



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		
Active Listening	7920202252		T=2 P=0 ECTS=3.18	2	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					
Short Course Description	This course provides the students with learning activities to improve their listening skills. It covers listening skills such as identifying general and specific information of various monologues and dialogues, identifying general and specific information of longer dialogues and monologues of non-authentic and authentic materials, identifying inferred information, and summarizing in intermediate level. The teaching-learning activities are conducted through listening practices, discussion, question-answering, and there will be frequent audio-recording for analysis and feedback.						
	References	Main : 1. Miles Craven. 2008. Real Listening and Speaking. Cambridge University Press. 2. Keith S. Folse and Robyn Brinks Lockwood. 2019. Four Point Listening for Academic Purposes. University of Michigan Press Supporters:					
Supporting lecturer	Fithriyah Inda Nur Abida, S.S., M.Pd. Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.						
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	The learner understands various kinds of academic spoken texts. The learner understands a range of common vocabulary and a few idioms.	<p>1.The learner can understand classroom-related conversations, academic situations, and university environments.</p> <p>2.The learner can understand native speakers when they speak quickly to one another in academic situations.</p> <p>3.The learner can identify the most important words in the speech although they might still have difficulty for uncommon phrases/idioms</p>		2 X 50			0%
2	The learner understands various kinds of academic spoken texts. The learner understands a range of common vocabulary and a few idioms.	<p>1.The learner can understand classroom-related conversations, academic situations, and university environments.</p> <p>2.The learner can understand native speakers when they speak quickly to one another in academic situations.</p> <p>3.The learner can identify the most important words in the speech although they might still have difficulty for uncommon phrases/idioms</p>		2 X 50			0%
3	To understand main ideas and specific information in common social issues	1. To be able to listen for main ideas. 2. To select a general topic to a specific idea. 3. To interpret the meaning of conversation using context clues		2 X 50			0%
4	To understand main ideas and specific information in common social issues	1. To be able to listen for main ideas. 2. To select a general topic to a specific idea. 3. To interpret the meaning of conversation using context clues		2 X 50			0%
5	To understand the use of repetition words and synonyms in a spoken text	1. To distinguish the sounds of similar phonetic and phonemic words 2. To understand the use of similar words in social and academic situations		Listening Lecturing 2 X 50			0%

6	To understand the use of repetition words and synonyms in a spoken text	1. To distinguish the sounds of similar phonetic and phonemic words 2. To understand the use of similar words in social and academic situations		Listening Lecturing 2 X 50			0%
7	To be able to read the chart and analyze specific numbers and statistics	To be able to distinguish various drafts or charts. To understand basic vocabulary used in statistics To apply words or expressions used in discussing charts and statistics		Lecturing Discussion 2 X 50			0%
8	To be able to read the chart and analyze specific numbers and statistics	To be able to distinguish various drafts or charts. To understand basic vocabulary used in statistics To apply words or expressions used in discussing charts and statistics		Lecturing Discussion 2 X 50			0%
9	UTS			2 X 50			0%
10	To be able to compare and contrast various ideas that contain agreement or disagreement and implement reasoning skills for argumentation	1. To understand expressions for agreeing or disagreeing. To evaluate keywords of arguing. 2. To communicate the concepts of argumentation to discern the deeper meaning behind the other persons communication		2 X 50			0%
11	To be able to compare and contrast various ideas that contain agreement or disagreement and implement reasoning skills for argumentation	1. To understand expressions for agreeing or disagreeing. To evaluate keywords of arguing. 2. To communicate the concepts of argumentation to discern the deeper meaning behind the other persons communication		2 X 50			0%
12	To communicate the materials of social issues to understand the use of coherence and synthesize information from supporting sources.	1. To understand how details relate to the main idea. 2. To be able to draw inferences. 3. To classify the main idea and supporting idea		2 X 50			0%
13	To communicate the materials of social issues to understand the use of coherence and synthesize information from supporting sources.	1. To understand how details relate to the main idea. 2. To be able to draw inferences. 3. To classify the main idea and supporting idea		2 X 50			0%
14	To communicate the materials of cultural issues to understand the use of coherence and synthesize information from supporting sources.	1. To understand how details relate to the main idea. 2. To be able to draw inferences. 3. To classify the main idea and supporting idea.		LecturingDiscussinganswer-question 2 X 50			0%
15	To communicate the materials of cultural issues to understand the use of coherence and synthesize information from supporting sources.	1. To understand how details relate to the main idea. 2. To be able to draw inferences. 3. To classify the main idea and supporting idea.		LecturingDiscussinganswer-question 2 X 50			0%
16	Final Exam			2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

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.