



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
World Englishes	7920202293	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	July 16, 2024
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
PLO-9	Be able to understand and apply basic research methods in language/literature, including research design, data analysis, and interpretation.
PLO-10	Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.

Program Objectives (PO)	
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PO - 1	Being able to define various types of English.
PO - 2	Being able to compose articles on issues related to variations of English.
PO - 3	Being able to produce poster presentations on issues related to variations of English.
PO - 4	Become able to compose texts on variations of English using correct mechanics and effective presentation skills.
PO - 5	Be able to present original and creative work, engage in group discussions, solve problems with critical thinking during class discussions and presentations.

PLO-PO Matrix	
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		P.O	PLO-5	PLO-9	PLO-10
		PO-1			
		PO-2			
		PO-3			
		PO-4			
		PO-5			

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																

Short Course Description	This course provides an overview of the major varieties of English, including their characteristics at various linguistic levels, their use and status in different countries, and issues of TESOL teaching and testing. Students will compare and contrast varieties of English and investigate the history and spread of English, the formal characteristics of Englishes around the world, and the language teaching. In addition, students will explore how globalization plays an important role in the status, function and features of English in the world today. The teaching learning activities are conducted through presentation, discussion, and question-answer. Students will develop a research project, focusing on some aspects of English in several varieties.
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References	Main :
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1. Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.
2. Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes . London and New York: Routledge.
3. Melchers, Gunnel and Shaw, Philip. 2011. World Englishes: An Introduction . London: Hodder Education, an Hachette UK company.
4. Mesthrie, Rajend and Bhatt, Rakesh M. 2008. World Englishes: The Study of New Linguistic Varieties . Cambridge: Cambridge University Press.
5. Seargeant, Philip. 2012. Exploring World Englishes: Language in a Global Context . London and New York: Routledge.

Supporters:

1. Surrounding experience

Supporting lecturer

Lina Purwaning Hartanti, S.Pd., M.EIL.
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	<p>1. Being able to summarize the concepts of the roots and spread of English.</p> <p>2. Being able to criticize the concepts of the roots and spread of English.</p>	<p>1. To explain the definition of World Englishes</p> <p>2. Write a critical summary of the roots and spread of English with correct grammar using the Jam Board application.</p>	<p>Criteria:</p> <p>1. Content Understanding: Does the summary demonstrate a clear understanding of the original text or material? Are the main ideas and key points of the original work accurately identified and represented in the summary? Does the summary capture the overall message or purpose of the original work?</p> <p>2. Critical Thinking and Analysis: Does the summary go beyond mere description and provide a thoughtful analysis of the original work? Are the strengths and weaknesses of the original work identified and discussed? Does the summary present a balanced perspective and consider alternative viewpoints or counterarguments?</p> <p>3. Clarity and Organization: Is the summary well-organized, with a logical flow of ideas? Are the main points presented in a clear and concise manner? Is the language used in the summary appropriate, precise, and understandable?</p> <p>4. Writing Style and Mechanics: Is the summary well-written, with proper grammar, punctuation, and spelling? Does the summary use appropriate vocabulary and terminology related to the original work? Are quotes or paraphrased material properly cited and referenced according to the required format?</p> <p>Form of Assessment : Participatory Activities</p>	<p>Presentation, Discussion, Question-Answer Lecturing Discussion Group assignment 2 X 50</p>	<p>Lecturing Discussion Group assignment 2 X 50</p>	<p>Material: The roots and spread of English Reference: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition. London and New York: Routledge.</i></p> <hr/> <p>Material: The roots and spread of English Reference: <i>Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes. London and New York: Routledge.</i></p>	5%
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2	<p>1. Being able to summarize the concepts of the roots and spread of English.</p> <p>2. Being able to criticize the concepts of the roots and spread of English.</p>	<p>1. To explain the definition of World Englishes</p> <p>2. Write a critical summary of the roots and spread of English with correct grammar using the Jam Board application.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Content Understanding: Does the summary demonstrate a clear understanding of the original text or material? Are the main ideas and key points of the original work accurately identified and represented in the summary? Does the summary capture the overall message or purpose of the original work? 2. Critical Thinking and Analysis: Does the summary go beyond mere description and provide a thoughtful analysis of the original work? Are the strengths and weaknesses of the original work identified and discussed? Does the summary present a balanced perspective and consider alternative viewpoints or counterarguments? 3. Clarity and Organization: Is the summary well-organized, with a logical flow of ideas? Are the main points presented in a clear and concise manner? Is the language used in the summary appropriate, precise, and understandable? 4. Writing Style and Mechanics: Is the summary well-written, with proper grammar, punctuation, and spelling? Does the summary use appropriate vocabulary and terminology related to the original work? Are quotes or paraphrased material properly cited and referenced according to the required format? <p>Form of Assessment : Participatory Activities</p>	<p>Presentation, Discussion, Question-Answer Lecturing Discussion Group assignment 2 X 50</p>	<p>Lecturing Discussion Group assignment 2 X 50</p>	<p>Material: The roots and spread of English Reference: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition. London and New York: Routledge.</i></p> <hr/> <p>Material: The roots and spread of English Reference: <i>Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes. London and New York: Routledge.</i></p>	5%
3	<p>Being able to create reflective notes on English variations based on a phenomenon in students' surroundings.</p>	<p>Complete reflective notes on English variations based on phenomena in students' surroundings using correct grammar.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Depth of Reflection (1-4) 2. Connection to Experience (1-4) 3. Critical Thinking (1-4) 4. Organization and Structure (1-4) 5. Clarity and Expression (1-4) <p>Form of Assessment : Portfolio Assessment</p>	<p>Individual reading assignment Discussion 2 X 50</p>	<p>Individual reading assignment Discussion 2 X 50</p>	<p>Material: Personal study experience Reference: <i>Surrounding experience</i></p>	2%

