



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		
Written Integrated English	8820306233		T=6 P=0 ECTS=9.54	1	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 that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	The course is designed to help students improve their English written skills and achieve academic success. It provides the students with knowledge of Building Vocabulary, Using Vocabulary, Developing Listening Skills, Exploring Spoken English, and Speaking. Students will also learn academic preparation skills including finding the main idea, making inferences, critical thinking, and note taking. The teaching-learning activities are conducted through discussion, demonstration, role play, and presentation. Based on CEFR, Global Competencies for A1, Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.						
	References						
Supporting lecturer	Main :						
	1. 1. Rodgers, Louis & Wilkin, Jennifer. 2013. Skillful: Reading and Writing. Macmillan Academic Skill. London : Macmillan Publishers Limited 2013						
Supporters:							
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
(1)	(2)	Indicator	Criteria & Form	Offline (offline)	Online (online)	(7)	(8)
1	To understand key information about people in a text.	To be able to: · Skim to get a general idea of the topic	Criteria: perfect score for adequate explanation	Discussion Lecturing Question-Answer Assignment Demonstration Watching video Video analysis 3 X 50			0%

2	1. to write about personal information, using short, simple sentences. 2. to understand and use the present tense of the verb to be (including questions and negatives). 3. to Write true sentences with new words to remember them in context	To be able to : Write simple sentences with compound subjects or verbs	Criteria: Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea. Interesting, concrete and descriptive examples and details with explanations that relate to the topic. Thoughtful, logical progression of supporting examples; Mature transitions between ideas. Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices. Consistent standard English usage, spelling, and punctuation. No errors.	Lecturing Discussion, Question-Answer, Assignment 3 X 50			0%
3	To be able to Write simple sentences with compound subjects or verbs	1.To be able to : 2.Plan a personal profile 3.write a personal profile	Criteria: Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea. Interesting, concrete and descriptive examples and details with explanations that relate to the topic. Thoughtful, logical progression of supporting examples; Mature transitions between ideas. Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices. Consistent standard English usage, spelling, and punctuation. No errors.	Discussion Lecturing, Question-Answer, Assignment, Demonstration 3 X 50			0%
4	To be able to find key, basic information in a range of media and text types if the language used is simple.	To be able to: 1. Scan texts to find important information quickly 2. Use skimming when reading simple texts	Criteria: Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea. Interesting, concrete and descriptive examples and details with explanations that relate to the topic. Thoughtful, logical progression of supporting examples; Mature transitions between ideas. Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices. Consistent standard English usage, spelling, and punctuation. No errors.	Discussion Lecturing, Question-Answer, Assignment, Demonstration 3 X 50			0%

5	To be able to use subject pronouns. (Object pronouns are not explicitly listed in the CEFR.)	1.To be able to :Find words quickly in a dictionary 2.Use to be in present tense writing	Criteria: Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea. Interesting, concrete and descriptive examples and details with explanations that relate to the topic. Thoughtful, logical progression of supporting examples; Mature transitions between ideas. Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices. Consistent standard English usage, spelling, and punctuation. No errors.	Lecturing Discussion, Question-Answer, Assignment 3 X 50			0%
6	To be able to plan and write a personal profile	To be able to : 1. Write simple sentences with compound subjects or verbs 2. Write simple personal information on your profile	Criteria: Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea. Interesting, concrete and descriptive examples and details with explanations that relate to the topic. Thoughtful, logical progression of supporting examples; Mature transitions between ideas. Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices. Consistent standard English usage, spelling, and punctuation. No errors.	Discussion Lecturing, Question-Answer, Assignment, Demonstration 3 X 50			0%
7	To be able to find key, basic information in a range of media and text types if the language used is simple and there are images to provide clues to help students understand.	To be able to : Preview a text to get an idea of what it is about	Criteria: Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea. Interesting, concrete and descriptive examples and details with explanations that relate to the topic. Thoughtful, logical progression of supporting examples; Mature transitions between ideas. Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices. Consistent standard English usage, spelling, and punctuation. No errors.	Discussion Lecturing, Question-Answer, Assignment, Demonstration 3 X 50			0%

