	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
Process in ELT	8820302275		T=2	P=0	ECTS=3.18	6	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 which is charged to the course
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This subject explores the application of English/American prose (short story or novel excerpt) and English translations of prose for English language learning in primary and secondary schools. This covers: (1) the concepts of prose literary elements and the principles of using English/American prose in EFL classrooms, (2) the steps to design a lesson plan using English/American prose, (3) the application of English/American process in EFL classrooms and its reflection. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References	Main :	

1.
[1]. Barnet, Sylvan, M. Berman, W. Burto, dan M. Stubbs. 1996. *Literature for Composition: Essays, Fiction, Poetry, and Drama* . New York: Harper Collins
[2]. Lazar, Gillian. 2009. *Literature and language Teaching (19th edition): A Guide for Teachers and Trainers* . Great Britain: Cambridge University Press.
[3]. McCarthy, Tara. 1997 *Teaching Literary Elements: Easy Strategies and Activities to Help Kids Explore and Enrich Their Experiences with Literature* . New York: Scholastic Professional Books.
[4]. Amigoni, David. 2000. The English Novel and Prose narrative. Edinburgh: Edinburgh University Press.
[5]. Vandergrift, Kay E. 1990. Children's Literature: Theory, Research, and Teaching. Colorado: Libraries Unlimited Inc.

Supporters:	

Supporting lecturer	Rahayu Kuswardani, S.Pd., M.AppL.

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				2 X 50			0%
2				2 X 50			0%
3				2 X 50			0%
4				2 X 50			0%
5				2 X 50			0%
6				2 X 50			0%
7				2 X 50			0%
8				2 X 50			0%
9				2 X 50			0%
10				2 X 50			0%
11				2 X 50			0%
12				2 X 50			0%
13				2 X 50			0%
14				2 X 50			0%
15				2 X 50			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.