



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**English Literature Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																																																																						
Public Speaking	7920202172	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	2	July 16, 2024																																																																																						
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																																																																						
	Ephrilia Noor Fitriana, S.Hum., M.Hum. dan Uci Elly Kholidah, S.S., M.A.		Cicilia Deandra Maya Putri, S.Hum., M.A.		Dr. Ali Mustofa, S.S., M.Pd.																																																																																						
<b>Learning model</b>	Project Based Learning																																																																																										
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																										
	<b>PLO-5</b>	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement																																																																																									
	<b>Program Objectives (PO)</b>																																																																																										
	<b>PO - 1</b>	Being able to demonstrate prepared speeches (Informative, Demonstrative, and persuasive presentation) and Impromptu speech both formally and informally regarding various issues																																																																																									
	<b>PO - 2</b>	Being able to demonstrate the use of appropriate grammar, communication style, and intelligent pronunciation in delivering speeches.																																																																																									
	<b>PO - 3</b>	Being able to formulate their viewpoint without discarding other students' ideas.																																																																																									
	<b>PLO-PO Matrix</b>																																																																																										
		<table border="1" style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="width: 50px;">P.O</td> <td colspan="4">PLO-5</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>				P.O	PLO-5				PO-1					PO-2					PO-3																																																																						
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																											
	<table border="1" style="margin-left: 20px; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 50px;">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> <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> <td></td> </tr> <tr> <td>PO-2</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> <td></td> </tr> <tr> <td>PO-3</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> <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																		PO-2																		PO-3																	
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<b>Short Course Description</b>	This subject is specifically designed to give students an opportunity to develop and strengthen skills in presenting public oral presentations in a variety of situations where English is the medium of communication. The presentations are in the form of impromptu and prepared speeches (informative, persuasive, demonstrative, special occasion, etc.). The subject provides students with a basic background in the theories and principles of public speaking, as well as practical experience. The emphasis placed on variety, language skills and the balance between input and practice throughout the course will help students become more confident, autonomous and competent speakers of English. All teaching learning activities are conducted through lecturing, discussion and presentation. This course uses Project-Based method of learning.																																																																																										
<b>References</b>	<b>Main :</b>																																																																																										
	<ol style="list-style-type: none"> <li>1. Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc</li> <li>2. Hale, John R. (2010). Lessons from The Greatest Speeches in History. Virginia: The Great Courses.</li> </ol>																																																																																										
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<b>Supporting lecturer</b>	Diana Budi Darma, S.S., M.Pd. Kenya Permata Kusumadewi, S.S., M.Pd. Lina Purwaning Hartanti, S.Pd., M.EIL. Ayu Saraswati, M.Hum. Uci Elly Kholidah, S.S., M.A. Ephrilia Noor Fitriana, S.Hum., 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	Be able to explain the importance of speech delivery, speech delivery methods, and types of speeches using correct grammar	1. Identify the importance of speech delivery 2. Identify the difference of each type of prepared and Impromptu speeches 3. To recall examples of the speech delivery from video clip,	<b>Criteria:</b> Spoken, Observation  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lecturing, Discussion, Questions and answers 2 X 50	Lecturing, Discussion, Questions and answers 2 X 50	<b>Material:</b> Identify the importance of speech delivery using the correct grammar <b>References:</b> <i>Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc</i>  <b>Material:</b> The Importance of Speech Delivery <b>References:</b> <i>Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc</i>	5%
2	Be able to explain the importance of speech delivery, speech delivery methods, and types of speeches using correct grammar	Identify the methods of speech delivery using correct grammar	<b>Criteria:</b> Written, Rubric (Content & grammar)  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Lecturing, group discussion, questions and answers, group assignment: Write the importance of speech delivery and the differences between each type of prepared speeches along with methods. It must be written in the correct grammar. 2 X 50	Lecturing, group discussion, questions and answers, group assignment: Write the importance of speech delivery and the differences between each type of prepared speeches along with methods. It must be written in the correct grammar. 2 X 50	<b>Material:</b> Methods of speech delivery <b>Reference:</b>	5%
3	Being able to categorize key issues in effective speech delivery using correct grammar	Point out key issues in effective speech delivery	<b>Criteria:</b> Spoken (Presentation), Rubric (content, graphics, attractiveness, mechanics, citations)  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Lecturing, discussion, questions and answers, Assignment: Make an infographic of key issues in effective speech delivery in groups of 4 and explain each issue. The infographic must be grammatically error free. 2 X 50	Lecturing, discussion, questions and answers, Assignment: Make an infographic of key issues in effective speech delivery in groups of 4 and explain each issue. The infographic must be grammatically error free. 2 X 50	<b>Material:</b> Key issues in effective speech delivery <b>References:</b> <i>Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc</i>	5%
4	Being able to summarize the steps in organizing an effective speech	Synthesize the steps in organizing an effective speech	<b>Criteria:</b> Written, Critical Reflection Rubric  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Lecturing, group discussion, questions and answers 2 X 50	Lecturing, group discussion, questions and answers 2 X 50	<b>Material:</b> Steps in organizing a speech, Reflective Practice <b>References:</b> <i>Hale, John R. (2010). Lessons from The Greatest Speeches in History. Virginia: The Great Courses.</i>	5%

