



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																																																											
Grammar in Use	8820303251		T=3	P=0	ECTS=4.77	2	July 18, 2024																																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																												
			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																																																																	
	Program Objectives (PO)																																																																	
	PLO-PO Matrix																																																																	
		P.O																																																																
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																																																	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 5%;">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 style="height: 20px;"></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																
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References	Main : 1. Azar, Betty Schramfer. 2002. Understanding and Using English Grammar . White Plains, NY:Pearson Education 2. Eastwood, John.2002. Oxford Practice Grammar . Oxford:Oxford University Press. 3. Hewings, Martin. 2013. Advanced English Grammar in Use:third edition .Cambridge: Cambridge University Press. 4. Steer, Jecelyn. 1998. Advanced English Grammar . Boston: Heinle&Heinle 5. Umstatter, Jack. 2002. English Brainstormers Games and Activities. San Francisco:Josseybass. Supporters:																																																																	
Supporting lecturer	Sumarningsih, S.Pd., M.Pd. Henny Dwi Iswati, S.S., M.Pd. Suvi 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	Introduction to Grammar in Use	To review previous materials in Essential English Grammar		Discussion 3 X 50			0%																																																											

2	To understand the definition and know how to use Adjective Clause	<ol style="list-style-type: none"> 1.students are able to complete sentences using the correct relative pronouns 2.combine two sentences using correct relative pronouns 3.Identify adjective clauses in sentences 4.identify the noun that the adjective clause is modifying. 5.use the correct verb that agrees with the noun modified by the adjective clause. 6.use prepositions in adjective clauses 		LecturingDiscussionQuestioning 3 X 50			0%
3	To understand the definition and know how to use Adjective Clause	<ol style="list-style-type: none"> 1.students are able to complete sentences using the correct relative pronouns 2.combine two sentences using correct relative pronouns 3.Identify adjective clauses in sentences 4.identify the noun that the adjective clause is modifying. 5.use the correct verb that agrees with the noun modified by the adjective clause. 6.use prepositions in adjective clauses 		LecturingDiscussionQuestioning 3 X 50			0%

4	To analyze adjective clauses in sentences	<ol style="list-style-type: none"> 1. Students are able to Identify adjective clauses found in English text. 2. Identify errors in adjective clauses in a text. 3. Correct errors in adjective clauses 4. Identify incorrect forms of adjective clauses in students' writing. 5. Correct errors in their own writing. 		Lecturing, discussion, questioning 3 X 50			0%
5	To understand the definition and know how to use restrictive Vs. non-restrictive clauses; reduced Adjective Clause	<ol style="list-style-type: none"> 1. students are able to Identify restrictive and non-restrictive clauses. 2. Use restrictive and non-restrictive clauses [when to use a comma or not] in the correct form. 3. identify the form of reduced adjective clause. 4. Reduce adjective clause into adjective phrase. 5. Use the correct form of adjective phrase 6. combine two clauses using adjective phrase. 		3 X 50			0%

6	To understand the definition and know how to use Noun Clause.	<ol style="list-style-type: none"> 1. Students are able to identify noun clause that begins with a question word; if/whether; that 2. classify the function of noun clauses in sentences 3. create noun clauses in sentences using the correct word order. 4. compare and analyze normal question word order Vs noun clause word order 5. complete sentences using Noun Clauses 		Lecturing, discussion, questioning 3 X 50			0%
7	To analyze Noun clauses in sentences	<ol style="list-style-type: none"> 1. Correct errors in Noun Clause 2. Identify incorrect forms of noun clauses in students' writing. 3. Correct errors in their own writing. 		3 X 50			0%
8	MID TERM TEST	MID TERM TEST		3 X 50			0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.