



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																																																																																				
English Correspondence	7920202047	Study Program Elective Courses	T=2 P=0 ECTS=3.18	6	July 18, 2024																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																					
	Silvy Cinthia Adelia, M.A.		Silvy Cinthia Adelia, M.A.	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																																																																																								
	PLO-5	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement																																																																																							
	PLO-7	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.																																																																																							
	Program Objectives (PO)																																																																																								
	PO - 1	Being able to distinguish the concept of using English to carry out everyday activities in academic work, such as writing emails, dealing with referees and editors, making telephone calls, and socializing at conferences.																																																																																							
	PO - 2	Being able to demonstrate the developing ideas and limiting the subject of discussion as well as English correspondence writing as the continuation of Academic Writing.																																																																																							
	PO - 3	Being able to attach the value of being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement.																																																																																							
	PLO-PO Matrix																																																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-7</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>					P.O	PLO-5	PLO-7				PO-1						PO-2						PO-3																																																																
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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">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																
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Short Course Description	This course is a continuation of the academic writing course and is designed to help its participants master the concept of using English to carry out everyday activities in academic work, such as writing emails, dealing with referees and editors, making telephone calls, and socializing at conferences . Accordingly, the general discussion in this course includes developing ideas and limiting the subject of discussion as well as English correspondence writing. To accommodate the achievement of learning outcomes, the course is conducted through lecturer's presentation, class discussion, and writing practices for academic purposes.																																																																																								
References	Main :																																																																																								
	<ol style="list-style-type: none"> 1. Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer. 2. Wallwork, Adrian. 2014. Email and Commercial Correspondence . New York. Springer. 3. Wallwork, Adrian. 2016. English for Academic Correspondence . Switzerland: Springer 																																																																																								
	Supporters:																																																																																								
Supporting lecturer	Silvy Cinthia Adelia, S.S., M.A.																																																																																								

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 writing email To construct a proper email	1.to indicate an idea of subject lines 2.to indicate the beginning and ending of email 3.to construct the content of email 4.to construct requests and replies 5.to construct a relationship and decide the level of formality	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E) Form of Assessment : Participatory Activities, Practical Assessment	Lecturing Discussion Writing Practice 2 X 50		Material: The Concept of Writing Email Reference: <i>Wallwork, Adrian. 2016. English for Academic Correspondence. Switzerland: Springer</i>	5%
2	To understand the concept of writing email To construct a proper email	1.to indicate an idea of subject lines 2.to indicate the beginning and ending of email 3.to construct the content of email 4.to construct requests and replies 5.to construct a relationship and decide the level of formality	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E) Form of Assessment : Practical Assessment	Lecturing Discussion Writing Practice 2 X 50		Material: The Concept of Writing Email Reference: <i>Wallwork, Adrian. 2016. English for Academic Correspondence. Switzerland: Springer</i>	5%
3	To understand the concept of writing email To construct a proper email	1.to indicate an idea of subject lines 2.to indicate the beginning and ending of email 3.to construct the content of email 4.to construct requests and replies 5.to construct a relationship and decide the level of formality	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E) Form of Assessment : Participatory Activities	Lecturing Discussion Writing Practice 2 X 50		Material: The Concept of Writing Email Reference: <i>Wallwork, Adrian. 2016. English for Academic Correspondence. Switzerland: Springer</i>	5%

4	To understand the concept of writing and Responding to ReviewsTo Construct the Writing and Responding to Reviews To communicate with the Editor	- to show the correct construction of an introductory paragraph in an essay - to show the correct construction of the body paragraphs in an essay to show the correct construction of a concluding paragraph in an essay - to construct correct requesting and writing an informal review of a colleagues work - to construct writing a peer review to construct a reply to the reviewers reports - to focus only on what needs to achieve - to ensure the cover letter is clear and accurate - to make a few changes, describe them in the letter to the editor - to be diplomatic in any email to check the progress of the manuscript	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E) Form of Assessment : Participatory Activities, Practical Assessment	Lecturing Discussion Writing Practice 2 X 50		Material: The concept of Writing and responding to Reviews Library: <i>Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing. New York. Springer.</i>	5%
5	To understand the concept of writing and Responding to ReviewsTo Construct the Writing and Responding to Reviews To communicate with the Editor	- to show the correct construction of an introductory paragraph in an essay - to show the correct construction of the body paragraphs in an essay to show the correct construction of a concluding paragraph in an essay - to construct correct requesting and writing an informal review of a colleagues work - to construct writing a peer review to construct a reply to the reviewers reports - to focus only on what needs to achieve - to ensure the cover letter is clear and accurate - to make a few changes, describe them in the letter to the editor - to be diplomatic in any email to check the progress of the manuscript	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E) Form of Assessment : Participatory Activities, Practical Assessment	Lecturing Discussion Writing Practice 2 X 50		Material: The concept of Writing and responding to Reviews Library: <i>Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing. New York. Springer.</i>	5%

