



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										
Public Speaking	8820302176	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	August 25, 2023										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator											
	Sueb, S.Pd., M.Pd.		Eva Rahmawati, S.Pd., M.Pd.			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.											
Learning model	Project Based Learning																
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																
	PLO-8	Demonstrate written, visual and oral presentation skills to communicate English-related knowledge															
	PLO-11	Applying applied linguistics concepts in English learning.															
	PLO-15	Demonstrate oral and written competency equivalent to CEFR level B2.															
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O			PLO-8		PLO-11		PLO-15								
	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
Short Course Description	This course is designed to help the students prepare and deliver purposive speaking skills in the public both prepared and impromptu speeches. This course is mainly performance-based class activities, namely performing speeches, classroom discussions, speech analysis, and constructing speech matrices. This course covers several major competencies, eg the nature of prepared and impromptu speeches, stages of the speech-making process, verbal and non-verbal communication techniques, speech analysis through matrices, and effective presentation aids. By the end of the course, students are expected to have 5-7 speeches (informative speech, demonstrative speech, and persuasive speech) about selected topics.																
References	Main :																
	<ol style="list-style-type: none"> Cummings, Martha Graves. 1992. Listen, Speak, Present; A Step By Step Presenter 19s Workbook. USA: Thomson & Heinle. Sprague, J., Stuart, D., & Bodary, D. 2015. The speaker 19s handbook (10th ed). Belmont, CA: Thomson/Wadsworth. Steven A. Beebe, Susan J. Beebe. 2017. Public Speaking: An Audience-Centered Approach. 10th Ed. Pearson Education, Inc. Alberts, Jess K., Nakayama, Thomas K. & Martin, Judith N. 2021. Human Communication in Society, 6th edition. Pearson Education, Inc. Gallo, Carmine. 2014. Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds. London, England: Pan Books. 																
	Supporters:																
	<ol style="list-style-type: none"> Nurcahyo, Rachmat. 2023. Pedoman National University Debating Championships. Balai Pengembangan Talenta Indonesia, Pusat Prestasi Nasional, Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi. Sueb, Hartantanti, L.P., & Hidayah, L. 2018. 21st Century Skills: Literacy-Based Learning in Academic Debate Classes for University Students. Proceedings of the 2nd Social Sciences, Humanities and Education Conference: Establishing Identities through Language, Culture, and Education (SOSHEC 2018). 10.2991/soshec-18.2018.3 Sueb, Hartanti, L.P., & Ayu, H.R. 2019. Promoting Counterargument in Student's Argumentative Writing: A Dialogic Approach. Series:Advances in Social Science, Education and Humanities Research Proceedings of the Social Sciences, Humanities and Education Conference (SoSHEC 2019). 10.2991/soshec-19.2019.46 																
Supporting lecturer	Drs. Fahri, M.A. Sumarningsih, S.Pd., M.Pd. Ririn Pusparini, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd. Asrori, S.S., M.Pd. Zainul Aminin, S.Pd., M.Pd. Anis Trisusana, S.S., M.Pd. Sueb, 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	Understanding and identifying the structure and purposes of public speaking about selected topics	<ol style="list-style-type: none"> 1.To understand the structure of public speaking 2.To understand the importance of speech delivery 3.To identify the purpose of public speaking in relation to the topic and audience 	Form of Assessment : Participatory Activities	Group Discussion, Lecturing, Question-Answer 2 X 50		Material: Chapter 6: Developing Your Speech Chapter 7: Gathering and Using Supporting Material Chapter 8: Organizing and Outlining Your Speech Bibliography: Steven A. Beebe, Susan J. Beebe. 2017. <i>Public Speaking: An Audience-Centered Approach. 10th Ed.</i> Pearson Education, Inc.	0%
2	Understanding and identifying the structure and purposes of public speaking about selected topics	<ol style="list-style-type: none"> 1.To understand the structure of public speaking 2.To understand the importance of speech delivery 3.To identify the purpose of public speaking in relation to the topic and audience 	Form of Assessment : Participatory Activities	Group Discussion, Lecturing, Question-Answer 1 X 50	Lecturing the concept and structure of public speaking 1 X 50	Material: Emotional : Unleash the master within ; Master the art of storytelling; Have a conversation Reader: Gallo, Carmine. 2014. <i>Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds.</i> London, England: Pan Books.	5%
