



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																																
Seminar on Research Proposals	8820302278		T=2	P=0	ECTS=3.18	7	July 17, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																	
			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																	
Learning model	Project Based Learning																																						
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;"> <tr> <td rowspan="2" style="width: 5%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																							
References	<p>Main :</p> <ol style="list-style-type: none"> 1. Academic Language and Literacy Development. 2012. Writing proposal in education . Clayton: Faculty of Education 2. Kimberley, N., & Crosling, G. 2012. Student Q manual . Caulfield East, Vic: the Faculty of Business and Economics Monash University 3. Podorova, A. 2012. Effective presentation: Strategies and ideas: Winter School 2012 . Clayton: Faculty of Education Monash University 4. Kiszner, Laurie G. & Mandell, Stephen. 1983. Patterns for College Writing: A Rhetorical Reader and Guide . New York: St. Martin's. 5. Thomson, Reuters. 2011. Endnote X4 Help . London: Thomson Reuters. <p>Supporters:</p>																																						
Supporting lecturer	Fauris Zuhri, S.Pd., M.Hum. Arik Susanti, 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	To communicate the ideas presented in the research proposal confidently Analyze and evaluate others' in order to give feedback for the improvement of the presented proposal	1.To show understanding on what is academic forum 2.ethics in academic forums 3.effective presentation	Criteria: Doing discussion on the two tasks seriously (score 100) Doing discussion on the one task seriously (score 50) Doing discussion on none of the two tasks reluctantly (score 25)	Discussion, Lecture, Question-answer 2 X 50			0%
2	To present a research paper written by other scholars confidently To give relevant and critical assessment on others' research paper	To decide on the structure of seminar presentation to suit the topic of presentation	Criteria: content of presentation structure of presentation linguistic features of presentation	Presentation Discussion Question-answer 2 X 50			0%
3	To present a research paper written by other scholars confidently To give relevant and critical assessment on others' research paper	To prepare a research proposal as seminar presentation material	Criteria: content of presentation structure of presentation linguistic features of presentation	Presentation Discussion Question-answer 2 X 50			0%
4	To present a research paper written by other scholars confidently To give relevant and critical assessment on others' research paper	To develop power-point slides for presentations	Criteria: content of presentation structure of presentation linguistic features of presentation	Presentation Discussion Question-answer 2 X 50			0%
5	To present a research paper written by other scholars confidently To give relevant and critical assessment on others' research paper	1.Provide an introduction to the presentation 2.Explain the structure of the presentation 3.Explain the main content of the presentation 4.Provide a conclusion to the presentation	Criteria: content of presentation structure of presentation linguistic features of presentation	Presentation Discussion Question-answer 2 X 50			0%
6	To present a research paper written by other scholars confidently To give relevant and critical assessment on others' research paper	1.Provide an introduction to the presentation 2.Explain the structure of the presentation 3.Explain the main content of the presentation 4.Provide a conclusion to the presentation	Criteria: content of presentation structure of presentation linguistic features of presentation	Presentation Discussion Questions and answers 2 X 50			0%

7	To present a research paper written by other scholars confidently To give relevant and critical assessment on others' research paper	<ol style="list-style-type: none"> 1. Provide an introduction to the presentation 2. Explain the structure of the presentation 3. Explain the main content of the presentation 4. Provide a conclusion to the presentation 	Criteria: content of presentation structure of presentation linguistic features of presentation	UTS 2 X 50			0%
8	To present a research paper written by other scholars confidently To give relevant and critical assessment on others' research paper	<ol style="list-style-type: none"> 1. Provide an introduction to the presentation 2. Explain the structure of the presentation 3. Explain the main content of the presentation 4. Provide a conclusion to the presentation 	Criteria: content of presentation structure of presentation linguistic features of presentation	Using the self assessment, students make another home video of their revised oral presentations Re- videotaping of oral presentations 2 X 50			0%
9	To present their ideas logically using relevant arguments To utilize available sources to communicate their ideas presented in the research paper. To give others relevant feedback to improve the research paper	<ol style="list-style-type: none"> 1. To present the research paper in an academic forum confidently 2. To utilize available sources to communicate their ideas presented in the research paper 3. To give others relevant feedback to improve the research paper 	Criteria: content of presentation structure of presentation linguistic features of presentation	Discussion Question-answer Assignment 2 X 50			0%
10	To present their ideas logically using relevant arguments To utilize available sources to communicate their ideas presented in the research paper. To give others relevant feedback to improve the research paper	<ol style="list-style-type: none"> 1. To present the research paper in an academic forum confidently 2. To utilize available sources to communicate their ideas presented in the research paper 3. To give others relevant feedback to improve the research paper 	Criteria: content of presentation structure of presentation linguistic features of presentation	Discussion Question-answer Assignment 2 X 50			0%

11	To present their ideas logically using relevant arguments To utilize available sources to communicate their ideas presented in the research paper. To give others relevant feedback to improve the research paper	<ol style="list-style-type: none"> 1.To present the research paper in an academic forum confidently 2.To utilize available sources to communicate their ideas presented in the research paper 3.To give others relevant feedback to improve the research paper 	Criteria: content of presentation structure of presentation linguistic features of presentation	Discussion Question-answer Assignment 2 X 50		0%
12	To present their ideas logically using relevant arguments To utilize available sources to communicate their ideas presented in the research paper. To give others relevant feedback to improve the research paper	<ol style="list-style-type: none"> 1.To present the research paper in an academic forum confidently 2.To utilize available sources to communicate their ideas presented in the research paper 3.To give others relevant feedback to improve the research paper 	Criteria: content of presentation structure of presentation linguistic features of presentation	Discussion Question-answer Assignment 2 X 50		0%
13	To present their ideas logically using relevant arguments To utilize available sources to communicate their ideas presented in the research paper. To give others relevant feedback to improve the research paper	<ol style="list-style-type: none"> 1.To present the research paper in an academic forum confidently 2.To utilize available sources to communicate their ideas presented in the research paper 3.To give others relevant feedback to improve the research paper 	Criteria: content of presentation structure of presentation linguistic features of presentation	Discussion Question-answer Assignment 2 X 50		0%

14	To present their ideas logically using relevant arguments To utilize available sources to communicate their ideas presented in the research paper. To give others relevant feedback to improve the research paper	1.To present the research paper in an academic forum confidently 2.To utilize available sources to communicate their ideas presented in the research paper 3.To give others relevant feedback to improve the research paper	Criteria: content of presentation structure of presentation linguistic features of presentation	Discussion Question-answer Assignment 2 X 50			0%
15	To give an introduction to the presentation To explain the structure of the presentation To explain the main content of the presentation To give a summary of the presentation To provide clarification of audience questions in the presentation	Giving oral presentation of their research proposal	Criteria: Content of presentation Structure of presentation Language features of presentation	LIVE oral presentation 2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.

