



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
Listening for General Communication	8820302249	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	August 15, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Wiwiet Eva Savitri, S.Pd., M.Pd.		Eva Rahmawati, S.Pd., M.Pd.			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																																																																																																																						
	PLO-14	Creating products related to English learning.																																																																																																																					
	PLO-15	Demonstrate oral and written competency equivalent to CEFR level B2.																																																																																																																					
	Program Objectives (PO)																																																																																																																						
	PO - 1	Comprehending and responding to simple and short oral text independently; 2. Distinguishing literal and implied meaning in simple and short oral texts; 3. Applying listening strategies to facilitate comprehension on simple and short oral texts; 4. Presenting simple and short oral texts comprehension in group or class discussions using offline and online platforms; 5. Showing listening comprehension through creating infographics related to the materials listened to or viewed																																																																																																																					
	PO - 2	Comprehending and responding to simple and short oral texts independently 2. Distinguishing literal and implied meaning in simple and short oral texts 3. Applying listening strategies to facilitate comprehension on simple and short oral texts 4. Presenting simple and short oral texts comprehension in group or class discussion using offline and online platforms 5. Showing listening comprehension through creating infographics related to the materials listened to or viewed																																																																																																																					
	PO - 3	Applying listening strategies to facilitate comprehension on simple and short oral texts																																																																																																																					
	PO - 4	Presenting simple and short oral texts comprehension in group or class discussions using offline and online platforms																																																																																																																					
	PO - 5	Showing listening comprehension through creating infographics related to the materials listened to or viewed																																																																																																																					
	PLO-PO Matrix																																																																																																																						
		<table border="1" style="margin-left: 40px;"> <tr> <th>P.O</th> <th>PLO-14</th> <th>PLO-15</th> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> </tr> <tr> <td>PO-5</td> <td></td> <td></td> </tr> </table>	P.O	PLO-14	PLO-15	PO-1			PO-2			PO-3			PO-4			PO-5																																																																																																					
	P.O	PLO-14	PLO-15																																																																																																																				
	PO-1																																																																																																																						
	PO-2																																																																																																																						
	PO-3																																																																																																																						
PO-4																																																																																																																							
PO-5																																																																																																																							
PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																							
	<table border="1" style="margin-left: 40px;"> <tr> <th rowspan="2">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> <tr> <td>PO-1</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> <tr> <td>PO-2</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> <tr> <td>PO-3</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> <tr> <td>PO-4</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> <tr> <td>PO-5</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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																	PO-5																
P.O	Week																																																																																																																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																																																																							
PO-1																																																																																																																							
PO-2																																																																																																																							
PO-3																																																																																																																							
PO-4																																																																																																																							
PO-5																																																																																																																							

Short Course Description	This course exposes students to different kinds of listening in English used in daily contexts. It is designed to practice basic skills of listening comprehension toward strategic and effective listeners. The students will go through the process of listening such as identifying general and specific information of various simple and short monologues and dialogues, discriminating the differences of intonation and stress which give clues to meaning, guessing meaning by context, identifying relevant points, rejecting irrelevant information, identifying inferred information, and summarizing. By the end of this course, the students will be able to understand any kinds of listening materials which are probably found in daily context.
---------------------------------	--