3	Demonstrating prepared oral competence in the form of informative speech	<ol style="list-style-type: none"> 1.To identify the structure and concept of informative speech 2.To develop an informative speech outline/script by using the informative speech matrix 3.To demonstrate 5-minute informative speech about selected topics 	Criteria: According to the performance rubric Form of Assessment : Participatory Activities	Brainstorming, rehearsals, discussions, and performance 2 X 50		Material: Informative Speech Structure References: Cummings, Martha Graves. 1992. <i>Listen, Speak, Present; A Step By Step Presenter 19s Workbook.</i> USA: Thomson & Heinle. <hr/> Material: Novelty: Teach me something new Reader: Gallo, Carmine. 2014. <i>Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds.</i> London, England: Pan Books.	0%
4	Demonstrating prepared oral competence in the form of informative speech	<ol style="list-style-type: none"> 1.To identify the structure and concept of informative speech 2.To develop an informative speech outline/script by using the informative speech matrix 3.To demonstrate 5-minute informative speech about selected topics 	Criteria: According to the performance rubric Form of Assessment : Participatory Activities	Brainstorming, rehearsals, discussions, and performance 2 X 50		Material: Informative Speech Structure References: Cummings, Martha Graves. 1992. <i>Listen, Speak, Present; A Step By Step Presenter 19s Workbook.</i> USA: Thomson & Heinle. <hr/> Material: Novelty: Teach me something new Reader: Gallo, Carmine. 2014. <i>Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds.</i> London, England: Pan Books.	5%
5	Demonstrating prepared oral competence in the form of informative speech	<ol style="list-style-type: none"> 1.To identify the structure and concept of informative speech 2.To develop an informative speech outline/script by using the informative speech matrix 3.To demonstrate 5-minute informative speech about selected topics 	Criteria: Informative speech rubric Form of Assessment : Participatory Activities	Group discussion and performing a 5-minute informative speech (classical performance and recorded) 1 X 50	Performing 5-minute informative speech performance (recorded) 1 X 50	Material: Informative Speech Structure References: Cummings, Martha Graves. 1992. <i>Listen, Speak, Present; A Step By Step Presenter 19s Workbook.</i> USA: Thomson & Heinle. <hr/> Material: Novelty: Teach me something new Reader: Gallo, Carmine. 2014. <i>Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds.</i> London, England: Pan Books.	10%

6	Demonstrating prepared oral competence in the form of demonstrative speech	<ol style="list-style-type: none"> 1.To identify the structure and concept of demonstrative speech 2.To develop a demonstrative speech outline/script by using the demonstrative speech matrix 3.To utilize presentation aids, eg posters, realia, or slides to demonstrate a process 	<p>Criteria: According to the performance rubric</p> <p>Form of Assessment : Participatory Activities</p>	Brainstorming, rehearsals, consultation, discussion, and demonstration 2 X 50		<p>Material: Chapter 12: Using Presentation Aids References: Steven A. Beebe, Susan J. Beebe. 2017. <i>Public Speaking: An Audience-Centered Approach</i>. 10th Ed. Pearson Education, Inc.</p> <hr/> <p>Material: Demonstrative Speech Matrix References: Cummings, Martha Graves. 1992. <i>Listen, Speak, Present; A Step By Step Presenter 19s Workbook</i>. USA: Thomson & Heinle.</p> <hr/> <p>Material: Using Presentation Aids References: Sprague, J., Stuart, D., & Bodary, D. 2015. <i>The speaker 19s handbook (10th ed)</i>. Belmont, CA: Thomson/Wadsworth.</p>	5%
7	Demonstrating prepared oral competence in the form of demonstrative speech	<ol style="list-style-type: none"> 1.To identify the structure and concept of demonstrative speech 2.To develop a demonstrative speech outline/script by using the demonstrative speech matrix 3.To utilize presentation aids, eg posters, realia, or slides to demonstrate a process 	<p>Criteria: According to the performance rubric</p> <p>Form of Assessment : Participatory Activities</p>	Brainstorming, rehearsals, consultation, discussion, and demonstration of procedures and processes and using presentation aids 2 X 50		<p>Material: Chapter 12: Using Presentation Aids References: Steven A. Beebe, Susan J. Beebe. 2017. <i>Public Speaking: An Audience-Centered Approach</i>. 10th Ed. Pearson Education, Inc.</p> <hr/> <p>Material: Demonstrative Speech Matrix References: Cummings, Martha Graves. 1992. <i>Listen, Speak, Present; A Step By Step Presenter 19s Workbook</i>. USA: Thomson & Heinle.</p> <hr/> <p>Material: Using Presentation Aids References: Sprague, J., Stuart, D., & Bodary, D. 2015. <i>The speaker 19s handbook (10th ed)</i>. Belmont, CA: Thomson/Wadsworth.</p>	5%
