

		<b>Universitas Negeri Surabaya</b> <b>Faculty of Languages and Arts</b> <b>English Language Education Undergraduate Study Program</b>					<b>Document Code</b>																																											
<b>SEMESTER LEARNING PLAN</b>																																																		
<b>Courses</b>		<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																										
Vocabulary		8820302228		T=2	P=0	ECTS=3.18	1	July 18, 2024																																										
<b>AUTHORIZATION</b>		<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																											
		.....		.....			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																											
<b>Learning model</b>	Case Studies																																																	
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																																	
	Program Objectives (PO)																																																	
	PLO-PO Matrix																																																	
		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">P.O</div>																																																
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																		
<b>Short Course Description</b>	This course is to provide students with knowledge and understanding on specific skills of vocabulary through sets of explanation and practices on parts of speech, connotations, prefixes and suffixes, word combinations, and context clues.																																																	
<b>References</b>	<b>Main :</b>																																																	
	1. Nation, P. (2005). Teaching Vocabulary. Asian EFL Journal, 7(3):1-9. Nation, P. (2007). The Four Strands. Innovation in Language Learning and Teaching, 1(1):1-12. Nation, I.S.P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press. Hirsh, D. & Nation, P. (1992). What a Vocabulary Size is Needed to read Unsimplified Texts for Pleasure? Reading in Foreign Language, 8(12):689-697.																																																	
	<b>Supporters:</b>																																																	
<b>Supporting lecturer</b>	Dr. Yuri Lolita, S.Pd., M.Pd. Rahayu Kuswardani, S.Pd., M.AppL.																																																	
<b>Week-</b>	Final abilities of each learning stage (Sub-PO)	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>				<b>Learning materials [ References]</b>	<b>Assessment Weight (%)</b>																																									

		Indicator	Criteria & Form	Offline ( <i>offline</i> )	Online ( <i>online</i> )	1	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students understand the concept of affixes in English	Students can identify word formation and can mention the root of the word Students can mention types of affix which includes prefix and suffix		2 X 50 Tutorial			0%
2	Students understand the concept of affixes in English	Students can identify word formation and can mention the root of the word Students can mention types of affix which includes prefix and suffix		2 X 50 Tutorial			0%
3	Students understand the knowledge of parts of speech as parts of affix	1. Students can put the word in their correct place in part of speech in the form of root word 2. Students can mention in detail the root of the word and change its meaning by adding proper affix 3. Students can mention in detail the root of the word and change its meaning by adding proper affix 4. Students can put the new form of word in the sentences		2 X 50 Tutorial			0%

4	Students understand the knowledge of parts of speech as parts of affix	1. Students can put the word in their correct place in part of speech in the form of root word 2. Students can mention in detail the root of the word and change its meaning by adding proper affix 3. Students can mention in detail the root of the word and change its meaning by adding proper affix 4. Students can put the new form of word in the sentences		2 X 50 Tutorial			0%
5	Students understand the concept of connotation and denotation	1. Students can find the word in particular and can classify it as denotation and connotation 2. Students can mention other examples on denotation and connotation		2 X 50 Tutorial			0%
6	Students understand the concept of connotation and denotation	1. Students can find the word in particular and can classify it as denotation and connotation 2. Students can mention other examples on denotation and connotation		2 X 50 Tutorial			0%

7	Students understand the knowledge of word combination as part of denotation and connotation	<p>1. Students can modify the word combination based on affix 2. Students can classify the new word combination as denotation or connotation</p> <p>3. Students can classify the new word combination as denotation or connotation</p> <p>4. Students can mention the similar meaning or synonym of the new word combination</p> <p>5. Students can mention the similar meaning or synonym of the new word combination</p> <p>6. Students can mention the antonym of the new word combination</p>		2 X 50 Tutorial			0%
8	Students understand the knowledge of word combination as part of denotation and connotation	<p>1. Students can modify the word combination based on affix 2. Students can classify the new word combination as denotation or connotation</p> <p>3. Students can classify the new word combination as denotation or connotation</p> <p>4. Students can mention the similar meaning or synonym of the new word combination</p> <p>5. Students can mention the similar meaning or synonym of the new word combination</p> <p>6. Students can mention the antonym of the new word combination</p>		2 X 50 Tutorial			0%

9	Students understand the knowledge of word combination as part of denotation and connotation	<p>1. Students can modify the word combination based on affix</p> <p>2. Students can classify the new word combination as denotation or connotation</p> <p>3. Students can classify the new word combination as denotation or connotation</p> <p>4. Students can mention the similar meaning or synonym of the new word combination</p> <p>5. Students can mention the similar meaning or synonym of the new word combination</p> <p>6. Students can mention the antonym of the new word combination</p>		2 X 50 Tutorial			0%
10	Students understand the meaning of context clues in analyzing unfamiliar reading material	<p>1. Students can identify types of context clues such as analogy, function, synonym and description</p> <p>2. Students can identify the new meaning of words by using context clues</p> <p>3. Students can implement context clues with texts (analogy)</p> <p>4. Students can implement context clues with texts (function)</p> <p>5. Students can implement context clues with texts (synonym and description)</p>		2 X 50 Tutorial			0%

11	Students understand the meaning of context clues in analyzing unfamiliar reading material	1. Students can identify types of context clues such as analogy, function, synonym and description 2. Students can identify the new meaning of words by using context clues 3. Students can implement context clues with texts (analogy) 4. Students can implement context clues with texts (function) 5. Students can implement context clues with texts (synonym and description)		2 X 50 Tutorial			0%
12	Students understand the meaning of context clues in analyzing unfamiliar reading material	1. Students can identify types of context clues such as analogy, function, synonym and description 2. Students can identify the new meaning of words by using context clues 3. Students can implement context clues with texts (analogy) 4. Students can implement context clues with texts (function) 5. Students can implement context clues with texts (synonym and description)		2 X 50 Tutorial			0%

13	Students understand the meaning of context clues in analyzing unfamiliar reading material	1. Students can identify types of context clues such as analogy, function, synonym and description 2. Students can identify the new meaning of words by using context clues 3. Students can implement context clues with texts (analogy) 4. Students can implement context clues with texts (function) 5. Students can implement context clues with texts (synonym and description)		2 X 50 Tutorial			0%
14	Students understand the meaning of context clues in analyzing unfamiliar reading material	1. Students can identify types of context clues such as analogy, function, synonym and description 2. Students can identify the new meaning of words by using context clues 3. Students can implement context clues with texts (analogy) 4. Students can implement context clues with texts (function) 5. Students can implement context clues with texts (synonym and description)		2 X 50 Tutorial			0%
15							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.