5	<p>1. Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix</p> <p>2. Being able to examine others' presentations including giving questions and feedback effectively</p> <p>3. Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site</p>	<p>1. Prepare an informative presentation matrix, story board, and script on general issues involving clear viewpoints and effective rhetoric</p> <p>2. Perform an effective informative speech confidently</p> <p>3. Evaluate others' works including giving questions and feedback in a group discussion effectively</p>	<p><b>Criteria:</b> Video Product (Project) Form: - Matrix Assessment Rubric - Rubric (Project Assessment)</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	<p>Project-Based Method; Learning Mode: Offline learning</p> <p>Learning Method: Project-Based Method</p> <p>Phase 1: -Introducing the concept of informative speech and conceptualizing the Informative Speech matrix (Abstract conceptualization)</p> <p>-Asking students to make a 3-minute informative video (group-based of 4) uploaded in Instagram reel/Tik Tok (Abstract conceptualization)</p> <p>Phase 2: -Choosing topics, formulating, and designing an outline of informative speech using matrix presentation (Conducted by students-Active experimentation)</p> <p>-Conceptualizing video content, drafting the storyboard and the script. (Active experimentation)</p> <p>Phase 3: -Reviewing (group-based review: Each group gives responses to others) matrix presentation, script, and story board. (Finalized by the lecturer-concrete experience)</p> <p>Phase 4: -Submitting matrix presentation and story board (Active experimentation)</p> <p>-Making 3-minute informative video which shows subtitles, captions, and other details to support viewers' understanding (Concrete experience)</p> <p>-Submitting the informative video (Concrete experience)</p> <p>2 X 50</p>	<p>Learning Method: Project-Based Method</p> <p>Phase 1: -Introducing the concept of informative speech and conceptualizing the Informative Speech matrix (Abstract conceptualization)</p> <p>-Asking students to make a 3-minute informative video (group-based of 4) uploaded in Instagram reel/ Tik Tok (Abstract conceptualization)</p> <p>Phase 2: -Choosing topics, formulating, and designing an outline of informative speech using matrix presentation (Conducted by students-Active experimentation)</p> <p>-Conceptualizing video content, drafting the storyboard and the script. (Active experimentation)</p> <p>Phase 3: -Reviewing (group-based review: Each group gives responses to others) matrix presentation, script, and story board. (Finalized by the lecturer-concrete experience)</p> <p>Phase 4: -Submitting matrix presentation and story board (Active experimentation)</p> <p>-Making 3-minute informative video which shows subtitles, captions, and other details to support viewers' understanding (Concrete experience)</p> <p>-Submitting the informative video (Concrete experience)</p> <p>2 X 50</p>	<p><b>Material:</b> The concept of Informative Speech, The example of Informative Speech, Informative Speech matrix</p> <p><b>References:</b> <i>Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc</i></p>	10%
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9	Being able to examine others' presentations including giving questions and feedback effectively	Compare and contrast to others' experiences of completing the project	<p><b>Criteria:</b> Criteria: Spoken &amp; Written, Form: Critical Reflection Rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Phase 5: -Having watched the video -Giving personal reflection on the experience of completing the project (Individual Reflection- Reflective Observation) 2 X 50</p>	<p>Phase 5: -Having watched the video -Giving personal reflection on the experience of completing the project (Individual Reflection- Reflective Observation) 2 X 50</p>	<p><b>Material:</b> Reflective Practice <b>References:</b> <i>Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc</i></p>	5%