References	Main :						
	<ol style="list-style-type: none"> Craven, Miles. 2008. Real Listening and Speaking 3. Cambridge: Cambridge University Press. Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd.. Soars, John and Liz. 2004. New Headway Student Book. Oxford: Oxford University Press. Harmer, Jeremy. 2004. Just Listening and Speaking Upper Intermediate. London: Marshall Cavendish Ltd. Lougheed, Lin. (2010). Learning to Listen Student Book 1. Thailand: Macmillan Education. 						
Supporters:							
Supporting lecturer	Wiwiet Eva Savitri, S.Pd., M.Pd. Henny Dwi Iswati, S.S., M.Pd. Nur Fauzia, S.S., M.Pd. Asrori, S.S., M.Pd. Suvi Akhriyah, S.Pd., M.Pd. Anis Trisusana, S.S., M.Pd. Eva Rahmawati, 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	<ol style="list-style-type: none"> Identifying alphabets used in names Distinguishing formal and informal tones used in introduction 	<ol style="list-style-type: none"> Identifying alphabets used in names Distinguishing formal and informal tones used in introduction identifying first and family names 	Criteria: 2 Form of Assessment : Participatory Activities, Practice/Performance	Question-Answer Class discussion Individual and group practices 2 X 50		Material: First Day Bibliography: <i>Lougheed, Lin. (2010). Learning to Listen Student Book 1. Thailand: Macmillan Education.</i>	5%
2	<ol style="list-style-type: none"> Identifying personal information Distinguishing numbers used in address and telephone numbers Distinguishing symbols used in e-mail and internet 	<ol style="list-style-type: none"> identifying personal information (name, address, nationality, telephone number, email address) distinguishing e-mail and internet symbols 	Form of Assessment : Practice / Performance	Group task – spoken: Listening to a recording on someone's personal information, identifying the information, then finding group members who have similar personal information 2 X 50		Material: All about You Reference: <i>Lougheed, Lin. (2010). Learning to Listen Student Book 1. Thailand: Macmillan Education.</i>	2%
3	<ol style="list-style-type: none"> Identifying action Identifying prices 	<ol style="list-style-type: none"> Distinguishing amounts Identifying actions and prices 	Form of Assessment : Practice / Performance	Discussion & QA Group projects: Talking about prices of groceries around the world 2 X 50		Material: At the Internet Cafe Bibliography: <i>Lougheed, Lin. (2010). Learning to Listen Student Book 1. Thailand: Macmillan Education.</i>	2%
4	Identifying travel and transportation information	<ol style="list-style-type: none"> Identifying travel and transportation information Distinguishing pronunciation of prepositions on/off/in/out used in transportation 	Form of Assessment : Practice / Performance	discussion & Q n A Group projects: Role play - Making video conversation on travel arrangement based on clients' expectations 2 X 50		Material: Let's go References: <i>Lougheed, Lin. (2010). Learning to Listen Student Book 1. Thailand: Macmillan Education.</i>	5%

5	Identifying date and time of appointments	<ol style="list-style-type: none"> 1. Distinguishing dates and times 2. Identifying times and appointments 	Form of Assessment : Practice / Performance	Q n A & discussion Individual task - written: Identifying and classifying expressions of time in American and British English from a conversation video 2 X 50		Material: What Time is it? References: <i>Lougheed, Lin. (2010). Learning to Listen Student Book 1. Thailand: Macmillan Education.</i>	5%
6	Identifying someone's characteristics and habits	<ol style="list-style-type: none"> 1. Identifying someone's characteristics and habits 2. Distinguishing difficult sound-similar words / minimal pairs 	Form of Assessment : Practice / Performance	Q n A & Discussion Pair work project: Interviewing & reporting classmates' habits in the form of video		Material: Describing Yourself and others References: <i>Lougheed, Lin. (2010). Learning to Listen Student Book 1. Thailand: Macmillan Education.</i>	5%
7	<ol style="list-style-type: none"> 1. Identifying someone's physical description 2. Identifying someone's location 	<ol style="list-style-type: none"> 1. Identifying physical descriptions and locations 2. Distinguish // and /r/ 	Form of Assessment : Practice / Performance	Q n A & discussion Role play: Identifying physical description & location		Material: How will I Know You? References: <i>Lougheed, Lin. (2010). Learning to Listen Student Book 1. Thailand: Macmillan Education.</i>	5%
8	To identify what the speakers said correctly within the themes discussed in meeting 1-7	<ol style="list-style-type: none"> 1. Identifying alphabets used in names 2. Identifying someone's characteristics and habits 3. Identifying travel and transportation information 4. Identify actions and prices 5. identify first and family names 6. Distinguishing formal and informal tones used in introduction 7. Distinguishing difficult sound-similar words / minimal pairs 8. Distinguishing dates and times 9. distinguishing e-mail and internet symbols 10. Distinguishing amounts 	Form of Assessment : Test	MIDTERM TEST		Material: midtest References: <i>Lougheed, Lin. (2010). Learning to Listen Student Book 1. Thailand: Macmillan Education.</i>	20%