4	Be able to explain the basic concepts of variations in English.	Complete a worksheet on English variations	Criteria: Written Form of Assessment : Test	Presentation, Discussion Lecturing Discussion Individual assignment Question-Answer 2 X 50	Lecturing Discussion Individual assignment 2 X 50	Material: Variations in English Reference: Kirkpatrick, Andy. 2010. <i>The Routledge Handbook of World Englishes.</i> London and New York: Routledge.	2%
5	Be able to explain the basic concepts of variations in English.	Complete a worksheet on English variations	Criteria: Written Form of Assessment : Test	Presentation, Discussion Lecturing Discussion Individual assignment Question-Answer 2 X 50	Lecturing Discussion Individual assignment 2 X 50	Material: Variations in English Reference: Kirkpatrick, Andy. 2010. <i>The Routledge Handbook of World Englishes.</i> London and New York: Routledge.	2%
6	<p>1. Being able to objectively compare the main linguistic features and the use of English in the inner circle through poster presentation.</p> <p>2. Being able to respond to others' presentations in English using an appropriate manner.</p>	Compose a creative group poster on the comparison of the main linguistic features and the use of English in the inner circle. Present it using effective presentation skills.	Criteria: <p>1. Content Knowledge (1-4): Demonstrates deep understanding of the topic and presents accurate information. Includes relevant supporting evidence and examples.</p> <p>2. Organization and Structure (1-4): Well-structured and logically organized. Clear and coherent flow of information. Sections and visuals are labeled effectively.</p> <p>3. Visual Appeal and Design (1-4): Engaging and visually appealing posters. Effective use of colors, images, and graphics. Consistent and legible font style and size.</p> <p>4. Communication and Delivery (1-4): Presents with clarity, confidence, and enthusiasm. Maintains eye contact with the audience. Uses appropriate body language and gestures.</p> <p>5. Engagement and Interaction (1-4): Engages the audience through interactive elements or questions. Responds effectively to audience inquiries and feedback.</p> Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Project 2 X 50	Project 2 X 50	Material: Inner circle English Reference: Seargeant, Philip. 2012. <i>Exploring World Englishes: Language in a Global Context.</i> London and New York: Routledge. Material: Inner circle English Reference: Jenkins, Jennifer. 2015. <i>Global Englishes: A Resource Book for Students Third Edition.</i> London and New York: Routledge.	10%

