



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																																																										
Language Training Industry	7920206115		T=6 P=0 ECTS=9.54	7	September 1, 2023																																																										
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																											
	Silvia Adelia, S.S, M.A		Silvia Adelia, S.S, 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.																																																													
	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 language skills and cultural awareness to excel in a professional workplace																																																													
	PLO-PO Matrix																																																														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">P.O</td> <td style="width: 25%;">PLO-5</td> <td style="width: 25%;">PLO-7</td> <td style="width: 25%;">PLO-8</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> </table>				P.O	PLO-5	PLO-7	PLO-8	PO-1																																																					
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	PO-1																																																														
PO Matrix at the end of each learning stage (Sub-PO)																																																															
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">P.O</td> <td colspan="14" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">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> </table>														P.O	Week															1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																															
PO-1																																																															
Short Course Description	Language at Workplace course is designed to equip individuals with the necessary language and communication skills to effectively communicate in a professional setting. The course covers a wide range of topics, including business vocabulary, email writing, presentations, meetings, negotiations, and customer service. The goal of this course is to help participants develop the confidence and competence to communicate effectively in English in a variety of business situations, thereby enhancing their employability and professional growth. The course is suitable for people with intermediate to advanced English language proficiency.																																																														
References	Main :																																																														
	1. Vine, B. (Ed.). (2017). <i>The Routledge Handbook of Language in the Workplace</i> (1st ed.). Routledge. https://doi.org/10.4324/9781315690001 Holmes, J. (2014). <i>Power and Politeness in the Workplace</i> . In <i>Power and Politeness in the Workplace</i> . https://doi.org/10.4324/9781315839189 Badger, I. (2003). <i>English for work: Everyday business english</i> . UK: Pearson Education Limited. Emmerson, P., & Hamilton, N. (2005). <i>Five-minute activities for business english</i> . UK: Cambridge University Press. Jones, L., & Alexander, R. (1989). <i>New international business english. (TeacherEs Book)</i> . UK: Cambridge University Press.																																																														
	Supporters:																																																														
Supporting lecturer																																																															
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 area of language at workplace	1.To explain the business English 2.To distinguish between language used in general and professional settings	Criteria: There will be three assessments: Classroom Participation : 20% Presentation and mid-term test : 20% Form of Assessment : Participatory Activities	Discussion, Presentation, Question-Answer 2 X 50		Material: language at workplace Library: <i>Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...</i> <i>Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189</i> <i>Badger, I. (2003). English for work: Everyday business English. UK: Pearson Education Limited.</i> <i>Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business English. UK: Cambridge University Press.</i> <i>Jones, L., & Alexander, R. (1989). New international business english. (Teacher's Book). UK: Cambridge University Press.</i>	3%
