



**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
Essential English Grammar	7920202277	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	May 15, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies																																																																																																				
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-8 Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa																																																																																																				
	Program Objectives (PO)																																																																																																				
	PO - 1 Being able to apply grammar rules and principles to produce accurate translations and interpretations.																																																																																																				
	PO - 2 Being able to apply grammatical properties in examining paragraphs.																																																																																																				
	PO - 3 Being able to demonstrate precise usage of English grammar in different contexts at pre-intermediate level.																																																																																																				
	PO - 4 Being able to adopt appropriate English grammar in different contexts.																																																																																																				
	PLO-PO Matrix																																																																																																				
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																					
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Short Course Description This subject is designed to review noun clauses, adjective clauses, adverb clauses, parallel structure and comparison. 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 relating to tenses, (3) grammar connection with other language aspects in particular reading and writing. The teaching-learning activities are conducted through presentations, small group discussions, question-answers, quizzes and assignments (synchronously and asynchronously)

References	Main :

1. Azar, B. S. 2017. Understanding and using English grammar. White Plains, NY: Pearson Education.
2. Murphy, Raymond. 2015. Essential Grammar in Use. Cambridge: Cambridge University Press.
3. Holt, Rinehart, & Winston, 2005. Element of Language: Grammar, Usage, and Mechanics Language Skills Practice.
4. Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.
5. Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc.

Supporters:

Supporting lecturer
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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	Being able to apply the basic grammatical structures and rules of English language.	Use the correct parts of speech in clauses and sentences	Criteria: Criteria: Written Form: Observation Form of Assessment : Participatory Activities	Lecturing, Small group discussion, Question-Answer 2 X 50		Material: Parts of speech: noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection. References: Azar, BS 2017. <i>Understanding and using English grammar.</i> White Plains, NY: Pearson Education.	5%
2	Being able to apply the basic grammatical structures and rules of English language.	Identify the concept of subject-verb agreement (Plural and singular nouns).	Criteria: Criteria: Written Form: Quiz Form of Assessment : Participatory Activities	Lecturing, discussion, questions and answers 2 X 50		Material: - Parts of a sentence - Subject-verb agreement - Singular and plural nouns Reference: Azar, BS 2017. <i>Understanding and using English grammar.</i> White Plains, NY: Pearson Education.	5%
3	Being able to construct a strong foundation in English grammar.	Students could describe the rule regarding singular - plural nouns in English and put into practice the knowledge in sentences	Criteria: Criteria: Written Form: Quiz Form of Assessment : Participatory Activities, Tests	Lecturing, discussion, questions and answers 2 X 50		Material: - Parts of a sentence - Subject-verb agreement - Singular and plural nouns - Word order Bibliography: Azar, BS 2017. <i>Understanding and using English grammar.</i> White Plains, NY: Pearson Education.	5%

4	Being able to construct a strong foundation in English grammar.	Critically analyze dependent and independent clauses	<p>Criteria: Criteria: Spoken & Written Form: Observation</p> <p>Form of Assessment : Participatory Activities</p>	Lecturing, group discussion, questions and answers 2 X 50		<p>Material: - Parts of speech -Parts of a sentence -Subject-verb agreement - Dependent and independent clauses</p> <p>Reference: <i>Azar, BS 2017. Understanding and using English grammar. White Plains, NY: Pearson Education.</i></p>	5%
5	Being able to demonstrate knowledge and appropriate usage of basic English grammar elements.	Identify sentence fragments in sentences in groups.	<p>Criteria: Criteria: Written Form: Observation</p> <p>Form of Assessment : Participatory Activities</p>	Lecturing, group discussion, questions and answers 2 X 50		<p>Material: Parts of a sentence (sentence, sentence fragment, run on).</p> <p>References: <i>Murphy, Raymond. 2015. Essential Grammar in Use. Cambridge: Cambridge University Press.</i></p>	5%
6	Being able to demonstrate knowledge and appropriate usage of basic English grammar elements.	Compose a creative infographic in groups on sentence, sentence fragment, run on.	<p>Criteria: Criteria: Written Form: Infographic Rubric</p> <p>Form of Assessment : Participatory Activities</p>	Lecturing, group discussion, questions and answers 2 X 50		<p>Material: Parts of a sentence (sentence, sentence fragment, run on).</p> <p>References: <i>Murphy, Raymond. 2015. Essential Grammar in Use. Cambridge: Cambridge University Press.</i></p>	5%
7	<ol style="list-style-type: none"> Being able to identify correct grammatical rules and principles in different types of information. Being able to recognize common grammatical errors in writing and speaking Be able to compose texts using correct English grammar. 	Analyze grammatical errors in paragraphs	<p>Criteria: Criteria: Spoken & Written Form: Presentation and Error Analysis Rubric</p> <p>Form of Assessment : Participatory Activities</p>	Case-Based Method Phase 1: • Dividing the students into a group of 3 • Giving the students 3 reading texts and asking them to find grammatical errors appearing throughout the text (Case study introduction) 2 X 50		<p>Material: Parts of speech</p> <p>Reference: <i>Azar, BS 2017. Understanding and using English grammar. White Plains, NY: Pearson Education.</i></p>	10%

