| | Universitas Negeri Surabaya<br>Faculty of Languages and Arts<br>English Literature Undergraduate Study Program | Document Code |
|---|---|---|

## SEMESTER LEARNING PLAN

| Courses | | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|---|---|---|---|---|---|---|---|---|
| Intensive Listening Skills | | 7920202244 | | 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 |
|---|---|
| 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 aims to develop students' listening abilities through a variety of audio broadcasts and short texts containing features of authentic native-speaker speech. The emphasis will be on developing understanding of verbal cues in speaker attitude and tone, the main idea and most supporting details of a brief passage and high-frequency language items. The course also aims to build engagement and confidence in listening through the use of recordings of graded readers. |
|---|---|

| References | Main : |
|---|---|
| | 1. Brown, S. (2006). Teaching Listening. Cambridge: Cambridge University Press.<br>Williams, C. (2002). Learning on-line: A review of recent literature in a rapidly expanding.<br>Soars, John and liz. (2014). New Headway Upper Intermediate. Oxford University Press. |
| | Supporters: |
| | |

| Supporting lecturer | Fithriyah Inda Nur Abida, S.S., M.Pd.<br>Adam Damanhuri, 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 be able to read the chart and analyze specific numbers and statistics | To be able to distinguish various drafts or charts To understand basic vocabulary used in statistics To apply words or expressions used in discussing charts and statistics | | Lecturing Discussion 2 X 50 | | | 0% |
| **2** | To be able to read the chart and analyze specific numbers and statistics | To be able to distinguish various drafts or charts To understand basic vocabulary used in statistics To apply words or expressions used in discussing charts and statistics | | Lecturing Discussion 2 X 50 | | | 0% |
| **3** | To analyze different intonation patterns, uses of stress, and expressions in academic spoken text | To understand the pattern of formal vs. formal informal conversation To identify the opening and the closing of a conversation To analyze appropriate and inappropriate topics of conversation | | discussions 2 X 50 | | | 0% |
| **4** | To analyze different intonation patterns, uses of stress, and expressions in academic spoken text | To understand the pattern of formal vs. formal informal conversation To identify the opening and the closing of a conversation To analyze appropriate and inappropriate topics of conversation | | discussions 2 X 50 | | | 0% |
| **5** | To understand main ideas and specific information in common social issues | To be able to listen for main ideas To select a general topic to a specific idea To interpret the meaning of conversation using context clues | | Lecturing Group discussion 2 X 50 | | | 0% |
| **6** | To understand main ideas and specific information in common social issues | To be able to listen for main ideas To select a general topic to a specific idea To interpret the meaning of conversation using context clues | | Lecturing Group discussion 2 X 50 | | | 0% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 7 | To be able to compare and contrast various ideas that contain agreement or disagreement and implement reasoning skills for argumentation | To understand expressions for agreeing or disagreeing. To evaluate keywords of arguing. To communicate the concepts of argumentation to discern the deeper meaning behind the other persons communication | | Lecturing Group discussion Presentation 2 X 50 | | | 0% |
| 8 | To be able to compare and contrast various ideas that contain agreement or disagreement and implement reasoning skills for argumentation | To understand expressions for agreeing or disagreeing. To evaluate keywords of arguing. To communicate the concepts of argumentation to discern the deeper meaning behind the other persons communication | | Lecturing Group discussion Presentation 2 X 50 | | | 0% |
| 9 | uts | uts | | uts 2 X 50 | | | 0% |
| 10 | To understand the use of repetition words and synonyms in a spoken text | To distinguish the sounds of similar phonetic and phonemic words To understand the use of similar words in social and academic situations | | Lecturing Test Discussion 2 X 50 | | | 0% |
| 11 | To understand the use of repetition words and synonyms in a spoken text | To distinguish the sounds of similar phonetic and phonemic words To understand the use of similar words in social and academic situations | | Lecturing Test Discussion 2 X 50 | | | 0% |
| 12 | To communicate the materials of social issues to understand the use of coherence and synthesize information from supporting sources. | To understand how details relate to the main idea To be able to draw inferences To classify the main idea and supporting idea | | 2 X 50 | | | 0% |
| 13 | To communicate the materials of social issues to understand the use of coherence and synthesize information from supporting sources. | To understand how details relate to the main idea To be able to draw inferences To classify the main idea and supporting idea | | 2 X 50 | | | 0% |
| 14 | To communicate the materials of cultural issues to understand the use of coherence and synthesize information from supporting sources. | To understand how details relate to the main idea To be able to draw inferences To classify the main idea and supporting idea | | Lecturing Talk show 2 X 50 | | | 0% |

| 15 | To communicate the materials of cultural issues to understand the use of coherence and synthesize information from supporting sources. | To understand how details relate to the main idea To be able to draw inferences To classify the main idea and supporting idea | | Lecturing Talk show 2 X 50 | | | 0% |
| 16 | uas | uas | | 2 X 50 | | | 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.