10	<p>1. Being able to analyze the steps in organizing effective speech</p> <p>2. Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix</p>	<p>Prepare a demonstrative presentation matrix on general issues involving clear viewpoints and effective rhetoric</p>	<p><b>Criteria:</b> Criteria: Written Form: Matrix assessment Rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	<p>Learning Method: Lecturing, discussion, questions and answers</p> <p>Assignment: Compose a demonstrative presentation matrix (Individual) 2 X 50</p>	<p>Learning Method: Lecturing, discussion, questions and answers</p> <p>Assignment: Compose a demonstrative presentation matrix (Individual) 2 X 50</p>	<p><b>Material:</b> The concept of demonstrative speech, The example of demonstrative speech, Designing demonstrative speech matrix <b>References:</b> <i>Sprague, J., Stuart, D., &amp; Bodary, D. (2010). The speaker's handbook (10th ed). Belmont, CA: Thomson/Wadsworth</i></p>	5%
11	<p>1. Being able to examine others' presentations including giving questions and feedback effectively</p> <p>2. Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site</p>	<p>1. Perform an effective demonstrative speech confidently</p> <p>2. Evaluate others' presentations</p>	<p><b>Criteria:</b> Criteria: Spoken (Presentation) Form: Rubric (Purpose, Content, Language), Critical reflection rubric</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	<p>Learning Method: Presentation, discussion, questions and answers</p> <p>Assignment: -Demonstrative Speech (Individual Presentation) -Review on students' presentations (Peer-reviewed) 2 X 50</p>	<p>Learning Method: Presentation, discussion, questions and answers</p> <p>Assignment: -Demonstrative Speech (Individual Presentation) -Review on students' presentations (Peer-reviewed) 2 X 50</p>	<p><b>Material:</b> Demonstrative Speech <b>References:</b> <i>Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc</i></p>	5%
12	<p>1. Being able to analyze the steps in organizing effective speech</p> <p>2. Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix</p>	<p>Prepare a persuasive presentation matrix on general issues involving clear viewpoints and effective rhetoric</p>	<p><b>Criteria:</b> Criteria: Written Form: Matrix assessment Rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	<p>Learning Method: Lecturing, discussion, questions and answers</p> <p>Assignment: Compose a persuasive presentation matrix (Individual) 2 X 50</p>	<p>Learning Method: Lecturing, discussion, questions and answers</p> <p>Assignment: Compose a persuasive presentation matrix (Individual) 2 X 50</p>	<p><b>Material:</b> Persuasive Speech <b>References:</b> <i>Hale, John R. (2010). Lessons from The Greatest Speeches in History. Virginia: The Great Courses.</i></p>	5%
13	<p>1. Being able to examine others' presentations including giving questions and feedback effectively</p> <p>2. Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site</p>	<p>Perform an effective persuasive speech confidently</p>	<p><b>Criteria:</b> Criteria: Spoken (Presentation), Form: Rubric (Purpose, Content, Language), Critical reflection rubric</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	<p>Learning Method: Presentation, discussion, questions and answers</p> <p>Assignment: -Persuasive Speech (Individual Presentation) -Review on students' presentations (Peer-reviewed) 2 X 50</p>	<p>Learning Method: Presentation, discussion, questions and answers</p> <p>Assignment: -Persuasive Speech (Individual Presentation) -Review on students' presentations (Peer-reviewed) 2 x 50</p>	<p><b>Material:</b> Persuasive speech (Performance) <b>References:</b> <i>Hale, John R. (2010). Lessons from The Greatest Speeches in History. Virginia: The Great Courses.</i></p>	5%
14	<p>Being able to create an impromptu speech using their knowledge of public speaking effectively on-site or off-site</p>	<p>Estimate the topics and contents of impromptu speech</p>	<p><b>Criteria:</b> Criteria: Spoken Form: Observation</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	<p>Learning Method: Presentation, discussion, questions and answers</p> <p>Assignment: -Preparing 10 topics of impromptu speech 2 X 50</p>	<p>Learning Method: Presentation, discussion, questions and answers</p> <p>Assignment: -Preparing 10 topics of impromptu speech 2 X 50</p>	<p><b>Material:</b> The concept of Impromptu Speech, The example of Impromptu Speech <b>References:</b> <i>Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc</i></p>	5%

15	Being able to create an impromptu speech using their knowledge of public speaking effectively on-site or off-site	Estimate the topics and contents of impromptu speech	<b>Criteria:</b> Criteria: Spoken Form: Observation  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	<b>Learning Method:</b> Presentation, discussion, questions and answers <b>Assignment:</b> -Preparing 10 topics of impromptu speech 2 X 50	<b>Learning Method:</b> Presentation, discussion, questions and answers <b>Assignment:</b> -Preparing 10 topics of impromptu speech 2 X 50	<b>Material:</b> The concept of Impromptu Speech, The example of Impromptu Speech <b>References:</b> <i>Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc</i>	4%
16	1. Being able to examine others' presentations including giving questions and feedback effectively 2. Being able to create an impromptu speech using their knowledge of public speaking effectively on-site or off-site	Perform an effective impromptu speech confidently	<b>Criteria:</b> Criteria: Spoken (Presentation) Form: Rubric (Purpose, Content, Language), Critical reflection rubric  <b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	<b>Learning Method:</b> Presentation, discussion, questions and answers <b>Assignment:</b> - Impromptu Speech (Individual Presentation) - Review on students' presentations (Peer-reviewed) 2 X 50	<b>Learning Method:</b> Presentation, discussion, questions and answers <b>Assignment:</b> - Impromptu Speech (Individual Presentation) - Review on students' presentations (Peer-reviewed) 2 X 50	<b>Material:</b> The concept of Impromptu Speech, The example of Impromptu Speech, Impromptu speech performance, Reflection practice <b>References:</b> <i>Hale, John R. (2010). Lessons from The Greatest Speeches in History. Virginia: The Great Courses.</i>	5%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15.5%
2.	Project Results Assessment / Product Assessment	38.84%
3.	Portfolio Assessment	16.34%
4.	Practice / Performance	28.34%
		99.02%

#### 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.