



**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 Vocabulary in Context	7920202250		T=2	P=0	ECTS=3.18	1	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Ali Mustofa, S.S., M.Pd.

Learning model	Case Studies
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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="width: 100%; text-align: center;"> <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> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description This course aims to provide students with knowledge and skills of English Vocabulary words. It covers the knowledge and practice of Vocabulary in context. The context – the words surrounding the unfamiliar word – provides clues to each word's meaning. This subject will combine both theoretical and practical classroom activities. All teaching learning activities are conducted through lecturing, drilling, and practice.

References	Main :	
		<ol style="list-style-type: none"> 1. Schwartz, Linda. 2004. Power Practice: Vocabulary in Context, Gr 5-8 . Creative Teaching Press. 2. Stuart, Redman. 1997. English Vocabulary in Use. Pre-intermediate & Intermediate . Cambridge: Cambridge University Press 3. Quinley, Elliott. 2017. Vocabulary in Context : Everyday Living Words . USA: Saddleback Educational Publishing. 4. Deli, Khenherly. 2002. 1001 Vocabulary & Spelling Question. USA : Learning Express New York.
	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	To show importance of using appropriate Vocabulary to college-level (CLO 1)	1.To show appropriate vocabulary in speaking 2.To illustrate vocabulary appropriate in writing 3.To explain vocabulary appropriate in reading		Lecturing, Discussion, Question-Answer 2 X 50			0%
2	To examine, define and differentiate between anonym, synonym and homophone (CLO 2)	1.To identify anonymous words 2.To classify synonym words 3.To list homophone words		Lecturing, Discussion, Question-Answer 6 X 50			0%
3	To examine, define and differentiate between anonym, synonym and homophone (CLO 2)	1.To identify anonymous words 2.To classify synonym words 3.To list homophone words		Lecturing, Discussion, Question-Answer 6 X 50			0%
4	To examine, define and differentiate between anonym, synonym and homophone (CLO 2)	1.To identify anonymous words 2.To classify synonym words 3.To list homophone words		Lecturing, Discussion, Question-Answer 6 X 50			0%
5	To classify words and match nouns, verbs, adjectives and adverbs to their definitions (CLO 2 & CLO 3)	To responsibly use the correct classifying words		Lecturing, Discussion, Question-Answer 4 X 50			0%
6	To classify words and match nouns, verbs, adjectives and adverbs to their definitions (CLO 2 & CLO 3)	To responsibly use the correct classifying words		Lecturing, Discussion, Question-Answer 4 X 50			0%
7	To choose the best answer to define vocabulary words (CLO 2 & CLO 3)	To decipher the correct answer from definition vocabulary words		Demonstration, Discussion, Question-Answer, Quiz 1 2 X 50			0%
8	To demonstrate the best definition and decipher the meaning of vocabulary from the context in underlined word used in a short phrase (CLO 3 & CLO 4)	To select the best definition for an underlined word used in a short phrase		Demonstration, Drilling, Discussion, Question-Answer 6 X 50			0%
9	To demonstrate the best definition and decipher the meaning of vocabulary from the context in underlined word used in a short phrase (CLO 3 & CLO 4)	To select the best definition for an underlined word used in a short phrase		Demonstration, Drilling, Discussion, Question-Answer 6 X 50			0%

10	To demonstrate the best definition and decipher the meaning of vocabulary from the context in underlined word used in a short phrase (CLO 3 & CLO 4)	To select the best definition for an underlined word used in a short phrase		Demonstration, Drilling, Discussion, Question-Answer 6 X 50			0%
11	To classify and match vocabulary correlated to science, social studies and mathematics (CLO 1 & CLO 4)	<ol style="list-style-type: none"> 1.To classify the vocabulary with certain genres in science 2.To match the vocabulary with certain genres in social 3.To show the vocabulary with certain genres in mathematics 		Demonstration, Discussion, Question-Answer 4 X 50			0%
12	To classify and match vocabulary correlated to science, social studies and mathematics (CLO 1 & CLO 4)	<ol style="list-style-type: none"> 1.To classify the vocabulary with certain genres in science 2.To match the vocabulary with certain genres in social 3.To show the vocabulary with certain genres in mathematics 		Demonstration, Discussion, Question-Answer 4 X 50			0%
13	To define the function, classify and match vocabulary words beginning with prefixes (CLO 1 & CLO 3)	<ol style="list-style-type: none"> 1.To define the function prefixes 2.To use the correct prefixes in vocabulary words 3.To give examples of prefixes meaning 		Lecturing, Discussion, Question-Answer, Quiz 4 X 50			0%
14	To define the function, classify and match vocabulary words beginning with prefixes (CLO 1 & CLO 3)	<ol style="list-style-type: none"> 1.To define the function prefixes 2.To use the correct prefixes in vocabulary words 3.To give examples of prefixes meaning 		Lecturing, Discussion, Question-Answer, Quiz 4 X 50			0%

15	To identify words correlated to food, sport, phobias, occupations and more (CLO 1 & CLO4)	1.To identify words correlated to food, sport, phobias, occupation and more 2.To find words are related to a specific word or phrase		Lecturing, Demonstration, Drilling, Discussion, Question-Answer 4 X 50			0%
16	To identify words correlated to food, sport, phobias, occupations and more (CLO 1 & CLO4)	1.To identify words correlated to food, sport, phobias, occupation and more 2.To find words are related to a specific word or phrase		Lecturing, Demonstration, Drilling, Discussion, Question-Answer 4 X 50			0%

Evaluation Percentage Recap: Case Study

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.
- 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.