



**Universitas Negeri Surabaya
Faculty of Languages and Arts
English Literature Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|----------------------|-----------------------------------|--|--------------------------|--|------------------------------|---|---|----|----|----|----|----|----|----|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic Speaking | 7920202002 | | T=2 P=0 ECTS=3.18 | 5 | July 18, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Dr. Ali Mustofa, S.S., 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center; padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">7</td> <td style="padding: 5px;">8</td> <td style="padding: 5px;">9</td> <td style="padding: 5px;">10</td> <td style="padding: 5px;">11</td> <td style="padding: 5px;">12</td> <td style="padding: 5px;">13</td> <td style="padding: 5px;">14</td> <td style="padding: 5px;">15</td> <td style="padding: 5px;">16</td> </tr> </table> | | | | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | This subject is specifically designed to give students the necessary skills and confidence to deliver professional and articulate presentations for academic and professional forums where English is the medium of communication, such as conferences, seminars, poster presentations, etc. The emphasis placed on variety, language skills and the balance between input and practice throughout the course will help students become more confident, autonomous and competent speakers of English. The teaching learning activities are student-centered learning conducted through contextual instruction, small group discussions, simulation, and presentation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. Dignen, Bob. 1999. English for Presentation . York: York Associates. 2. Osborn, M., Osborn, S., and Osborn, R . 2009. Public Speaking Eight Edition . USA: Pearson Education, Inc. 3. Taylor, H.M., and Mears, A.G . 1978. The Right Way to Conduct Meetings, Conferences, and Discussions . London: Cox & Wayman, Ltd. 4. Wallwork, Adrian . 2010. English Presentations at International Conferences . New York: Springer. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Diana Budi Darma, S.S., M.Pd. Lisetyo Ariyanti, S.S., M.Pd. Hujuala Rika Ayu, S.S., M.A. Mamik Tri Wedawati, S.S., M.Pd. Laily Maulida Septiana Harti, S.S., M.AppLing. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 understand the concept of Academic Speaking | To explain the importance of professional presentations for academic and professional forums To explain the importance of effective presentations To recall examples of professional presentations from video clip | | Small Group Discussion 2 X 50 | | | 0% |
| 2 | To understand the differences between spoken and written language Sentence & grammatical errors Active and passive verbs | To explain the differences between spoken and written language To observe the examples of correct grammar and word choices in spoken and written language To give examples of correct grammar and word choices in spoken and written language | | Contextual Instruction Small Group Discussion 2 X 50 | | | 0% |
| 3 | To understand the rules within a seminar & conference To know the types of presentations | To explain the rules within a seminar & conference To identify the types of presentation To observe the types of presentation through video clips | | Lecturing, Small Group Discussion 2 X 50 | | | 0% |
| 4 | To understand the non-verbal language used in a presentation Body language Appearance | To explain the concept of non-verbal communication To analyze some video clips about body language and appearance To demonstrate appropriate body language and appearance in a professional forum | | Contextual Instruction Small Group Discussion Demonstration 2 X 50 | | | 0% |
| 5 | To apply visual aids in presentations | To utilize IT and other kinds of useful media in presentation To explore the examples of visual aids for presentation To make effective use of power point in presentation | | Demonstration Simulation 2 X 50 | | | 0% |

| | | | | | | | |
|----|--|---|---|--|--|--|----|
| 6 | To analyze the parts of a presentation | To analyze the example of a presentation from a video clip To identify the parts of a presentation To discuss the parts of a presentation To choose the right expression to deliver each part of a presentation To make a well prepared presentation matrix | | 2 X 50 | | | 0% |
| 7 | To analyze the parts of a presentation | To analyze the example of a presentation from a video clip To identify the parts of a presentation To discuss the parts of a presentation To choose the right expression to deliver each part of a presentation To make a well prepared presentation matrix | Criteria: Participation, Task, MidTerm, Final | Lecturing Small Group Discussion Simulation 2 X 50 | | | 0% |
| 8 | | | | | | | 0% |
| 9 | | | | | | | 0% |
| 10 | | | | | | | 0% |
| 11 | | | | | | | 0% |
| 12 | | | | | | | 0% |
| 14 | | | | | | | 0% |
| 15 | | | | | | | 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.

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.