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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Basic English Grammar	7920202017		T=2	P=0	ECTS=3.18	4	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Ali Mustofa, S.S., 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
	PO Matrix at the end of each learning stage (Sub-PO)

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 designed to review noun clauses, adjective clauses, adverb clauses, gerunds, coordinating conjunctions, connectives, and conditional sentences and wishes. Those elements of grammar are discussed in connection with (1) Grammar patterns in sentences: simple, compound and compound-complex sentences , (2) functional aspects of grammar in context, (3) grammar connection with other aspects of language (in particular reading and writing). The teaching-learning activities are conducted through presentations, small group discussions, question-answers, and assignments.

References	Main :
	1. Azar, Betty Schramfer. 2002. Understanding and Using English Grammar . White Plains, NY:Pearson Educati 2. Steer, Jecelyn. 1998. Advanced English Grammar . Boston: Heinle & Heinle
	Supporters:

Supporting lecturer	Ayunita Leliana, S.S., M.Pd. Sueb, 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 show understanding of count and non-count nouns	1.Students have the ability to differentiate between count and non-count nouns 2.Students are able to apply count and non-count nouns in sentences		· Lecturing · Small group discussion · Question-Answer 2 X 50			0%

2	To demonstrate the understanding of possessive nouns	Students could explain the use of possessive nouns properly		· Lecturing · Small group small group discussion Question-Answer 2 X 50			0%
3	To show the understanding of simple tenses To be able to apply simple tenses	Students are able to use all simple tenses properly		· Lecturing · Small group small group discussion Question-Answer 2 X 50			0%
4	To identify the differences between simple past and past perfect, and future perfectTo show the ability in using simple past and past perfect, and future perfect	1.Students can distinguish the use between simple past and past perfect 2.Students can apply future perfect appropriately		· Lecturing · Small group small group discussion Question-Answer 4 X 50			0%
5	To identify the differences between simple past and past perfect, and future perfectTo show the ability in using simple past and past perfect, and future perfect	1.Students can distinguish the use between simple past and past perfect 2.Students can apply future perfect appropriately		· Lecturing · Small group small group discussion Question-Answer 4 X 50			0%
6	To show the understanding of simple progressive and perfect progressiveTo show the ability to differentiate simple progressive from perfect progressive	1.Students are able to demonstrate: the application of simple progressive 2.the use of perfect progressive in different circumstances		LecturingSmall group discussionQuestion-Answer 4 X 50			0%
7	To show the understanding of simple progressive and perfect progressiveTo show the ability to differentiate simple progressive from perfect progressive	1.Students are able to demonstrate: the application of simple progressive 2.the use of perfect progressive in different circumstances		LecturingSmall group discussionQuestion-Answer 4 X 50			0%
8	To figure out the differences among phrases, clauses, and sentencesTo apply all types of sentences in advanced writing	1.Students have the ability to: Differentiate phrases, clauses, and sentences clearly 2.Structure a paragraph by using compound, complex, and compound-complex sentences		LecturingSmall group discussionQuestion-Answer 4 X 50			0%

No							
9	To figure out the differences among phrases, clauses, and sentencesTo apply all types of sentences in advanced writing	1.Students have the ability to: Differentiate phrases, clauses, and sentences clearly 2.Structure a paragraph by using compound, complex, and compound-complex sentences		LecturingSmall group discussionQuestion-Answer 4 X 50			0%
10	To show the comprehension of noun clauses and their functions	Students are able to write noun clauses in their writing in different functions		LecturingSmall group discussionQuestion-Answer 2 X 50			0%
11	To show the ability to distinguish between direct and indirect speeches	Students have the ability to identify the uses and several common problems dealt with direct and indirect speeches		· Lecturing · Small group discussion · Question-Answer 2 X 50			0%
12	· To show the understanding of the types of adjective clauses · To show the understanding of restrictive adjective clauses and their features · To show the understanding of nonrestrictive adjective clauses and their features	Students are able to demonstrate the use of · Restrictive adjective clauses and their features · Nonrestrictive adjective clauses and their features		· Lecturing · Small group discussion · Question-Answer 4 X 50			0%
13	· To show the understanding of the types of adjective clauses · To show the understanding of restrictive adjective clauses and their features · To show the understanding of nonrestrictive adjective clauses and their features	Students are able to demonstrate the use of · Restrictive adjective clauses and their features · Nonrestrictive adjective clauses and their features		· Lecturing · Small group discussion · Question-Answer 4 X 50			0%
14	To show the understanding of the use of adverb clauses	Students are able to use adverb clauses appropriately		· Lecturing · Small group discussion · Question-Answer 4 X 50			0%
15	To show the understanding of the use of adverb clauses	Students are able to use adverb clauses appropriately		· Lecturing · Small group discussion · Question-Answer 4 X 50			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.