6	To understand the concept of writing and Responding to ReviewsTo Construct the Writing and Responding to Reviews To communicate with the Editor	- to show the correct construction of an introductory paragraph in an essay - to show the correct construction of the body paragraphs in an essay to show the correct construction of a concluding paragraph in an essay - to construct correct requesting and writing an informal review of a colleagues work - to construct writing a peer review to construct a reply to the reviewers reports - to focus only on what needs to achieve - to ensure the cover letter is clear and accurate - to make a few changes, describe them in the letter to the editor - to be diplomatic in any email to check the progress of the manuscript	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E) Form of Assessment : Participatory Activities	Lecturing Discussion Writing Practice 2 X 50		Material: The concept of Writing and responding to Reviews Library: <i>Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing. New York. Springer.</i>	5%
7	To understand the concept of Telephone and Telephone CallsTo implement the concept of Telephone and Telephone Calls	- to indicate the structure of objective preparing for and setting up a telephone call - to indicate the structure and typical phrases of a telephone message to prepare conference calls - to implement the structure of objective preparing for and setting up a telephone call - to implement the structure and typical phrases of a telephone message to implement the conference call	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E) Form of Assessment : Participatory Activities	Lecturing Discussion Writing Practice 2 X 50		Material: The concept of Telephone and Telephone calls Reference: <i>Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing. New York. Springer.</i>	5%
8	To understand the concept of Telephone and Telephone CallsTo implement the concept of Telephone and Telephone Calls	- to indicate the structure of objective preparing for and setting up a telephone call - to indicate the structure and typical phrases of a telephone message to prepare conference calls - to implement the structure of objective preparing for and setting up a telephone call - to implement the structure and typical phrases of a telephone message to implement the conference call	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E) Form of Assessment : Participatory Activities	Lecturing Discussion Writing Practice 2 X 50		Material: The concept of Telephone and Telephone calls Reference: <i>Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing. New York. Springer.</i>	5%

9	Midterms test	<p>1. Students are able to format an Email Correctly, including subject line, salutation, body, and closing</p> <p>2. students are able to address the purpose of the email effectively, whether it's making an inquiry, giving information, or requesting assistance</p> <p>3. Student demonstrates cultural sensitivity by adapting communication to the recipient's cultural norms, if relevant</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Follows a logical structure with a clear introduction, body, and conclusion. 2. Addresses the primary purpose or objective of the correspondence accurately 3. Communicates ideas clearly and concisely 4. Uses appropriate paragraphing and formatting for readability 5. Avoid cultural stereotypes or biases <p>Form of Assessment : Participatory Activities</p>	Project 2 X 50		<p>Material: Writing An Appropriate Email Reader: <i>Wallwork, Adrian. 2016. English for Academic Correspondence. Switzerland: Springer</i></p>	0%
10	To understand how to build a relationship and to decide the level of formality	<p>1. Students are able to differ formal and informal English in emails</p> <p>2. students are able to adopt an appropriate level of formality when dealing with people of different cultures</p>	<p>Criteria: Students understanding based on the indicators</p> <p>Form of Assessment : Participatory Activities</p>	Lecturing discussion 2x50		<p>Material: Building a relationship and to decide the level of formality Reference: <i>Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing. New York. Springer.</i></p>	0%
11	To understand how to build a relationship and to decide the level of formality	<p>1. Students are able to differ formal and informal English in emails</p> <p>2. students are able to adopt an appropriate level of formality when dealing with people of different cultures</p>	<p>Criteria: Students understanding based on the indicators</p> <p>Form of Assessment : Participatory Activities</p>	Lecturing discussion 2x50		<p>Material: Building a relationship and to decide the level of formality Reference: <i>Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing. New York. Springer.</i></p>	0%
12	To understand Request and Reply	<p>1. Students are able to structure and specify requests</p> <p>2. Students are able to understand the recipient's viewpoint</p>	<p>Criteria: Students understanding based on the indicators</p> <p>Form of Assessment : Participatory Activities</p>	2x50		<p>Material: Request and Reply Reader: <i>Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing. New York. Springer.</i></p>	0%
13	To understand Request and Reply	<p>1. Students are able to structure and specify requests</p> <p>2. Students are able to understand the recipient's viewpoint</p>	<p>Criteria: Students understanding based on the indicators</p> <p>Form of Assessment : Participatory Activities</p>	2x50		<p>Material: Request and Reply Reader: <i>Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing. New York. Springer.</i></p>	0%

14	students are able to develop strong interpersonal communication skills for building relationships and rapport in a business context	1.Demonstrates active listening skills in written communication 2.Responds appropriately and professionally to colleagues, clients, or superiors in written correspondence	Criteria: Students understanding based on the indicators Form of Assessment : Participatory Activities	Lecturing discussion 2x50		Material: Building a relationship and to decide the level of formality Reference: <i>Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing. New York. Springer.</i>	5%
15	students are able to practice active listening and responding appropriately to colleagues, clients, and superiors.	1.Demonstrates active listening skills in written communication 2.Responds appropriately and professionally to colleagues, clients, or superiors in written correspondence	Criteria: Students understanding based on the indicators Form of Assessment : Practice / Performance	Lecturing discussion 2x50		Material: Building a relationship and to decide the level of formality Reference: <i>Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing. New York. Springer.</i>	5%
16	Final test	Students are able to write an Appropriate Email with some criteria learned	Criteria: Students understanding based on the indicators Form of Assessment : Project Results Assessment / Product Assessment	Project 2x50		Material: Final Test Literature: <i>Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing. New York. Springer.</i>	50%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	32.5%
2.	Project Results Assessment / Product Assessment	50%
3.	Practical Assessment	12.5%
4.	Practice / Performance	5%
		100%

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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

