



**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 Debating	7920202258		T=2	P=0	ECTS=3.18	3	September 15, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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PLO-5	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement
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PLO-7	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.
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PLO-8	Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa
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Program Objectives (PO)	
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PO - 1	able to Effective Oral Communication
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PO - 2	Critical Thinking and Analysis
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PO - 3	able to Research and Information Literacy
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PO - 4	able to give Argumentation and Persuasion
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PO - 5	able to apply Debate Structure and Strategy
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PO - 6	able to Listen and Respond
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PO - 7	able to improve ability of Organization and Presentation
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PO - 8	Adaptability and Rebuttal
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PO - 9	comprehend Ethical Communication
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PO - 10	able to do Cross-Examination Skills
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PO - 11	improve Public Speaking Confidence
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PO - 12	able to do Debate Competency
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PO - 13	recognize Cultural and Global Awareness
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PO - 14	being able to have Collaboration and Teamwork
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PO - 15	comprehend Debate Ethics and Etiquette
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PO - 16	Reflective Practice
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PLO-PO Matrix	
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		P.O	PLO-5	PLO-7	PLO-8
		PO-1			
		PO-2			
		PO-3			
		PO-4			
		PO-5			
		PO-6			
		PO-7			
		PO-8			
		PO-9			
		PO-10			
		PO-11			
		PO-12			
		PO-13			
		PO-14			
		PO-15			
		PO-16			

PO Matrix at the end of each learning stage (Sub-PO)
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	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																	
PO-5																	
PO-6																	
PO-7																	
PO-8																	
PO-9																	
PO-10																	
PO-11																	
PO-12																	
PO-13																	
PO-14																	
PO-15																	
PO-16																	

  

<b>Short Course Description</b>	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.
<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Freely, A.J. &amp; Steinberg, D.L. 2009. <i>Argumentation and Debate: Critical Thinking for Reasoned Decision Making</i>, 12th edition. Wadsworth Cengage Learning.</li> <li>2. International Debate Education Association. 2007. <i>The Debatatabase Book: a Must-have Guide for Successful Debate</i>, 3rd edition. New York: IDEA Press Book.</li> <li>3. Meany, J. &amp; Shuster, K. 2002. <i>Art, Argument and Advocacy: Mastering Parliamentary Debate</i>. New York: International Debate Education Association.</li> <li>4. Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)</li> </ol> <p><b>Supporters:</b></p>
<b>Supporting lecturer</b>	Lina Purwaning Hartanti, S.Pd., M.EIL. Sueb, S.Pd., M.Pd. Uci Elly Kholidah, S.S., M.A. Ephrilia Noor Fitriana, S.Hum., 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 show understanding about the information about debating activities and critical thinking.	<ol style="list-style-type: none"> <li>1.To illustrate types of debating parliamentary debate formats applied in Indonesia.</li> <li>2.To classify the roles of each speaker in parliamentary debate.</li> <li>3.To relate debating activities with the concept of critical thinking.</li> </ol>	<p><b>Criteria:</b> Oral or speaking performance</p> <p><b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance</p>	LectureGroup Discussion 2 X 50		<p><b>Material:</b> the information about debating activities and critical thinking.</p> <p><b>References:</b> <i>Freely, AJ &amp; Steinberg, DL 2009. Argumentation and Debate: Critical Thinking for Reasoned Decision Making, 12th edition. Wadsworth Cengage Learning.</i></p>	2%
2	To synthesize ideas and issues of given controversial topics or movements in debating.	<ol style="list-style-type: none"> <li>1.To brainstorm the idea related to controversial topics/motions.</li> <li>2.To construct basic cases of the given motions</li> <li>3.To discuss the burden of evidence of the given controversial topics/motions.</li> </ol>	<p><b>Criteria:</b> Oral or speaking performance</p> <p><b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance</p>	Small-group discussion Collaborative Learning Problem-based learning Performance 2 X 50		<p><b>Material:</b> ideas and issues of given controversial topics or movements in debating.</p> <p><b>Bibliography:</b> <i>International Debate Education Association. 2007. The Debatatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Books.</i></p> <p><b>Material:</b> video <b>Library:</b> <i>Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)</i></p>	3%