8	To be able to use definite and indefinite articles.	To be able to : 1. Use context to understand new words 2. Notice and use articles (a, an, the) in reading and writing	Criteria: Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea. Interesting, concrete and descriptive examples and details with explanations that relate to the topic. Thoughtful, logical progression of supporting examples; Mature transitions between ideas. Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices. Consistent standard English usage, spelling, and punctuation. No errors.	Lecturing Discussion, Question-Answer, Assignment 3 X 50			0%
9	To be able to write a simple, short paragraph using simple sentences about personal topics that are familiar to me.	To be able to : 1. Use commas with adjectives for correct and effective sentences 2. Brainstorm, compose, and edit a paragraph describing a product	Criteria: Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea. Interesting, concrete and descriptive examples and details with explanations that relate to the topic. Thoughtful, logical progression of supporting examples; Mature transitions between ideas. Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices. Consistent standard English usage, spelling, and punctuation. No errors.	Lecturing, Question-Answer, Assignment, Demonstration 3 X 50			0%
10	To be able to nd key, basic information in a range of media and text types	To be able to : Notice topic sentences to find main ideas in paragraphs	Criteria: Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea. Interesting, concrete and descriptive examples and details with explanations that relate to the topic. Thoughtful, logical progression of supporting examples; Mature transitions between ideas. Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices. Consistent standard English usage, spelling, and punctuation. No errors.	Discussion Lecturing, Question-Answer, Assignment, 3 X 50			0%

11	1. To be able to use adjective word order2. To organize words according to the following topic of money	To be able to : 1. Pair adjectives with their antonyms to expand your vocabulary 2. Use adjective word order to organize your description	Criteria: Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea. Interesting, concrete and descriptive examples and details with explanations that relate to the topic. Thoughtful, logical progression of supporting examples; Mature transitions between ideas. Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices. Consistent standard English usage, spelling, and punctuation. No errors.	Lecturing, Question-Answer, Assignment, Demonstration 3 X 50			0%
12	To write a simple, short paragraph using simple sentences about personal topics that are familiar to me	To be able to : 1. Use commas with adjectives for correct and effective sentences 2. Brainstorm, compose, and edit a paragraph describing a product	Criteria: Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea. Interesting, concrete and descriptive examples and details with explanations that relate to the topic. Thoughtful, logical progression of supporting examples; Mature transitions between ideas. Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices. Consistent standard English usage, spelling, and punctuation. No errors.	Lecturing, Question-Answer, Assignment, Demonstration 3 X 50			0%
13	To find a key, basic information in a range of media and text types if the language used is simple.	To be able to : Highlight text to identify and remember key information	Criteria: Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea. Interesting, concrete and descriptive examples and details with explanations that relate to the topic. Thoughtful, logical progression of supporting examples; Mature transitions between ideas. Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices. Consistent standard English usage, spelling, and punctuation. No errors.	Lecturing, Question-Answer, Assignment, Demonstration 3 X 50			0%

14	1. to be able to use the simple present tense. 2. to write grammatically correct simple sentences that express true facts about other people.	To be able to : 1. Write true sentences with new words to remember them in context 2. Use simple present tense to describe general truths and regular actions	Criteria: Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea. Interesting, concrete and descriptive examples and details with explanations that relate to the topic. Thoughtful, logical progression of supporting examples; Mature transitions between ideas. Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices. Consistent standard English usage, spelling, and punctuation. No errors.	Lecturing Discussion, Question-Answer, Assignment 3 X 50			0%
15	To write a simple, short paragraph using simple sentences about personal topics that are familiar	To be able to : 1. Notice and use commas in sentences 2. Prepare, compose, and revise a restaurant review	Criteria: Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea. Interesting, concrete and descriptive examples and details with explanations that relate to the topic. Thoughtful, logical progression of supporting examples; Mature transitions between ideas. Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices. Consistent standard English usage, spelling, and punctuation. No errors.	Discussion Lecturing, Question-Answer, Assignment, Presentation 3 X 50			0%
16	MIDTEST	MIDTEST	Criteria: Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea. Interesting, concrete and descriptive examples and details with explanations that relate to the topic. Thoughtful, logical progression of supporting examples; Mature transitions between ideas. Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices. Consistent standard English usage, spelling, and punctuation. No errors.	MIDTEST 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.