9	Identifying types of TV programs	<ol style="list-style-type: none"> 1. Identifying different types of TV programs 2. Distinguishing questions and statement intonation 	Form of Assessment : Practice / Performance	Group task – discussion: Listening to a recording about TV programs and their influence on children, then discussing it		Material: What's on TV? References: <i>Lougheed, Lin. (2010). Learning to Listen Student Book 1. Thailand: Macmillan Education.</i>	5%
10	<ol style="list-style-type: none"> 1. Identifying past times 2. Identifying schedules 	<ol style="list-style-type: none"> 1. Identifying past times and schedules 2. Distinguishing different word stress 	Form of Assessment : Practice / Performance	Pair task - spoken: - Identifying a timeline of a celebrity childhood life video - Talking with pairs about their impressions of the celebrity childhood life		Material: Planning Your Day Reference: <i>Lougheed, Lin. (2010). Learning to Listen Student Book 1. Thailand: Macmillan Education.</i>	2%
11	Identifying likes and dislikes	<ol style="list-style-type: none"> 1. Identifying likes and dislikes 2. Distinguishing the number of syllables in a word 	Form of Assessment : Practice / Performance	Group projects: Listening to a recording about preferences, identifying the speakers' likes and dislikes, then moving around finding classmates who have the same likes and dislikes		Material: Free Time Bibliography: <i>Lougheed, Lin. (2010). Learning to Listen Student Book 1. Thailand: Macmillan Education.</i>	0%
12	Identifying food preferences	<ol style="list-style-type: none"> 1. Identifying preferences for food 2. Distinguishing negative and affirmative statements 	Form of Assessment : Practice / Performance	Group projects: Listening to a recording about food preferences, identifying the speakers' likes and dislikes, then moving around finding classmates who have the same food preferences		Material: Let's Eat Bibliography: <i>Lougheed, Lin. (2010). Learning to Listen Student Book 1. Thailand: Macmillan Education.</i>	5%
13	Identifying parts of a house	<ol style="list-style-type: none"> 1. Identifying parts of a house 2. Identifying location of parts of a house 3. Distinguishing and use prepositions used in showing the position of things 	Form of Assessment : Practice / Performance	Individual task - written: Identifying a house location and parts of house in a recording consisting of conversation about house location and house parts by giving labels to a house map		Material: At home Bibliography: <i>Lougheed, Lin. (2010). Learning to Listen Student Book 1. Thailand: Macmillan Education.</i>	5%

14	Identifying different ways of expressing weather	1. Identifying weather and statistics 2. Distinguishing different ways of expressing weather	Form of Assessment : Practice / Performance	Q n A - Discussion Pair task - spoken: Identifying and classifying expressions of weather in American and British English from a conversation video, then discussing weather changes and the effects on human beings		Material: Sunny or Cloudy? References: <i>Lougheed, Lin. (2010). Learning to Listen Student Book 1. Thailand: Macmillan Education.</i>	2%
15	1. Identifying everyday activities 2. Identifying location in town	1. Identifying everyday activities and location in town 2. Distinguishing unstressed words in a sentence	Form of Assessment : Practice / Performance	Group - spoken: Listening to a recording about daily activities in a particular spot in a town, then moving around finding classmates who do similar daily activities		Material: On the Block Bibliography: <i>Lougheed, Lin. (2010). Learning to Listen Student Book 1. Thailand: Macmillan Education.</i>	2%
16	To identify what the speakers said correctly within the themes discussed in meeting 9-15	1. Identifying different types of TV programs 2. Identifying parts of a house 3. Identifying likes and dislikes 4. Identifying location in town 5. Identifying food preferences 6. Identifying weather and statistics 7. Identifying past times and schedules	Form of Assessment : Test	Final test - written		Material: Final test References: <i>Lougheed, Lin. (2010). Learning to Listen Student Book 1. Thailand: Macmillan Education.</i>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	2.5%
2.	Practice / Performance	47.5%
3.	Test	50%
		100%

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.

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.