2	1. Use the right expressions to introduce yourself at the workplace;2. Greet, introduce and interact with people who visit your organization in an appropriate manner;3. Identify topics suitable for making small talk; and4. Describe your company and profession to effectively project a positive image.	1.Able to greet, introduce and interact with people who visit your organization in an appropriate manner; 2.Able to choose topics suitable for making small talk; and 3.Able to explain about your company and profession to effectively project a positive image.	Criteria: Classroom Participation : 20% Presentation and mid-term test : 20% Form of Assessment : Practice / Performance	Presentation, Discussion, Question-Answer 4 X 50		Material: language at workplace Library: <i>Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...</i> <i>Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189</i> <i>Badger, I. (2003). English for work: Everyday business English. UK: Pearson Education Limited.</i> <i>Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business English. UK: Cambridge University Press.</i> <i>Jones, L., & Alexander, R. (1989). New international business english. (Teacher's Book). UK: Cambridge University Press.</i>	3%
3	Use the right expressions to introduce yourself at the workplace Greet, introduce and interact with people who visit your organization in an appropriate manner; Identify topics suitable for making small talk; Describe your company and profession to effectively project a positive image.	1.Able to greet, introduce and interact with people who visit your organization in an appropriate manner; 2.Able to choose topics suitable for making small talk; and 3.Able to explain about your company and profession to effectively project a positive image.	Criteria: Classroom Participation : 20% Presentation and mid-term test : 20% Form of Assessment : Practice / Performance	Presentation, Discussion, Question-Answer, Project 4 X 50		Material: language at workplace Library: <i>Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...</i> <i>Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189</i> <i>Badger, I. (2003). English for work: Everyday business English. UK: Pearson Education Limited.</i> <i>Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business English. UK: Cambridge University Press.</i> <i>Jones, L., & Alexander, R. (1989). New international business english. (Teacher's Book). UK: Cambridge University Press.</i>	3%

4	<p>Communicate effectively on the telephone by answering business calls and handling inquiries in a positive and professional manner;2. Give accurate information, and leave or take messages by phone; and3. State the common dos and don'ts when using the telephone at the workplace.</p>	<p>1.being able to answer business calls and handle inquiries in a positive and professional manner 2.being able to give accurate information, and leave or take messages by phone; and3. State the common do's and don'ts when using the telephone at the workplace</p>	<p>Criteria: 1.Classroom Participation : 20% Presentation and mid-term test : 20% 2.PRESENTATION RUBRIC 3.Score 4 4.Presentation is carried out coherently using acceptable language, shows good understanding of concepts, assisted by ppt media or other forms according to media criteria, answers to questioners are correct, able to formulate suggestions for improvement Score 3 5.Presentation made coherently using acceptable language, lack of understanding of several concepts, assisted by ppt media or other forms according to media criteria, answers to questioners are generally correct, able to formulate suggestions for improvement Score 2 7.The presentation was carried out incoherently, showing a lack of understanding of several concepts, assisted by ppt media or other forms but not according to media criteria, answers to questioners were generally incorrect, able to formulate suggestions for improvement Score 1 8.The presentation was carried out, it was not coherent, showing a lack of understanding of many concepts, no media assistance at all, the answer to the questioner was incorrect, unable to formulate suggestions for improvement</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Presentation, Discussion, Question-Answer 2 X 50</p>		<p>Material: handling calls at workplace Reference: <i>Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...</i> <i>Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189</i> <i>Badger, I. (2003). English for work: Everyday business English. UK: Pearson Education Limited.</i> <i>Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business English. UK: Cambridge University Press.</i> <i>Jones, L., & Alexander, R. (1989). New international business english. (Teacher's Book). UK: Cambridge University Press.</i></p>	3%
