



**Universitas Negeri Surabaya
Fakultas Bahasa dan Seni
Program Studi S1 Sastra Inggris**

Kode Dokumen

SEMESTER LEARNING PLAN

Course	KODE	Rumpun MataKuliah	Bobot Kredit			SEMESTER	Tanggal Penyusunan																																																																																													
English For Tourism	7920202051	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	5	15 Januari 2023																																																																																													
OTORISASI	Pengembang S.P		Koordinator Rumpun matakuliah			Koordinator Program Studi																																																																																														
	Lina Purwaning Hartanti, S.Pd., M.EIL.		Lina Purwaning Hartanti, S.Pd., M.EIL.			Dr. Ali Mustofa, S.S., M.Pd.																																																																																														
Model Pembelajaran	Project Based Learning																																																																																																			
Program Learning Outcomes (PLO)	PLO program Studi yang dibebankan pada matakuliah																																																																																																			
	PLO-5	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement																																																																																																		
	Program Objectives (PO)																																																																																																			
	PO - 1	Being able to design brochures and/or booklet on hotel, travel agent, and tour guiding.																																																																																																		
	PO - 2	Being able to communicate ideas, both orally and in written effectively.																																																																																																		
	PO - 3	Being able to demonstrate effectivity, originality and creativity when performing dialogue, role play, and presentation; and when designing brochures/booklet on hotel, travel agent, and tour guiding																																																																																																		
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Deskripsi Singkat Mata Kuliah	This subject provides students with knowledge of hospitality, travel, and tourism related terms and develops students' ability to communicate effectively in English at a customer liaison level within the hospitality, travel, and tourism industry. It covers the knowledge and practical abilities related to hotel accommodations, travel agency, and tour guide. It also provides students with knowledge and practice of writing tourism advertising in the form of brochure/leaflet/booklet. All teaching learning activities are conducted through lecturing, small group discussion, presentation, role play, and project.																																																																																																			
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1. Dubicka, Iwonna., and O'Keeffe, Margaret. 2003. English for International Tourism: Pre-Intermediate Students' Book . Essex: Longman.
2. Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.
3. Morgan, Nigel., and Pritchard, Annette. 2000. Advertising in Tourism and Leisure . Oxford: Butterworth-Heinemann.
4. Strutt, Peter. 2003. English for International Tourism: Intermediate Students' Book . Essex: Longman.
5. Wyatt, Rawdon. 2007. Check Your English Vocabulary for Leisure, Travel and Tourism (2nded). London: A&C Black Publishers Ltd.

Dosen Pengampu
Lina Purwaning Hartanti, S.Pd., M.EIL.
Silvy Cinthia Adelia, S.S., M.A.

Minggu Ke-	Kemampuan akhir tiap tahapan belajar (Sub-PO)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	1. Being able to choose appropriate terms related to hotel. 2. Being able to develop the ability to communicate effectively in English with guests from different cultural backgrounds.	Make an effective role play of hotel reservation using good presentation skills.	Kriteria: Oral Bentuk Penilaian : Praktik / Unjuk Kerja	Lecturing, Discussion, Role Play 2 X 50		Materi: Hotel reservation Pustaka: <i>Tourism handout (compiled materials).</i> <hr/> Materi: Hotel reservation Pustaka: Jones, Leo. 2001. <i>Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.</i>	5%
2	1. Being able to choose appropriate terms related to hotel. 2. Being able to develop the ability to communicate effectively in English with guests from different cultural backgrounds.	Make an effective role play of hotel check-in and check-out using good presentation skills.	Criteria: Orally Form of Assessment : Practice / Performance	Lecturing, Discussion, Role Play 2 X 50		Materials: Check-in & check-out Library: <i>Tourism handout (compiled materials).</i> <hr/> Material: Check-in & check-out Reader: Jones, Leo. 2001. <i>Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.</i>	5%

3	<p>1. Being able to choose appropriate terms related to hotel.</p> <p>2. Being able to develop the ability to communicate effectively in English with guests from different cultural backgrounds.</p>	<p>Make an effective role play of hotel check-in and check-out using good presentation skills.</p>	<p>Criteria: Orally</p> <p>Form of Assessment : Practice / Performance</p>	<p>Lecturing, Discussion, Role Play 2 X 50</p>		<p>Materials: Check-in & check-out Library: <i>Tourism</i> handout (compiled materials).</p> <hr/> <p>Material: Check-in & check-out Reader: Jones, Leo. 2001. <i>Welcome! English for the travel and tourism industry.</i> Cambridge: Cambridge University Press.</p>	5%
4	<p>1. Being able to design a creative hotel brochure.</p> <p>2. Being able to apply English to effectively market and promote hotels.</p> <p>3. Being able to respond to others' presentations in English using an appropriate manner.</p>	<p>1. Design a creative hotel brochure using correct grammar. Present it effectively by paying attention to presentation skills.</p> <p>2. Respond to your friends' presentation using an appropriate manner.</p>	<p>Criteria: Project based</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Discussion, Group project-based learning 2 X 50</p>		<p>Material: Hotel brochure - presentation Reference: <i>Tourism</i> handout (compiled materials).</p> <hr/> <p>Material: Hotel brochure - presentation Reader: Jones, Leo. 2001. <i>Welcome! English for the travel and tourism industry.</i> Cambridge: Cambridge University Press.</p> <hr/> <p>Material: Hotel brochure - presentation References: Morgan, Nigel, and Pritchard, Annette. 2000. <i>Advertising in Tourism and Leisure.</i> Oxford: Butterworth-Heinemann.</p>	12%