7	<p>1. Being able to objectively compare the main linguistic features and the use of English in the inner circle through poster presentation.</p> <p>2. Being able to respond to others' presentations in English using an appropriate manner.</p>	<p>Compose a creative group poster on the comparison of the main linguistic features and the use of English in the inner circle. Present it using effective presentation skills.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Content Knowledge (1-4): Demonstrates deep understanding of the topic and presents accurate information. Includes relevant supporting evidence and examples. 2. Organization and Structure (1-4): Well-structured and logically organized. Clear and coherent flow of information. Sections and visuals are labeled effectively. 3. Visual Appeal and Design (1-4): Engaging and visually appealing posters. Effective use of colors, images, and graphics. Consistent and legible font style and size. 4. Communication and Delivery (1-4): Presents with clarity, confidence, and enthusiasm. Maintains eye contact with the audience. Uses appropriate body language and gestures. 5. Engagement and Interaction (1-4): Engages the audience through interactive elements or questions. Responds effectively to audience inquiries and feedback. <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project 2 X 50	Project 2 X 50	<p>Material: Inner circle English</p> <p>Reference: <i>Sergeant, Philip. 2012. Exploring World Englishes: Language in a Global Context. London and New York: Routledge.</i></p> <hr/> <p>Material: Inner circle English</p> <p>Reference: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition. London and New York: Routledge.</i></p>	10%
8	<p>Being able to create reflective notes on English variations based on a phenomenon in students' surroundings.</p>	<p>Complete reflective notes on English variations based on phenomena in students' surroundings using correct grammar.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Depth of Reflection (1-4) 2. Connection to Experience (1-4) 3. Critical Thinking (1-4) 4. Organization and Structure (1-4) <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Individual assignment 2 X 50	Individual assignment 2 X 50	<p>Material: Personal study experience</p> <p>Reference: <i>Surrounding experience</i></p>	2%