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5	<p>1. Use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressing agreement and disagreement, and making suggestions; 2. Describe effective ways of communicating your thoughts and ideas to a group of people; and 3. Identify and explain the nuances in the English sound system.</p>	<p>being able to use appropriate language to perform a variety of functions during meetings and discussions</p>	<p>Criteria:</p> <p>1.Classroom Participation : 20%Presentation and mid-term test : 20%</p> <p>2.PRESENTATION RUBRIC Score 4 Presentation is carried out coherently in acceptable language, shows good understanding of concepts, assisted by ppt media or other forms according to media criteria, answers to questioners are correct, able to formulate suggestions for improvement Score 3 Presentation is carried out coherently in acceptable language, lack of understanding of several concepts, with the help of ppt media or other forms according to the media criteria, answers to the questioner are generally correct, able to formulate suggestions for improvement Score 2 The presentation is carried out incoherently, indicating a lack of understanding of several concepts, with the help of ppt media or other forms but not according to the media criteria, answers to the questioner are generally incorrect, Able to formulate suggestions for improvement Score 1 Presentation done, less coherent, shows lack of understanding of many concepts, no media assistance at all, answers to questioner incorrectly, unable to formulate suggestions for improvement</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Role play, project 2 X 50</p>		<p>Material: meetings and discussions at workplace Reference: <i>Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/10.4324/9781315839189</i> <i>Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189</i> <i>Badger, I. (2003). English for work: Everyday business English. UK: Pearson Education Limited.</i> <i>Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business English. UK: Cambridge University Press.</i> <i>Jones, L., & Alexander, R. (1989). New international business english. (Teacher's Book). UK: Cambridge University Press.</i></p>	3%
6	<p>1. Use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressing agreement and disagreement, and making suggestions;2. Describe effective ways of communicating your thoughts and ideas to a group of people; and3. Identify and explain the nuances in the English sound system.</p>	<p>1. Can use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressing agreement and disagreement, and making suggestions;2. Can describe effective ways of communicating your thoughts and ideas to a group of people; and3. Can explain the nuances in the English sound system.</p>	<p>Criteria:</p> <p>1. fluent and clarity 2.ability to use appropriate presentation media (PPT) 3.Content Understanding</p> <p>Form of Assessment : Practice / Performance</p>	<p>Presentation, Discussion, QA, Project 6 X 50</p>		<p>Material: meetings and discussions at workplace Reference: <i>Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/10.4324/9781315839189</i> <i>Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189</i> <i>Badger, I. (2003). English for work: Everyday business English. UK: Pearson Education Limited.</i> <i>Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business English. UK: Cambridge University Press.</i> <i>Jones, L., & Alexander, R. (1989). New international business english. (Teacher's Book). UK: Cambridge University Press.</i></p>	4%

7	1. Use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressing agreement and disagreement, and making suggestions;2. Describe effective ways of communicating your thoughts and ideas to a group of people; and3. Identify and explain the nuances in the English sound system.	1. Can use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressing agreement and disagreement, and making suggestions;2. Can describe effective ways of communicating your thoughts and ideas to a group of people; and3. Can explain the nuances in the English sound system.	Criteria: 1.fluent and clarity 2.ability to use appropriate presentation media (PPT) 3.Content Understanding Form of Assessment : Project Results Assessment / Product Assessment	Presentation, Discussion, QA, Project 6 X 50		Material: meetings and discussions at workplace Reference: Vine, B. (Ed.). (2017). <i>The Routledge Handbook of Language in the Workplace</i> (1st ed.). Routledge. https://doi.org/... Holmes, J. (2014). <i>Power and Politeness in the Workplace. In Power and Politeness in the Workplace</i> . https://doi.org/10.4324/9781315839189 Badger, I. (2003). <i>English for work: Everyday business English</i> . UK: Pearson Education Limited. Emmerson, P., & Hamilton, N. (2005). <i>Five-minute activities for business English</i> . UK: Cambridge University Press. Jones, L., & Alexander, R. (1989). <i>New international business english. (Teacher's Book)</i> . UK: Cambridge University Press.	4%