5	<p>1. Being able to design a creative hotel brochure.</p> <p>2. Being able to apply English to effectively market and promote hotels.</p> <p>3. Being able to respond to others' presentations in English using an appropriate manner.</p>	<p>1. Design a creative hotel brochure using correct grammar. Present it effectively by paying attention to presentation skills.</p> <p>2. Respond to your friends' presentation using an appropriate manner.</p>	<p>Criteria: Project based</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Discussion, Group project-based learning 2 X 50</p>		<p>Material: Hotel brochure - presentation</p> <p>Reference: <i>Tourism handout (compiled materials).</i></p> <hr/> <p>Material: Hotel brochure - presentation</p> <p>Reader: Jones, Leo. 2001. <i>Welcome!: English for the travel and tourism industry.</i> Cambridge: Cambridge University Press.</p> <hr/> <p>Material: Hotel brochure - presentation</p> <p>References: Morgan, Nigel., and Pritchard, Annette. 2000. <i>Advertising in Tourism and Leisure.</i> Oxford: Butterworth-Heinemann.</p>	13%
6	<p>1. Be able to apply the language used in the travel industry, such as terms related to ticketing, reservations, and customer service.</p> <p>2. Being able to apply English to provide accurate information about travel destinations and services.</p>	<p>Make a role play related to the travel industry including accurate information about travel destinations and services using good presentation skills.</p>	<p>Criteria: Orally</p> <p>Form of Assessment : Practice / Performance</p>	<p>Lecturing, Discussion, Role play 2 X 50</p>		<p>Material: Travel industry</p> <p>Bibliography: <i>Tourism handout (compiled materials).</i></p> <hr/> <p>Material: Travel industry</p> <p>Bibliography: Jones, Leo. 2001. <i>Welcome!: English for the travel and tourism industry.</i> Cambridge: Cambridge University Press.</p>	5%
7	<p>Being able to compose an informative itinerary.</p>	<p>Compose an informative itinerary using correct grammar.</p>	<p>Criteria: Written</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Group project assignment 2 X 50</p>		<p>Material: Itinerary</p> <p>Library: <i>Tourism handout (compiled materials).</i></p>	10%

