, students will apply these concepts in their writing by analyzing grammatical structure and usage as well as the ability to analyze their own writing and the writing of others for errors. All teaching and learning activities are conducted through lecturing, discussing and exercising.
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<b>References</b>	<b>Main :</b>	
		1. 1. Azar & Hagen, Betty Schramfer & Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education. 2. Elbaum, Sandra N. 2016. Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.
	<b>Supporters:</b>	
		1. 1. Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill. 2. Murphy, Raymond. 2011. English Grammar in Use. Cambridge: Cambridge University Press. 3. Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc. 4. Hewings, Martin. 2013. Advanced English Grammar in Use:third edition.Cambridge: Cambridge University Press.

<b>Supporting lecturer</b>	Henny Dwi Iswati, S.S., M.Pd. Rahayu Kuswardani, S.Pd., M.AppL. Suvi Akhriyah, S.Pd., M.Pd. Abdur Rosyid, S.Pd., M.TESOL. Dr. Muhaimin Abdullah, S.Pd., M.Pd. Rizki Ramadhan, M.Pd.
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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	<p>1.To understand the definition of Adjective clause</p> <p>2.- complete sentences using the correct relative pronouns - combine two sentences using correct relative pronouns - Identify adjective clauses in sentences.</p>	<p>To be able to: - 4</p>	<p><b>Criteria:</b> -</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Lecturing, discussion 2 X 50</p>		<p><b>Material:</b> : - Adjective Clause - Relative Pronouns who, whom, which, that, whose, when, and where Prepositions in adjective clauses. <b>References:</b> 1. Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i> 2. Elbaum, Sandra N. 2016. <i>Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.</i></p>	2%
2	<p>1.To know how to use Adjective Clauses.</p> <p>2.- complete sentences using the correct relative pronouns - combine two sentences using correct relative pronouns</p>	<p>To be able to: · Explaining the use of Adjective Clause · Creating their own sentence using Adjective Clause · Deciding what Relative Pronoun will be used based on their function</p>	<p><b>Criteria:</b> -</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Lecturing, discussion 2 X 50</p>		<p><b>Material:</b> - Adjective Clause - Relative Pronouns who, whom, which, that, whose, when, and where Prepositions in adjective clauses <b>References:</b> 1. Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition . White Plains, NY: Pearson Education.</i> 2. Elbaum, Sandra N. 2016. <i>Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.</i></p>	5%

3	<p>1.To analyze adjective clauses in sentences</p> <p>2.- Identify adjective clauses found in English text. - Identify errors in adjective clauses in a text. -- Correct errors in adjective clauses - Identify incorrect forms of adjective clauses in students' writing. - Correct errors in their own writing</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- Identify the tenses used in sentences</li> <li>- Explain the verb tense for past, present, and future tenses -</li> <li>Choose the correct verb tenses based on the context</li> </ul>	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Form of Assessment :</b></p> <p>Practice / Performance</p>	<p>Presentation, discussion 2 X 50</p>			2%
4	<p>1.To understand the definition and know how to use restrictive Vs. non-restrictive clauses; reduced Adjective Clause</p> <p>2. Identify restrictive and non-restrictive clauses. Use restrictive and non-restrictive clauses [when to use a comma or not] in the correct form.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- identifying restrictive clauses -</li> <li>identifying non - restrictive clauses -</li> <li>distinguishing restrictive Vs non - restrictive in Adjective Clause.</li> </ul>	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Form of Assessment :</b></p> <p>Participatory Activities</p>	<p>lecturing, discussion 2 X 50</p>		<p><b>Material:</b> restrictive Vs. non-restrictive clauses; reduced Adjective Clause</p> <p><b>Bibliography:</b></p> <p>1. Azar &amp; Hagen, Betty Schramfer &amp; Stacy A. 2016. <i>Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education.</i></p> <p>2. Elbaum, Sandra N. 2016. <i>Grammar in Context 3: Sixth Edition. Boston: National Geographic Learning.</i></p>	2%
5	<p>1.To understand the definition and know how to use reduced adjective clause</p> <p>2. identify the form of reduced adjective clause. Reduce adjective clause into adjective phrase. Use the correct form of adjective phrase combine two clauses using adjective phrase. - Correct errors in reduced adjective clauses</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- Explaining the use of reduced adjective clause ·</li> <li>using reduced adjective clause correctly in sentences ·</li> <li>identifying the error use of reduced adjective clause in sentences ·</li> <li>correcting the error use of reduced adjective clause in sentences ·</li> <li>changing adjective clause into adjective phrase</li> </ul>	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Form of Assessment :</b></p> <p>Participatory Activities</p>	<p>Lecturing, discussion 2 X 50</p>			5%