3	To analyze the elements of argument including the basic premises and fallacies in arguments.	<ol style="list-style-type: none"> <li>To point out the elements of argument, including premises and fallacies.</li> <li>To analyze the strength of arguments based on the elements of arguments.</li> </ol>	<p><b>Criteria:</b> Oral or speaking performance</p> <p><b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance</p>	Small-group discussion Collaborative Learning Performance 2 X 50		<p><b>Material:</b> giving arguments <b>Library:</b> <i>International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Books.</i></p> <p><b>Material:</b> the strength of argument based on the elements of argument. <b>References:</b> Meany, J. &amp; Shuster, K. 2002. <i>Art, Argument and Advocacy: Mastering Parliamentary Debate. New York: International Debate Education Association.</i></p>	5%
4	To construct cases of the controversial topics/motions.	<ol style="list-style-type: none"> <li>To construct cases from the controversial topics/motions</li> <li>To justify the cases of the motions they have constructed.</li> </ol>	<p><b>Criteria:</b> Oral or speaking performance</p> <p><b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance</p>	Problem-based learning Small-group discussion Collaborative Learning Performance 2 X 50		<p><b>Material:</b> cases from the controversial topics/motions <b>Library:</b> <i>International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Books.</i></p>	5%
5	To synthesize reasoning based on the cases of the controversial topics/motions.	<ol style="list-style-type: none"> <li>To analyze the structure and types of reasoning in arguments.</li> <li>To formulate logical reasoning based on the given motions.</li> <li>To defend the logic of the reasons they have formulated.</li> </ol>	<p><b>Criteria:</b> Oral or speaking performance</p> <p><b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance</p>	Problem-based learning Small-group discussion Collaborative Learning Performance 2 X 50		<p><b>Material:</b> reasoning based on the cases of the controversial topics/motions. <b>Bibliography:</b> <i>International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Books.</i></p> <p><b>Material:</b> how to reason based on the cases of the controversial topics/motions. <b>References:</b> Meany, J. &amp; Shuster, K. 2002. <i>Art, Argument and Advocacy: Mastering Parliamentary Debate. New York: International Debate Education Association.</i></p>	5%
6	To present relevant evidence in defending the case based on the controversial topics/motions	<ol style="list-style-type: none"> <li>To classify relevant evidence used in constructing strong arguments.</li> <li>To test the relevance of the evidence in an argument.</li> <li>To validate the use of evidence in supporting the argument.</li> </ol>	<p><b>Criteria:</b> Oral or speaking performance</p> <p><b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance</p>	Problem-based learning Small-group discussion Collaborative Learning Performance 2 X 50		<p><b>Material:</b> classify relevant evidences used in constructing strong arguments. <b>Bibliography:</b> <i>International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Books.</i></p>	5%
7	To construct refutation of the opposing arguments in debating activities.	<ol style="list-style-type: none"> <li>To analyze the opposing arguments.</li> <li>To construct refutation to disapprove the opposing arguments.</li> <li>To justify the refutation to the opposing arguments effectively.</li> </ol>	<p><b>Criteria:</b> Oral or speaking performance</p> <p><b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance</p>	Problem-based learning Small-group discussion Collaborative Learning Performance (simulation) 2 X 50		<p><b>Material:</b> refutation to disapprove the opposing arguments. <b>References:</b> Freely, AJ &amp; Steinberg, DL 2009. <i>Argumentation and Debate: Critical Thinking for Reasoned Decision Making, 12th edition. Wadsworth Cengage Learning.</i></p> <p><b>Material:</b> video <b>Library:</b> <i>Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)</i></p>	5%
8	To present justifications during debate adjudication.	<ol style="list-style-type: none"> <li>To summarize the run of the debate based on the elements of adjudication.</li> <li>To determine the quality of the debate based on the elements of adjudication.</li> <li>To provide constructive feedback to the debate.</li> </ol>	<p><b>Criteria:</b> Oral or speaking performance</p> <p><b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance</p>	Collaborative Learning Performance (1-on-1 debate simulation) 2 X 50		<p><b>Material:</b> determine the quality of the debate based on the elements of adjudication. <b>References:</b> Freely, AJ &amp; Steinberg, DL 2009. <i>Argumentation and Debate: Critical Thinking for Reasoned Decision Making, 12th edition. Wadsworth Cengage Learning.</i></p> <p><b>Material:</b> determine the quality of the debate based on the elements of adjudication. <b>Bibliography:</b> <i>International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Books.</i></p> <p><b>Material:</b> determine the quality of the debate based on the elements of adjudication. <b>References:</b> Meany, J. &amp; Shuster, K. 2002. <i>Art, Argument and Advocacy: Mastering Parliamentary Debate. New York: International Debate Education Association.</i></p>	5%

