

 UNESA	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	
Intermediate Engl. grammar		8820302097		T=2	P=0	ECTS=3.18	5	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								
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">P.O</div>							
Short Course Description	Through this subject, students explore and practice various grammar structures covering parts of speech, tenses, Subject Verb Agreement, gerunds and infinitives, phrases and clauses (noun, adjective, and adverb clauses), Types of Sentence (dependent & independent clauses), parallel structure, and passive. In addition, students will demonstrate the ability to improve their written performances in various ways to support them in producing sentences and analyzing errors in sentences. Students are also expected to acquire knowledge in solving grammar exercises in standardized English proficiency tests. All teaching learning activities are conducted through lecturing, discussion, presentation, and exercising many grammar practices.								
	References	Main :							
<ol style="list-style-type: none"> 1. Azar, Betty Schramfer. 2002. Understanding and Using English Grammar . White Plains, NY: Pearson Education. 2. Holt, Rinehart, & Winston, 2005. Element of Language: Grammar, Usage, and Mechanics Language Skills Practice . 3. Murphy, Raymond. 2011. English Grammar in Use . Cambridge: Cambridge University Press. 4. Pavlik, Cheryl. 2004. Grammar Sense 2 . Oxford: Oxford University Press. 5. Steer, Jecelyn. 1998. Advanced English Grammar . Boston: Heinle&Heinle. 									
Supporters:									
Supporting lecturer	Henny Dwi Iswati, S.S., M.Pd. Nur Chakim, S.Pd., M.Pd. Zainul Aminin, S.Pd., M.Pd. Suvi Akhriyah, S.Pd., M.Pd.								
Week-	Final abilities of each learning	Evaluation			Help Learning, Learning methods, Student Assignments, [Estimated time]			Learning materials [References	Assessment Weight (%)

	stage (Sub-PO)	Indicator	Criteria & Form	Offline (<i>offline</i>)	Online (<i>online</i>)	1	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	To understand the use of 8 kinds of parts of speech	To be able to: - Name the parts of speech - - Identify 8 kinds of parts of speech - - Mention characteristics of different parts of speech - - Classify parts of speech based on their characteristics		3 X 50			0%
2	To apply the correct part of speech in sentences	To be able to: - choose the appropriate part of speech to complete a sentence - - Use the correct word formation in sentences based on the parts of speech - - Write appropriate parts of speech to complete sentences		3 X 50			0%
3	To understand the use of past, present, and future tenses	To be able to: - Identify the tenses used in sentences - - Explain the verb tense for past, present, and future tenses - - Choose the correct verb tenses based on the context		3 X 50			0%
4	To understand the use of past, present, and future tenses	To be able to: - Identify the tenses used in sentences - - Explain the verb tense for past, present, future tenses - - Choose the correct verb tenses based on the context of the tenses		3 X 50			0%
5	To apply the correct tenses of past, present, and future	To be able to: - Change verbs into the correct form of tenses based on the context - - Write sentences using past, present, and future tenses - - Answer questions concerning tenses in a standardized English proficiency test		3 X 50			0%

6	To apply the rule of Subject Verb Agreement	To be able to: - State the rules of Subject Verb Agreement - Identify and correct errors in subject verb agreement - Choose the correct subjects and verbs to create sentences with appropriate subject verb agreement		3 X 50			0%
7	To produce the correct form of sentences based on the rule of Subject Verb Agreement	To be able to: - Choose the correct subjects and verbs to create sentences with appropriate subject-verb agreement - edit one another's papers, correcting any issues with subject-verb agreement. - answer questions in a standardized test related to subject verb agreement		3 X 50			0%
8	To use gerunds and infinitives in sentences	To be able to - identify gerunds and infinitives - form gerunds as the subject and objects in sentences - form infinitives as the subject and objects in sentences - choose whether to use gerunds or infinitives to complete certain verbs answer questions in a standardized test related to gerunds & infinitives		3 X 50			0%
9	midterm test	midterm test		midterm test 3 X 50			0%
10	To outline the characteristics of phrases and clauses.	To be able to - identify phrases and clauses - distinguish between phrases and clauses - identify types of phrases - identify independent and dependent clauses		3 X 50			0%

11	To construct the correct form of phrases and clauses.	To be able to - identify kinds of clauses - identify sentence fragments - edit sentence fragments into complete sentences		3 X 50			0%
12	To analyze 4 types of sentences	To be able to: - Identify coordinating conjunctions and subordinating conjunctions - Identify types of sentences - Combine independent Clauses by using Coordinating Conjunction (FANBOYS) - Construct sentences using FANBOYS		3 X 50			0%
13	To construct 4 types of sentences	To be able to: - Classify according to structure - Identify kinds of dependent clauses - Identify run on sentences - Edit run on sentences - Identify errors in one's writing related to types of sentences - Edit errors in writing related to types of sentences		3 X 50			0%
14	To construct the correct form of parallel structure	To be able to: - Identify coordinating conjunctions and paired conjunctions - Recognize parallel structure in a variety of sources - Recognize types of phrases and clauses in parallel structure - Apply coordinating conjunctions and paired conjunctions to form parallel structure - Correct faulty parallelism in specific examples - Answer questions in standardized English test related to parallel structure		3 X 50			0%

15	To construct the correct form of passive voice	To be able to: - Identify the voice of sentences - - Identify the agent in passive voice - Rewrite active sentences into passive voice incorrect passive voice - apply the correct verbs for passive voice - - Construct passive voice based on the context given - Identify and edit errors in passive voice - justify the voice of sentences based on the context - - Answer questions in standardized English test related to passive forms		3 X 50			0%
16	final term test	final term test		final term test 3 X 50			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.**