6	<p>1.To understand the definition and know how to use Noun Clause.</p> <p>2.- identify noun clause that begins with a question word; if/whether; that - classify the function of noun clauses in sentences</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- identifying the sentence patterns of Noun Clauses</li> <li>- completing the sentence using the clause given in Noun Clauses</li> <li>- Writing their own noun clause</li> </ul>	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Form of Assessment :</b></p> <p>Participatory Activities</p>	<p>Lecturing, discussion</p> <p>2 X 50</p>		5%
7	<p>1.To analyze Noun clauses in sentences</p> <p>2.To analyze Noun clauses in sentences</p> <p>Indicators : -</p> <ul style="list-style-type: none"> <li>- Correct errors in Noun clauses</li> <li>- Identify incorrect form of noun clauses in students' writing. Correct errors in their own writing.</li> </ul>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- completing sentences using Noun Clause</li> <li>- create noun clauses in sentences using the correct coordinating conjunction .</li> </ul>	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Form of Assessment :</b></p> <p>Participatory Activities</p>	<p>Lecturing, discussion</p> <p>2 X 50</p>		5%
8	<p>1.To analyze Noun clauses in sentences</p> <p>2.- Correct errors in noun clauses</p> <ul style="list-style-type: none"> <li>- Identify incorrect forms of noun clauses in students' writing. Correct errors in their own writing</li> </ul>	<ul style="list-style-type: none"> <li>- correcting the errors in noun clauses</li> <li>- doing self-editing in their own writing as well as others writing for errors</li> </ul>	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Form of Assessment :</b></p> <p>Practice / Performance</p>	<p>Lecturing, discussion</p> <p>2 X 50</p>		2%
9	MID TERM	MID TERM	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Form of Assessment :</b></p> <p>Test</p>	<p>-</p> <p>2 X 50</p>		20%
10	<p>1.To understand and to know how to use Direct Speech and Indirect Speech</p> <p>2.- Use the proper punctuation, capitalization and quotation marks in direct speech and indirect speech</p> <ul style="list-style-type: none"> <li>- Change direct speech into indirect speech using the correct tenses, pronouns and adverbs</li> </ul>	<p>To be able to</p> <ul style="list-style-type: none"> <li>- identify phrases and clauses</li> <li>- distinguish between phrases and clauses</li> <li>- identify types of phrases</li> <li>- identify independent and dependent clauses</li> </ul>	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Form of Assessment :</b></p> <p>Participatory Activities</p>	<p>Lecturing, discussion</p> <p>2 X 50</p>		5%

11	<p>1.To understand the definition and know how to use Adverb Clause</p> <p>2.To list words used to introduce adverb clauses</p> <p>To classify the function of adverb clauses</p> <p>To structure sentences using adverb clauses</p>	<p>Explaining the use of Adverb Clause</p> <p>Identifying types of adverb clause</p> <p>Exploring some examples</p> <p>Adverb Making sentences containing Adverb Clause using their own words</p>	<p><b>Criteria:</b> -</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Lecturing, discussion 2 X 50</p>		5%
12	<p>1.To analyze reduced adverb clause</p> <p>2.to identify reduced adverb clause to change adverb clause into reduced adverb clause</p>	<p>using reduced adverb clause correctly in sentences</p> <p>identifying the error use of reduced adverb clause in sentences</p> <p>correcting the error use of reduced adverb clause in sentences</p>	<p><b>Criteria:</b> -</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Lecturing, discussion 2 X 50</p>		2%
13	<p>1.To analyze students' writing</p> <p>2.find errors in their writing - revise their writing</p>	<p>Finding the errors from their own writing -</p> <p>Revising their writing based on the grammar rubric given</p>	<p><b>Criteria:</b> -</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	<p>Lecturing, discussion 2 X 50</p>		5%
14	<p>1.To analyze students' writing</p> <p>2.find errors in their writing - revise their writing</p>	<p>Finding the errors from their own writing -</p> <p>Revising their writing based on the grammar rubric given</p>	<p><b>Criteria:</b> -</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>lecturing, discussion 2 X 50</p>	<p>lecturing, discussion</p>	2%
15	<p>1.To analyze students' own writing</p> <p>2.find errors in their writing - revise their writing</p>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>- Identify the voice of sentences -</li> <li>Identify the agent in passive voice</li> <li>- Rewrite active sentences into passive voice</li> <li>incorrect passive voice</li> <li>- apply the correct verbs for passive voice -</li> <li>Construct passive voice based on the context given</li> <li>- Identify and edit errors in passive voice</li> <li>- justify the voice of sentences based on the context</li> </ul> <p>Answer questions in standardized English test related to passive forms</p>	<p><b>Criteria:</b> -</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	<p>lecturing, discussion 2 X 50</p>	<p>lecturing, discussion</p>	3%

16	FINAL TEST		<b>Form of Assessment :</b> Test				30%
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**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Participatory Activities	38.5%
2.	Project Results Assessment / Product Assessment	3.5%
3.	Portfolio Assessment	1.5%
4.	Practice / Performance	6.5%
5.	Test	50%
		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.**