8	1. Use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressing agreement and disagreement, and making suggestions;2. Describe effective ways of communicating your thoughts and ideas to a group of people; and3. Identify and explain the nuances in the English sound system.	1. Can use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressing agreement and disagreement, and making suggestions;2. Can describe effective ways of communicating your thoughts and ideas to a group of people; and3. Can explain the nuances in the English sound system.	Criteria: 1.fluent and clarity 2.Content Understanding Form of Assessment : Project Results Assessment / Product Assessment, Test	Presentation, Discussion, QA, Project 6 X 50		Material: agreement and disagreement Reference: Vine, B. (Ed.). (2017). <i>The Routledge Handbook of Language in the Workplace</i> (1st ed.). Routledge. https://doi.org/... Holmes, J. (2014). <i>Power and Politeness in the Workplace. In Power and Politeness in the Workplace</i> . https://doi.org/10.4324/9781315839189 Badger, I. (2003). <i>English for work: Everyday business English</i> . UK: Pearson Education Limited. Emmerson, P., & Hamilton, N. (2005). <i>Five-minute activities for business English</i> . UK: Cambridge University Press. Jones, L., & Alexander, R. (1989). <i>New international business english. (Teacher's Book)</i> . UK: Cambridge University Press.	20%
9	developing skills in writing professional emails, reports, memos, and other business documents	1.Content Understanding 2.clarity and organization 3.language and mechanics 4.technology using	Criteria: being able to write professional emails, reports, memos, and other business documents Form of Assessment : Participatory Activities	lecturing group-discussion presentation writing task 2x50		Material: professional emails, reports, memos, and other business documents Library: Vine, B. (Ed.). (2017). <i>The Routledge Handbook of Language in the Workplace</i> (1st ed.). Routledge. https://doi.org/... Holmes, J. (2014). <i>Power and Politeness in the Workplace. In Power and Politeness in the Workplace</i> . https://doi.org/10.4324/9781315839189 Badger, I. (2003). <i>English for work: Everyday business English</i> . UK: Pearson Education Limited. Emmerson, P., & Hamilton, N. (2005). <i>Five-minute activities for business English</i> . UK: Cambridge University Press. Jones, L., & Alexander, R. (1989). <i>New international business english. (Teacher's Book)</i> . UK: Cambridge University Press.	3%
10	developing skills in writing professional emails, reports, memos, and other business documents	1.Content Understanding 2.clarity and organization 3.language and mechanics 4.technology using	Criteria: being able to write professional emails, reports, memos, and other business documents Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	lecturing group-discussion presentation writing task 2x50		Material: professional emails, reports, memos, and other business documents Library: Vine, B. (Ed.). (2017). <i>The Routledge Handbook of Language in the Workplace</i> (1st ed.). Routledge. https://doi.org/... Holmes, J. (2014). <i>Power and Politeness in the Workplace. In Power and Politeness in the Workplace</i> . https://doi.org/10.4324/9781315839189 Badger, I. (2003). <i>English for work: Everyday business English</i> . UK: Pearson Education Limited. Emmerson, P., & Hamilton, N. (2005). <i>Five-minute activities for business English</i> . UK: Cambridge University Press. Jones, L., & Alexander, R. (1989). <i>New international business english. (Teacher's Book)</i> . UK: Cambridge University Press.	4%

11	developing skills in writing professional emails, reports, memos, and other business documents	1.Content Understanding 2.clarity and organization 3.language and mechanics 4.technology using	Criteria: being able to write professional emails, reports, memos, and other business documents Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	lecturing group- discussion presentation writing task 2x50		Material: professional emails, reports, memos, and other business documents Library: <i>Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...</i> <i>Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189</i> <i>Badger, I. (2003). English for work: Everyday business English. UK: Pearson Education Limited.</i> <i>Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business English. UK: Cambridge University Press.</i> <i>Jones, L., & Alexander, R. (1989). New international business english. (Teacher's Book). UK: Cambridge University Press.</i>	3%
12	developing skills in writing professional emails, reports, memos, and other business documents	1.Content Understanding 2.clarity and organization 3.language and mechanics 4.technology using	Criteria: being able to write professional emails, reports, memos, and other business documents Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	lecturing group- discussion presentation writing task 2x50		Material: professional emails, reports, memos, and other business documents Library: <i>Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...</i> <i>Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189</i> <i>Badger, I. (2003). English for work: Everyday business English. UK: Pearson Education Limited.</i> <i>Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business English. UK: Cambridge University Press.</i> <i>Jones, L., & Alexander, R. (1989). New international business english. (Teacher's Book). UK: Cambridge University Press.</i>	3%
