



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										
Listening for General Communication	7920202280	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	July 16, 2024										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator											
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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-6	Being able to create sound academic or non-academic works for various audiences and purposes															
	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 identify general and specific information of various monologues and dialogues, and identify general and specific information of longer dialogues and monologues of non-authentic and authentic materials with various genres.															
	PO - 2	Being able to discuss and summarize various kinds of daily communication															
	PO - 3	Being able to understand and respond to speech based on certain topics related to daily context															
	PO - 4	Being able to respect in thought, expression, and intellectual engagement to differences of opinion and personal response															
	PLO-PO Matrix																
			P.O	PLO-5	PLO-6	PLO-8											
		PO-1															
		PO-2															
		PO-3															
		PO-4															
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
	PO-1																
	PO-2																
	PO-3																
	PO-4																
Short Course Description	This course focuses on developing practical listening skills for general communication. Through lectures, discussions, and case-based exercises, students will learn how to identify specific and general information of various dialogues in authentic and non-authentic materials, improve their comprehension and retention of information, and develop active listening and responding techniques. Additionally, the course aims to enhance students' listening skills in English proficiency tests.																
References	Main :																

1. Miles Craven. 2008. Real Listening and Speaking 3 . Cambridge: Cambridge University Press
2. Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate . London: Marshall Cavendish Ltd
3. Soars, John and Liz. 2004. New Headway Student Book . Oxford: Oxford University Press
4. Harmer, Jeremy. 2004. Just Listening and Speaking Upper Intermediate . London: Marshall Cavendish Ltd
5. Rogers, Bruce. 2011. The Complete Guide to the TOEFL Test. Boston: Heinle Cengage Learning

Supporters:

1. YouTube videos
2. TedTalk videos

Supporting lecturer

Diana Budi Darma, S.S., M.Pd.
 Dian Rivia Himmawati, S.S., M.Hum.
 Lisetyo Ariyanti, S.S., M.Pd.
 Fithriyah Inda Nur Abida, S.S., M.Pd.
 Adam Damanhuri, S.S., M.Hum.
 Cicilia Deandra Maya Putri, S.Hum., M.A.

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	1. Being able to understand listening styles and strategies 2. Being able to respond to others' opinions in English using an appropriate manner	Mention and explain 3 out of 4 listening styles	Criteria: Identify and explain the differences listening styles Form of Assessment : Participatory Activities, Tests	Discussion Lecture Discussion Mini-quiz ecturing, Question-Answer 2 X 50	Lecture Discussion Mini-quiz 2 X 50	Material: Listening Styles and Strategies Reader: Miles Craven. 2008. Real Listening and Speaking 3. Cambridge: Cambridge University Press	2%
2	1. Being able to understand listening styles and strategies 2. Being able to respond to others' opinions in English using an appropriate manner	Mention and explain 3 out of 4 listening styles	Criteria: Written Form of Assessment : Participatory Activities, Tests	Discussion Lecture Discussion Mini-quiz ecturing, Question-Answer 2 X 50	Lecture Discussion Mini-quiz 2 X 50	Material: Listening Styles and Strategies Reader: Miles Craven. 2008. Real Listening and Speaking 3. Cambridge: Cambridge University Press	5%
3	Being able to create reflective notes on student's own listening skills	Compose grammatically correct reflective notes on listening comprehension skills	Criteria: Written Form of Assessment : Portfolio Assessment	Individual reading assignment Discussion 2 X 50	Individual reading assignment Discussion 2 X 50	Material: Adler, R.B., & Rodman, G. (2020). Understanding human communication. Oxford University Press. References:	2%
4	Being able to distinguish general and specific information in monologues about daily contexts	Answer comprehension questions on general and specific information in monologues about Family using correct grammar	Criteria: Oral and written Form of Assessment : Participatory Activities, Tests	Individual assignment Discussion 2 X 50	Individual assignment Discussion 2 X 50	Material: About Family Bibliography: Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd	5%
5	Being able to distinguish general and specific information in dialogues about daily contexts	Answer comprehension questions on general and specific information in dialogues about Family found on YouTube videos using correct grammar	Criteria: Oral and written Form of Assessment : Participatory Activities	Case-based learning Individual assignment 2 X 50	Case-based learning Individual assignment 2 X 50	Material: Selected materials Library: YouTube videos	3%