9	To administer parliamentary debates, including debating tournaments.	To administer and manage exhibition of debating tournament with different types of formants.	<b>Criteria:</b> 1. Debate performance should be evaluated based on the following criteria: 2. MatterMethodManner  <b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance	Collaborative learning Project-based learning Performance (simulation) 2 X 50		<b>Material:</b> video <b>Library:</b> Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)	5%
10	To administer parliamentary debates, including debating tournaments.	To administer and manage exhibition of debating tournament with different types of formants.	<b>Criteria:</b> 1. Debate performance should be evaluated based on the following criteria: 2. MatterMethodManner  <b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance	Collaborative learning Project-based learning Performance (simulation) 2 X 50		<b>Material:</b> performing debating tournament <b>Bibliography:</b> <i>Freely, AJ &amp; Steinberg, DL 2009. Argumentation and Debate: Critical Thinking for Reasoned Decision Making, 12th edition. Wadsworth Cengage Learning.</i>	5%
11	To administer parliamentary debates, including debating tournaments.	To administer and manage exhibition of debating tournament with different types of formants.	<b>Criteria:</b> 1. Debate performance should be evaluated based on the following criteria: 2. MatterMethodManner  <b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance	Collaborative learning Project-based learning Performance (simulation) 2 X 50		<b>Material:</b> performing debating tournament <b>Library:</b> Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courts)	5%
12	To administer parliamentary debates, including debating tournaments.	To administer and manage exhibition of debating tournament with different types of formants.	<b>Criteria:</b> 1. Debate performance should be evaluated based on the following criteria: 2. MatterMethodManner  <b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance	Collaborative learning Project-based learning Performance (simulation) 2 X 50		<b>Material:</b> performing debating tournament <b>Library:</b> Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courts)	5%
13	To administer parliamentary debates, including debating tournaments.	To administer and manage exhibition of debating tournament with different types of formants.	<b>Criteria:</b> 1. Debate performance should be evaluated based on the following criteria: 2. MatterMethodManner  <b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance	Collaborative learning Project-based learning Performance (simulation) 2 X 50		<b>Material:</b> practice <b>Library:</b> Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courts)	5%
14	To administer parliamentary debates, including debating tournaments.	To administer and manage exhibition of debating tournament with different types of formants.	<b>Criteria:</b> 1. Debate performance should be evaluated based on the following criteria: 2. MatterMethodManner  <b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance	Collaborative learning Project-based learning Performance (simulation) 2 X 50		<b>Material:</b> practice <b>Library:</b> Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courts)	5%
15	To administer parliamentary debates, including debating tournaments.	To administer and manage exhibition of debating tournament with different types of formants.	<b>Criteria:</b> 1. Debate performance should be evaluated based on the following criteria: 2. MatterMethodManner  <b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance	Collaborative learning Project-based learning Performance (simulation) 2 X 50		<b>Material:</b> debating performance in the exam day <b>Reference:</b> Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)	30%
16	reflection	reflection of debating performance	<b>Criteria:</b> discussion  <b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance	review and give comments 2x50		<b>Material:</b> lecturers' and students comments <b>Bibliography:</b> Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)	5%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	33.38%
2.	Practical Assessment	33.38%
3.	Practice / Performance	33.38%
		100%

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.