



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																																		
Speaking for Debate	7920202197		T=2 P=0 ECTS=3.18	4	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																																						
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; height: 20px;">P.O</td> <td colspan="16"></td> </tr> </table>					P.O																																
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	PO Matrix at the end of each learning stage (Sub-PO)																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	This course is designed to introduce the students to the principles, practices, and concepts of speaking for debate. This course is mainly performance-based class activities with the major amount of class time is spent on public presentations, group interactions, and formal argument, persuasion, and debate practices. This course covers 1) lectures of introducing students of proficiency in public speaking and eloquence 2) discussion about debating, debating theories and formats eg Australasian, Asian, and British Parliamentary debate formats, constructive argumentation and the development of argumentative competence and 3) debating performance and how to judge/adjudicate debates.																																						
References	Main :																																						
	<ol style="list-style-type: none"> 1. Freely, A.J. & Steinberg, D.L. 2009. Argumentation and Debate: Critical Thinking for Reasoned Decision Making, 12th edition. Wadsworth Cengage Learning. 2. International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Book. 3. Meany, J. & Shuster, K. 2002. Art, Argument and Advocacy: Mastering Parliamentary Debate. New York: International Debate Education Association. 4. Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies) 																																						
	Supporters:																																						
Supporting lecturer	Lina Purwaning Hartanti, S.Pd., M.EIL.																																						
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 show understanding about the information about debating activities and critical thinking.	<ol style="list-style-type: none"> 1.To illustrate types of debating parliamentary debate formats applied in Indonesia. 2.To classify the roles of each speaker in parliamentary debate. 3.To relate debating activities with the concept of critical thinking. 		LectureGroup Discussion 2 X 50			0%
2	To synthesize ideas and issues of given controversial topics or movements in debating.	<ol style="list-style-type: none"> 1.To brainstorm the idea related to controversial topics/motions. 2.To construct basic cases of the given motions 3.To discuss the burden of evidence of the given controversial topics/motions. 		Small-group discussion Collaborative Learning Problem-based learning Performance 2 X 50			0%
3	To analyze the elements of argument including the basic premises and fallacies in arguments.	<ol style="list-style-type: none"> 1.To point out the elements of argument, including premises and fallacies. 2.To analyze the strength of arguments based on the elements of arguments. 		Small-group discussion Collaborative Learning Performance 2 X 50			0%
4	To construct cases of the controversial topics/motions.	<ol style="list-style-type: none"> 1.To construct cases from the controversial topics/motions 2.To justify the cases of the motions they have constructed. 		Problem-based learning Small-group discussion Collaborative Learning Performance 2 X 50			0%
5	To synthesize reasoning based on the cases of the controversial topics/motions.	<ol style="list-style-type: none"> 1.To analyze the structure and types of reasoning in arguments. 2.To formulate logical reasoning based on the given motions. 3.To defend the logic of the reasons they have formulated. 		Problem-based learning Small-group discussion Collaborative Learning Performance 2 X 50			0%
6	To present relevant evidence in defending the case based on the controversial topics/motions	<ol style="list-style-type: none"> 1.To classify relevant evidence used in constructing strong arguments. 2.To test the relevance of the evidence in an argument. 3.To validate the use of evidence in supporting the argument. 		Problem-based learning Small-group discussion Collaborative Learning Performance 2 X 50			0%

7	To construct refutation of the opposing arguments in debating activities.	1.To analyze the opposing arguments. 2.To construct refutation to disapprove the opposing arguments. 3.To justify the refutation to the opposing arguments effectively.		Problem-based learning Small-group discussion Collaborative Learning Performance (simulation) 2 X 50			0%
8	To present justifications during debate adjudication.	1.To summarize the run of the debate based on the elements of adjudication. 2.To determine the quality of the debate based on the elements of adjudication. 3.To provide constructive feedback to the debate.		Collaborative Learning Performance (1-on-1 debate simulation) 2 X 50			0%
9	To administer parliamentary debates, including debating tournaments.	To administer and manage exhibition of debating tournament with different types of formants.	Criteria: 1.Debate performance should be evaluated based on the following criteria: 2. MatterMethodManner	Collaborative learningProject-based learningPerformance (simulation) 2 X 50			0%
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16							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.