13	being able to communicate effectively with colleagues from diverse cultural backgrounds	Content Understanding	Criteria: 1.Content Understanding 2.Critical Thinking and Analysis 3.Fluent and clarity 4.Language and mechanics Form of Assessment : Participatory Activities	lecturing case studies group- discussion role-playing 2x50		Material: cross-cultural understanding at workplace Reference: <i>Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...</i> <i>Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189</i> <i>Badger, I. (2003). English for work: Everyday business English. UK: Pearson Education Limited.</i> <i>Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business English. UK: Cambridge University Press.</i> <i>Jones, L., & Alexander, R. (1989). New international business english. (Teacher's Book). UK: Cambridge University Press.</i>	5%
14	being able to communicate effectively with colleagues from diverse cultural backgrounds	Content Understanding	Criteria: 1.Content Understanding 2.Critical Thinking and Analysis 3.Fluent and clarity 4.Language and mechanics Form of Assessment : Participatory Activities	lecturing case studies group- discussion role-playing 2x50		Material: cross-cultural understanding at workplace Reference: <i>Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...</i> <i>Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189</i> <i>Badger, I. (2003). English for work: Everyday business English. UK: Pearson Education Limited.</i> <i>Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business English. UK: Cambridge University Press.</i> <i>Jones, L., & Alexander, R. (1989). New international business english. (Teacher's Book). UK: Cambridge University Press.</i>	4%

15	being able to communicate effectively with colleagues from diverse cultural backgrounds	Content Understanding	Criteria: 1.Content Understanding 2.Critical Thinking and Analysis 3.Fluent and clarity 4.Language and mechanics Form of Assessment : Participatory Activities	lecturing case studies group-discussion role-playing 2x50	Material: cross-cultural understanding at workplace Reference: Vine, B. (Ed.). (2017). <i>The Routledge Handbook of Language in the Workplace</i> (1st ed.). Routledge. https://doi.org/... Holmes, J. (2014). <i>Power and Politeness in the Workplace</i> . In <i>Power and Politeness in the Workplace</i> . https://doi.org/10.4324/9781315839189 Badger, I. (2003). <i>English for work: Everyday business English</i> . UK: Pearson Education Limited. Emmerson, P., & Hamilton, N. (2005). <i>Five-minute activities for business English</i> . UK: Cambridge University Press. Jones, L., & Alexander, R. (1989). <i>New international business english. (Teacher's Book)</i> . UK: Cambridge University Press.	5%
16	being able to communicate effectively with colleagues from diverse cultural backgrounds	Content Understanding	Criteria: 1.Content Understanding 2.Critical Thinking and Analysis 3.Fluent and clarity 4.Language and mechanics Form of Assessment : Test	lecturing case studies group-discussion role-playing 2x50	Material: cross-cultural understanding at workplace Reference: Vine, B. (Ed.). (2017). <i>The Routledge Handbook of Language in the Workplace</i> (1st ed.). Routledge. https://doi.org/..... Holmes, J. (2014). <i>Power and Politeness in the Workplace</i> . In <i>Power and Politeness in the Workplace</i> . https://doi.org/...10.4324/9781315839189 Badger, I. (2003). <i>English for work: Everyday business English</i> . UK: Pearson Education Limited. Emmerson, P., & Hamilton, N. (2005). <i>Five-minute activities for business English</i> . UK: Cambridge University Press. Jones, L., & Alexander, R. (1989). <i>New international business english. (Teacher's Book)</i> . UK: Cambridge University Press. Material: final test Literature: Vine, B. (Ed.). (2017). <i>The Routledge Handbook of Language in the Workplace</i> (1st ed.). Routledge. https://doi.org/... Holmes, J. (2014). <i>Power and Politeness in the Workplace</i> . In <i>Power and Politeness in the Workplace</i> . https://doi.org/10.4324/9781315839189 Badger, I. (2003). <i>English for work: Everyday business English</i> . UK: Pearson Education Limited. Emmerson, P., & Hamilton, N. (2005). <i>Five-minute activities for business English</i> . UK: Cambridge University Press. Jones, L., & Alexander, R. (1989). <i>New international business english. (Teacher's Book)</i> . UK: Cambridge University Press.	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	25%
2.	Project Results Assessment / Product Assessment	25%
3.	Practice / Performance	10%
4.	Test	40%
		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.

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.