8	Demonstrating prepared oral competence in the form of demonstrative speech	<ol style="list-style-type: none"> 1.To identify the structure and concept of demonstrative speech 2.To develop a demonstrative speech outline/script by using the demonstrative speech matrix 3.To utilize presentation aids, eg posters, realia, or slides to demonstrate a process 	<p>Criteria: Demonstrative speech rubric</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>		Demonstrative speech performance (serving as the mid-term performance/evaluation) 2 X 50	<p>Material: Chapter 12: Using Presentation Aids References: Steven A. Beebe, Susan J. Beebe. 2017. <i>Public Speaking: An Audience-Centered Approach</i>. 10th Ed. Pearson Education, Inc.</p> <hr/> <p>Material: Demonstrative Speech Matrix References: Cummings, Martha Graves. 1992. <i>Listen, Speak, Present; A Step By Step Presenter 19s Workbook</i>. USA: Thomson & Heinle.</p> <hr/> <p>Material: Using Presentation Aids References: Sprague, J., Stuart, D., & Bodary, D. 2015. <i>The speaker 19s handbook (10th ed)</i>. Belmont, CA: Thomson/Wadsworth.</p>	20%

9	Demonstrating prepared oral competence in the form of persuasive speech	<ol style="list-style-type: none"> 1.To understand the concept of persuasive speech 2.To identify the structure and concept of persuasive speech 3.To develop a persuasive speech outline/script by using the persuasive speech matrix 4.To employ refutation strategies in a group discussion and debate 5.To demonstrate 7-minute persuasive speech (fishbowl discussion/debate) 	<p>Criteria: Persuasive speech rubric (adapted from parliamentary debate observation)</p> <p>Form of Assessment : Participatory Activities</p>	Case study of persuading audience about selected topics in the form of in-class debating activities, eg parliamentary debate, fishbowl discussion or debate, one-on-one debate practice, etc. 2 X 50	Independent study: analyzing speeches (videos) and articles about some topics, especially the structure of the argumentation in the videos and the articles	<p>Material: Communicating in Context (Small Group Communication, Communicating in Organizations, Rhetorical Communication) References: <i>Alberts, Jess K., Nakayama, Thomas K. & Martin, Judith N. 2021. Human Communication in Society, 6th edition. Pearson Education, Inc.</i></p> <hr/> <p>Material: British Parliamentary Debate Format (NUDC) References: <i>Nurchahyo, Rachmat. 2023. National University Debating Championships Guidelines. Indonesian Talent Development Center, National Achievement Center, Ministry of Education, Culture, Research and Technology.</i></p>	5%
10	Demonstrating prepared oral competence in the form of persuasive speech	<ol style="list-style-type: none"> 1.To understand the concept of persuasive speech 2.To identify the structure and concept of persuasive speech 3.To develop a persuasive speech outline/script by using the persuasive speech matrix 4.To employ refutation strategies in a group discussion and debate 5.To demonstrate 7-minute persuasive speech (fishbowl discussion/debate) 	<p>Criteria: Persuasive speech rubric (adapted from parliamentary debate observation)</p> <p>Form of Assessment : Participatory Activities</p>	Case study of persuading audience about selected topics in the form of in-class debating activities, eg parliamentary debate, fishbowl discussion or debate, one-on-one debate practice, etc. 2 X 50	Independent study: analyzing speeches (videos) and articles about some topics, especially the structure of the argumentation in the videos and the articles	<p>Material: Communicating in Context (Small Group Communication, Communicating in Organizations, Rhetorical Communication) References: <i>Alberts, Jess K., Nakayama, Thomas K. & Martin, Judith N. 2021. Human Communication in Society, 6th edition. Pearson Education, Inc.</i></p> <hr/> <p>Material: British Parliamentary Debate Format (NUDC) References: <i>Nurchahyo, Rachmat. 2023. National University Debating Championships Guidelines. Indonesian Talent Development Center, National Achievement Center, Ministry of Education, Culture, Research and Technology.</i></p>	5%

11	Demonstrating prepared oral competence in the form of persuasive speech	<ol style="list-style-type: none"> 1.To understand the concept of persuasive speech 2.To identify the structure and concept of persuasive speech 3.To develop a persuasive speech outline/script by using the persuasive speech matrix 4.To employ refutation strategies in a group discussion and debate 5.To demonstrate 7-minute persuasive speech (fishbowl discussion/debate) 	<p>Criteria: Persuasive speech rubric (adapted from parliamentary debate observation)</p> <p>Form of Assessment : Participatory Activities</p>	Case study of persuading audience about selected topics in the form of in-class debating activities, eg parliamentary debate, fishbowl discussion or debate, one-on-one debate practice, etc. 2 X 50		<p>Material: Communicating in Context (Small Group Communication, Communicating in Organizations, Rhetorical Communication) References: <i>Alberts, Jess K., Nakayama, Thomas K. & Martin, Judith N. 2021. Human Communication in Society, 6th edition. Pearson Education, Inc.</i></p> <hr/> <p>Material: British Parliamentary Debate Format (NUDC) References: <i>Nurchahyo, Rachmat. 2023. National University Debating Championships Guidelines. Indonesian Talent Development Center, National Achievement Center, Ministry of Education, Culture, Research and Technology.</i></p>	5%