8	<ol style="list-style-type: none"> 1. Being able to communicate effectively with tourists in English. 2. Being able to apply the language and terminology necessary to provide accurate and informative tours. 3. Being able to describe the cultural context, historical context, and features of the places being visited. 4. Being able to choose appropriate answers and responses in English. 5. Being able to explain directions and instructions to tourists in English. 	<p>Make role plays related to tour guiding including giving accurate information about tours, cultural context, historical context, features of the places, answering questions, and responding to requests using good presentation skills.</p>	<p>Criteria: Orally</p> <p>Form of Assessment : Practice / Performance</p>	<p>Lecturing, Discussion, Role play 2 X 50</p>	<p>Material: Tour guiding Library: <i>Tourism</i> <i>handout</i> <i>(compiled materials).</i></p> <hr/> <p>Material: Tour guiding Bibliography: <i>Dubicka, Iwonna., and O'Keeffe, Margaret. 2003. English for International Tourism: Pre-Intermediate Students' Book. Essex: Longman.</i></p> <hr/> <p>Material: Tour guiding Reference: <i>Jones, Leo. 2001. Welcome!: English for the travel and tourism industry. Cambridge: Cambridge University Press.</i></p> <hr/> <p>Material: Tour guiding Bibliography: <i>Strutt, Peter. 2003. English for International Tourism: Intermediate Students' Book. Essex: Longman.</i></p> <hr/> <p>Material: Tour guiding Bibliography: <i>Wyatt, Rawdon. 2007. Check Your English Vocabulary for Leisure, Travel and Tourism (2nded). London: A&C Black Publishers Ltd.</i></p>	2%
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9	<ol style="list-style-type: none"> 1. Being able to communicate effectively with tourists in English. 2. Being able to apply the language and terminology necessary to provide accurate and informative tours. 3. Being able to describe the cultural context, historical context, and features of the places being visited. 4. Being able to choose appropriate answers and responses in English. 5. Being able to explain directions and instructions to tourists in English. 	<p>Make role plays related to tour guiding including giving accurate information about tours, cultural context, historical context, features of the places, answering questions, and responding to requests using good presentation skills.</p>	<p>Criteria: Orally</p> <p>Form of Assessment : Practice / Performance</p>	<p>Lecturing, Discussion, Role play 2 X 50</p>		<p>Material: Tour guiding Library: <i>Tourism handout (compiled materials).</i></p> <hr/> <p>Material: Tour guiding Bibliography: <i>Dubicka, Iwonna., and O'Keeffe, Margaret. 2003. English for International Tourism: Pre-Intermediate Students' Book. Essex: Longman.</i></p> <hr/> <p>Material: Tour guiding Reference: <i>Jones, Leo. 2001. Welcome!: English for the travel and tourism industry. Cambridge: Cambridge University Press.</i></p> <hr/> <p>Material: Tour guiding Bibliography: <i>Strutt, Peter. 2003. English for International Tourism: Intermediate Students' Book. Essex: Longman.</i></p> <hr/> <p>Material: Tour guiding Bibliography: <i>Wyatt, Rawdon. 2007. Check Your English Vocabulary for Leisure, Travel and Tourism (2nded). London: A&C Black Publishers Ltd.</i></p>	3%
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11	<p>1. Being able to communicate effectively with tourists in English.</p> <p>2. Being able to apply the language and terminology necessary to provide accurate and informative tours.</p> <p>3. Being able to describe the cultural context, historical context, and features of the places being visited.</p> <p>4. Being able to choose appropriate answers and responses in English.</p> <p>5. Being able to explain directions and instructions to tourists in English.</p>	<p>Make role plays related to tour guiding including giving accurate information about tours, cultural context, historical context, features of the places, answering questions, and responding to requests using good presentation skills.</p>	<p>Criteria: Orally</p> <p>Form of Assessment : Practice / Performance</p>	<p>Lecturing, Discussion, Role play 2 X 50</p>		<p>Material: Tour guiding Library: <i>Tourism handout (compiled materials).</i></p> <hr/> <p>Material: Tour guiding Bibliography: <i>Dubicka, Iwonna., and O'Keeffe, Margaret. 2003. English for International Tourism: Pre-Intermediate Students' Book. Essex: Longman.</i></p> <hr/> <p>Material: Tour guiding Reference: <i>Jones, Leo. 2001. Welcome!: English for the travel and tourism industry. Cambridge: Cambridge University Press.</i></p> <hr/> <p>Material: Tour guiding Bibliography: <i>Strutt, Peter. 2003. English for International Tourism: Intermediate Students' Book. Essex: Longman.</i></p> <hr/> <p>Material: Tour guiding Bibliography: <i>Wyatt, Rawdon. 2007. Check Your English Vocabulary for Leisure, Travel and Tourism (2nded). London: A&C Black Publishers Ltd.</i></p>	3%
12	<p>Being able to critically distinguish culinary tourism, ecotourism, and experiential tourism.</p>	<p>Critically analyze the main features of culinary tourism, ecotourism, and experiential tourism depicted in selected videos and articles using correct grammar.</p>	<p>Criteria: Written</p> <p>Form of Assessment : Test</p>	<p>Discussion, Group assignment 2 x 50</p>		<p>Material: Types of tourism Library: <i>Tourism handout (compiled materials).</i></p>	3%

13	Being able to critically distinguish culinary tourism, ecotourism, and experiential tourism.	Critically analyze the main features of culinary tourism, ecotourism, and experiential tourism depicted in selected videos and articles using correct grammar.	Criteria: Written Form of Assessment : Test	Discussion, Group assignment 2 x 50		Material: Types of tourism Library: <i>Tourism handout (compiled materials).</i>	3%
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15	Be able to compose a creative and interactive virtual tour video.	Compose a creative and interactive virtual tour video by paying attention to good presentation skills.	Criteria: Orally Form of Assessment : Project Results Assessment / Product Assessment	Individual project-based learning 2 x 50		Material: Virtual tour video Reference: <i>Tourism handout (compiled materials).</i>	12%
16	Be able to compose a creative and interactive virtual tour video.	Compose a creative and interactive virtual tour video by paying attention to good presentation skills.	Criteria: Orally Form of Assessment : Project Results Assessment / Product Assessment	Individual project-based learning 2 x 50		Material: Virtual tour video Reference: <i>Tourism handout (compiled materials).</i>	13%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	60%
2.	Practice / Performance	30%
3.	Test	10%
		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.