6	Being able to solve the listening comprehension section in English proficiency test related to daily contexts	Answer listening comprehension section on English proficiency tests	Criteria: Written Form of Assessment : Test	TOEFL Practice Individual assignment Discussion 2 X 50	TOEFL Practice Individual assignment Discussion 2 X 50	Material: Listening sections References: <i>Rogers, Bruce. 2011. The Complete Guide to the TOEFL Test. Boston: Heinle Cengage Learning</i>	5%
7	Being able to create reflective notes on student's own listening skills	Compose grammatically correct reflective notes on listening comprehension skills	Criteria: Written Form of Assessment : Portfolio Assessment	Individual assignment Discussion 2 X 50	Individual assignment Discussion 2 X 50	Material: Adler, R.B., & Rodman, G. (2020). Understanding human communication. Oxford University Press. References:	3%
8	Being able to solve the listening comprehension section in English proficiency test related to daily contexts	Answer listening comprehension section on English proficiency tests	Criteria: Written Form of Assessment : Test	TOEFL Practice Individual assignment 2 X 50	TOEFL Practice Individual assignment 2 X 50	Material: Listening sections References: <i>Rogers, Bruce. 2011. The Complete Guide to the TOEFL Test. Boston: Heinle Cengage Learning</i>	15%
9	Being able to summarize the main ideas and supporting details in non-authentic materials related to daily contexts	being able to identify the main ideas and supporting details	Criteria: Oral and written Form of Assessment : Project Results Assessment / Product Assessment	Project-based learning Group discussion 2 X 50	Project-based learning Group discussion 2 X 50	Material: Selected videos Library: <i>YouTube videos</i>	5%
10	Being able to summarize the main ideas and supporting details in authentic materials related to daily contexts	1.Create a grammatically correct summary on the main ideas and supporting details in selected YouTube videos 2.Choose a specific context for their project, such as business communication, interpersonal relationships, public speaking, or cross-cultural communication.	Criteria: Oral and written Form of Assessment : Project Results Assessment / Product Assessment	Project-based learning Group discussion 2 X 50	Project-based learning Group discussion 2 X 50	Material: Selected materials Library: <i>YouTube videos</i> Material: Selected materials Library: <i>TedTalk videos</i>	5%
11	1.Being able to create reflective notes on student's own listening skills 2.Being able to solve challenges in listening comprehension skills	1.Analyze the recordings and identify specific listening skills required to comprehend the information effectively. 2.Create a summary of the main points, key ideas, and supporting details from the audio recordings	Criteria: Oral and written Form of Assessment : Project Results Assessment / Product Assessment	Project-based learning Discussion 2 X 50	Project-based learning Discussion 2 X 50	Material: Selected materials Library: <i>YouTube videos</i> Material: Selected materials Library: <i>TedTalk videos</i>	5%

12	<p>1. Being able to create reflective notes on student's own listening skills</p> <p>2. Being able to solve challenges in listening comprehension skills</p>	<p>1. Analyze the recordings and identify specific listening skills required to comprehend the information effectively.</p> <p>2. Create a summary of the main points, key ideas, and supporting details from the audio recordings</p>	<p>Criteria: Oral and written</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Project-based learning Discussion 2 X 50</p>	<p>Project-based learning Discussion 2 X 50</p>	<p>Material: Selected materials Library: <i>YouTube videos</i></p> <hr/> <p>Material: Selected materials Library: <i>TedTalk videos</i></p>	5%
13	<p>Being able to solve the listening comprehension section in English proficiency test related to daily contexts</p>	<p>1. Answer listening comprehension section on English proficiency tests</p> <p>2. Participate in a workshop that focuses on various listening strategies, such as active listening, note-taking, questioning techniques, and overcoming distractions.</p> <p>3. Practice these strategies through listening exercises and role-playing scenarios</p>	<p>Criteria: Oral and written</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Project-based learning Discussion 2 X 50</p>	<p>Project-based learning Discussion 2 X 50</p>	<p>Material: Adler, R.B., & Rodman, G. (2020). Understanding human communication. Oxford University Press. References:</p>	25%
14	<p>Being able to solve the listening comprehension section in English proficiency test related to daily contexts</p>	<p>1. Apply their listening skills and strategies in real-life settings related to their chosen context</p> <p>2. Conduct interviews, attend meetings or presentations, or listen to authentic audio/video materials</p>	<p>Criteria: Oral and written</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Project-based learning Discussion 2 X 50</p>	<p>Project-based learning Discussion 2 X 50</p>	<p>Material: Adler, R.B., & Rodman, G. (2020). Understanding human communication. Oxford University Press. References:</p>	5%
15	<p>Being able to solve the listening comprehension section in English proficiency test related to daily contexts</p>	<p>1. Apply their listening skills and strategies in real-life settings related to their chosen context</p> <p>2. Conduct interviews, attend meetings or presentations, or listen to authentic audio/video materials</p>	<p>Criteria: Oral and written</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Project-based learning Discussion 2 X 50</p>	<p>Project-based learning Discussion 2 X 50</p>	<p>Material: Adler, R.B., & Rodman, G. (2020). Understanding human communication. Oxford University Press. References:</p>	5%

16	Being able to create reflective notes on student's own listening skills	Compose grammatically correct reflective notes on listening comprehension skills	Criteria: Written Form of Assessment : Portfolio Assessment	Individual assignment 2 X 50	Individual assignment 2 X 50	Material: Adler, R.B., & Rodman, G. (2020). Understanding human communication. Oxford University Press. References:	5%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	9%
2.	Project Results Assessment / Product Assessment	55%
3.	Portfolio Assessment	10%
4.	Test	26%
		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.