8	<p>1. Being able to identify correct grammatical rules and principles in different types of information.</p> <p>2. Being able to recognize common grammatical errors in writing and speaking</p> <p>3. Be able to compose texts using correct English grammar.</p>	Critically analyze dependent and independent clauses	<p>Criteria: Criteria: Spoken & Written Form: Presentation and Error Analysis Rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Case-Based Method Phase 2:</p> <ul style="list-style-type: none"> Finding errors in the text Discussing and identifying what kind of errors that appear in the text (Defining the problems) <p>2 X 50</p>		<p>Material: Parts of a sentence</p> <p>References: <i>Holt, Rinehart, & Winston, 2005. Elements of Language: Grammar, Usage, and Mechanics Language Skills Practice.</i></p>	5%
9	<p>1. Being able to identify correct grammatical rules and principles in different types of information.</p> <p>2. Being able to recognize common grammatical errors in writing and speaking</p> <p>3. Be able to compose texts using correct English grammar.</p>	Solve the error problem effectively	<p>Criteria: Criteria: Spoken & Written Form: Presentation and Error Analysis Rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Case-Based Method Phase 3:</p> <ul style="list-style-type: none"> Negotiating with group members to solve the problem effectively. For example: Student 1 will handle reading text 1 or each student must find at least 3 errors on each text <p>2 X 50</p>		<p>Material: Subject-verb agreement</p> <p>References: <i>Holt, Rinehart, & Winston, 2005. Elements of Language: Grammar, Usage, and Mechanics Language Skills Practice.</i></p>	10%

10	<p>1. Being able to identify correct grammatical rules and principles in different types of information.</p> <p>2. Being able to recognize common grammatical errors in writing and speaking</p> <p>3. Be able to compose texts using correct English grammar.</p>	Rewrite the correct parts of sentences	<p>Criteria: Criteria: Spoken & Written Form: Presentation and Error Analysis Rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Case-Based Method</p> <p>Phase 4:</p> <ul style="list-style-type: none"> • Presenting in groups the results of discussion • Explaining why the errors occurred and giving the correct version (Presenting the solutions). <p>Phase 5:</p> <ul style="list-style-type: none"> • Discussing and offering other solutions • Making consensus towards the most effective way to identify and solve the errors (Evaluating the solutions). <p>Phase 6:</p> <ul style="list-style-type: none"> • Giving feedback (Done by the lecturer) • Writing personal reflective notes (Feedback) <p>2 X 50</p>		<p>Material: Dependent and independent clauses</p> <p>References: <i>Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.</i></p>	10%
11	Tenses in sentences	Apply properly the correct verb tenses based on the context.	<p>Criteria: Criteria: Spoken and written Form: observation</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecturing, discussion, questions and answers</p> <p>2 X 50</p>		<p>Material: - Verb tense for simple past, simple present, and simple future tenses. - Active and passive voice.</p> <p>Bibliography: <i>Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.</i></p>	5%
12	<p>1. Being able to develop a critical understanding of grammar in different contexts.</p> <p>2. Being able to apply grammar rules accurately in different contexts.</p>	Complete detailed summary on active and passive voice.	<p>Criteria: Criteria: Spoken and written Form: Presentation rubric</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecturing, discussion, questions and answers</p> <p>2 X 50</p>		<p>Material: -The use of tenses in various contexts</p> <p>References: <i>Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc.</i></p>	5%

13	Being able to develop a critical understanding of grammar in different contexts.	Critically analyze different types of sentence structures, including simple, compound, and complex sentences, to convey ideas effectively.	Criteria: Criteria: Written Form: Quiz Form of Assessment : Participatory Activities	Lecturing, discussion, questions and answers 2 X 50		Material: Types of sentence structures, including simple, compound, and complex sentences Bibliography: Page, Mary Ellen Munoz. 2011. <i>ESL Grammar: Intermediate and Advanced.</i> New Jersey: Research & Education Association, Inc.	5%
14	Being able to develop a critical understanding of grammar in different contexts.	Compose original narrative text using appropriate types of sentence structures.	Criteria: Criteria: Written Form: Narrative Writing Rubric Form of Assessment : Participatory Activities	Lecturing, discussion, questions and answers 2 X 50		Material: Types of sentence structures, including simple, compound, and complex sentences Bibliography: Page, Mary Ellen Munoz. 2011. <i>ESL Grammar: Intermediate and Advanced.</i> New Jersey: Research & Education Association, Inc.	5%
15	Being able to reflect on students' personal grammar strengths and weaknesses in learning English grammar effectively.	Detailed reflections on students' viewpoints in applying English grammar rules accurately in different contexts.	Criteria: Criteria: Spoken and written Form: Observation Form of Assessment : Participatory Activities	Lecturing, discussion, questions and answers 2 X 50		Material: Applying English grammar rules accurately in different contexts References: Page, Mary Ellen Munoz. 2011. <i>ESL Grammar: Intermediate and Advanced.</i> New Jersey: Research & Education Association, Inc.	5%
16	Be able to compose texts using correct English grammar.	Compose an original descriptive text using appropriate English grammar.	Criteria: Criteria: Written Form: Descriptive writing rubric Form of Assessment : Test	Lecturing, discussion, questions and answers 2 X 50		Material: Applying English grammar rules accurately in different contexts. Bibliography: Lester & Beason, Mark & Larry. 2013. <i>English Grammar usage (second edition).</i> New York: MacGraw Hill.	10%

No	Evaluation	Percentage
1.	Participatory Activities	87.5%
2.	Test	12.5%
		100%

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.