12	Demonstrating prepared oral competence in the form of persuasive speech	<ol style="list-style-type: none"> 1.To understand the concept of persuasive speech 2.To identify the structure and concept of persuasive speech 3.To develop a persuasive speech outline/script by using the persuasive speech matrix 4.To employ refutation strategies in a group discussion and debate 5.To demonstrate 7-minute persuasive speech (fishbowl discussion/debate) 	<p>Criteria: Persuasive speech rubric (adapted from parliamentary debate observation)</p> <p>Form of Assessment : Participatory Activities</p>	Case study of persuading audience about selected topics in the form of in-class debating activities, eg parliamentary debate, fishbowl discussion or debate, one-on-one debate practice, etc. 2 X 50		<p>Material: Communicating in Context (Small Group Communication, Communicating in Organizations, Rhetorical Communication) References: <i>Alberts, Jess K., Nakayama, Thomas K. & Martin, Judith N. 2021. Human Communication in Society, 6th edition. Pearson Education, Inc.</i></p> <hr/> <p>Material: British Parliamentary Debate Format (NUDC) References: <i>Nurchahyo, Rachmat. 2023. National University Debating Championships Guidelines. Indonesian Talent Development Center, National Achievement Center, Ministry of Education, Culture, Research and Technology.</i></p>	5%

13	Demonstrating prepared oral competence in the form of persuasive speech	<ol style="list-style-type: none"> 1.To understand the concept of persuasive speech 2.To identify the structure and concept of persuasive speech 3.To develop a persuasive speech outline/script by using the persuasive speech matrix 4.To employ refutation strategies in a group discussion and debate 5.To demonstrate 7-minute persuasive speech (fishbowl discussion/debate) 	<p>Criteria: Persuasive speech rubric (adapted from parliamentary debate observation)</p> <p>Form of Assessment : Participatory Activities</p>	Case study of persuading audience about selected topics in the form of in-class debating activities, eg parliamentary debate, fishbowl discussion or debate, one-on-one debate practice, etc. 2 X 50		<p>Material: Communicating in Context (Small Group Communication, Communicating in Organizations, Rhetorical Communication) References: <i>Alberts, Jess K., Nakayama, Thomas K. & Martin, Judith N. 2021. Human Communication in Society, 6th edition. Pearson Education, Inc.</i></p> <hr/> <p>Material: British Parliamentary Debate Format (NUDC) References: <i>Nurchahyo, Rachmat. 2023. National University Debating Championships Guidelines. Indonesian Talent Development Center, National Achievement Center, Ministry of Education, Culture, Research and Technology.</i></p>	5%
14	To apply Impromptu Speaking theory into practice	<ol style="list-style-type: none"> 1.To understand strategies to develop an impromptu speech 2.To demonstrate 2-minute impromptu speech and response of a given topic 	Criteria: According to the performance rubric		Peer/group performance in the form of group discussion 2 X 50	<p>Material: British Parliamentary Debate Format (Refutation) Reader: <i>Nurchahyo, Rachmat. 2023. National University Debating Championships Guidelines. Indonesian Talent Development Center, National Achievement Center, Ministry of Education, Culture, Research and Technology.</i></p> <hr/> <p>Material: Emotional : Unleash the master within ; Master the art of storytelling; Have a conversation Reader: <i>Gallo, Carmine. 2014. Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds. London, England: Pan Books.</i></p>	5%
15	To apply Impromptu Speaking theory into practice	<ol style="list-style-type: none"> 1.To understand strategies to develop an impromptu speech 2.To demonstrate 2-minute impromptu speech and response of a given topic 	Criteria: According to the performance rubric		Peer/group performance in the form of group discussion 2 X 50	<p>Material: British Parliamentary Debate Format (Refutation) Reader: <i>Nurchahyo, Rachmat. 2023. National University Debating Championships Guidelines. Indonesian Talent Development Center, National Achievement Center, Ministry of Education, Culture, Research and Technology.</i></p> <hr/> <p>Material: Emotional : Unleash the master within ; Master the art of storytelling; Have a conversation Reader: <i>Gallo, Carmine. 2014. Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds. London, England: Pan Books.</i></p>	5%

16	Final performance: Demonstrating the 7-minute persuasive speech in the form of advocacy	To demonstrate a 7-minute persuasive speech in the form of advocacy	Form of Assessment : Practice / Performance		Individual performance of advocacy speech about one selected topic. The performance is a prepared performance and should be recorded.		25%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	65%
2.	Practice / Performance	35%
		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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.