9	Being able to analyze the main linguistic features and the use of English in the outer circle through selected videos.	Critically analyze the main linguistic features and the use of English in Singapore, Malaysia, and India as depicted in selected videos.	<p>Criteria:</p> <p>1. Content Understanding: Does the summary demonstrate a clear understanding of the original text or material? Are the main ideas and key points of the original work accurately identified and represented in the summary? Does the summary capture the overall message or purpose of the original work?</p> <p>2. Critical Thinking and Analysis: Does the summary go beyond mere description and provide a thoughtful analysis of the original work? Are the strengths and weaknesses of the original work identified and discussed? Does the summary present a balanced perspective and consider alternative viewpoints or counterarguments?</p> <p>3. Clarity and Organization: Is the summary well-organized, with a logical flow of ideas? Are the main points presented in a clear and concise manner? Is the language used in the summary appropriate, precise, and understandable?</p> <p>4. Writing Style and Mechanics: Is the summary well-written, with proper grammar, punctuation, and spelling? Does the summary use appropriate vocabulary and terminology related to the original work? Are quotes or paraphrased material properly cited and referenced according to the required format?</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lecturing Discussion Group assignment 2 X 50	Lecturing Discussion Group assignment 2 X 50	<p>Material: Outer circle English</p> <p>References: <i>Melchers, Gunnel and Shaw, Philip. 2011. World Englishes: An Introduction. London: Hodder Education, an Hachette UK company.</i></p> <p>Material: Outer Circle English</p> <p>Reference: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition. London and New York: Routledge.</i></p>	5%
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10	Being able to analyze the main linguistic features and the use of English in the outer circle through selected videos.	Critically analyze the main linguistic features and the use of English in Singapore, Malaysia, and India as depicted in selected videos.	<p>Criteria:</p> <p>1. Content Understanding: Does the summary demonstrate a clear understanding of the original text or material? Are the main ideas and key points of the original work accurately identified and represented in the summary? Does the summary capture the overall message or purpose of the original work?</p> <p>2. Critical Thinking and Analysis: Does the summary go beyond mere description and provide a thoughtful analysis of the original work? Are the strengths and weaknesses of the original work identified and discussed? Does the summary present a balanced perspective and consider alternative viewpoints or counterarguments?</p> <p>3. Clarity and Organization: Is the summary well-organized, with a logical flow of ideas? Are the main points presented in a clear and concise manner? Is the language used in the summary appropriate, precise, and understandable?</p> <p>4. Writing Style and Mechanics: Is the summary well-written, with proper grammar, punctuation, and spelling? Does the summary use appropriate vocabulary and terminology related to the original work? Are quotes or paraphrased material properly cited and referenced according to the required format?</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lecturing Discussion Group assignment 2 X 50	Lecturing Discussion Group assignment 2 X 50	<p>Material: Outer circle English</p> <p>References: <i>Melchers, Gunnel and Shaw, Philip. 2011. World Englishes: An Introduction. London: Hodder Education, an Hachette UK company.</i></p> <p>Material: Outer Circle English</p> <p>Reference: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition. London and New York: Routledge.</i></p>	3%
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11	Being able to compose a creative infographic on the main linguistic features and the use of English in the expanding circle.	Compose a creative infographic in groups on the main linguistic features and the use of English in the expanding circle using correct grammar.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Content Knowledge (1-4): Demonstrates deep understanding of the topic and presents accurate information. Includes relevant supporting evidence and examples. 2. Organization and Structure (1-4): Well-structured and logically organized. Clear and coherent flow of information. Sections and visuals are labeled effectively. 3. Visual Appeal and Design (1-4): Engaging and visually appealing posters. Effective use of colors, images, and graphics. Consistent and legible font style and size. 4. Communication and Delivery (1-4): Presents with clarity, confidence, and enthusiasm. Maintains eye contact with the audience. Uses appropriate body language and gestures. 5. Engagement and Interaction (1-4): Engages the audience through interactive elements or questions. Responds effectively to audience inquiries and feedback. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion Group assignment 2 X 50	Discussion Group assignment 2 X 50	<p>Material: Expanding circle English</p> <p>References: <i>Melchers, Gunnel and Shaw, Philip. 2011. World Englishes: An Introduction. London: Hodder Education, an Hachette UK company.</i></p>	10%
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12	Being able to compose a creative infographic on the main linguistic features and the use of English in the expanding circle.	Compose a creative infographic in groups on the main linguistic features and the use of English in the expanding circle using correct grammar.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Content Knowledge (1-4): Demonstrates deep understanding of the topic and presents accurate information. Includes relevant supporting evidence and examples. 2. Organization and Structure (1-4): Well-structured and logically organized. Clear and coherent flow of information. Sections and visuals are labeled effectively. 3. Visual Appeal and Design (1-4): Engaging and visually appealing posters. Effective use of colors, images, and graphics. Consistent and legible font style and size. 4. Communication and Delivery (1-4): Presents with clarity, confidence, and enthusiasm. Maintains eye contact with the audience. Uses appropriate body language and gestures. 5. Engagement and Interaction (1-4): Engages the audience through interactive elements or questions. Responds effectively to audience inquiries and feedback. <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussion Group assignment 2 X 50	Discussion Group assignment 2 X 50	<p>Material: Expanding circle English</p> <p>References: <i>Melchers, Gunnel and Shaw, Philip. 2011. World Englishes: An Introduction. London: Hodder Education, an Hachette UK company.</i></p>	5%
13	Being able to criticize issues on the teaching and testing of global English through group discussions (case-based learning).	Critically discuss in groups issues on the teaching and testing of global English based on given real-world cases.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Depth of discussion (1-4) 2. Engagements (1-4) <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Case-based learning Discussion Group assignment 2 X 50	Case-based learning Discussion Group assignment 2 X 50	<p>Material: English Tests around the world</p> <p>Reader: <i>Seargeant, Philip. 2012. Exploring World Englishes: Language in a Global Context. London and New York: Routledge.</i></p>	5%

14	Being able to compose an original academic article on a phenomenon of global English.	Compose an original academic article on a certain phenomenon of Global English using correct grammar	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Thesis Statement: Clear and focused thesis statement that presents the main argument or claim. Provides a roadmap for the essay. 2. Organization and Structure: Well-structured essay with a logical flow of ideas. Introduction, body, and conclusion are clearly defined. 3. Analysis and Critical Thinking: Demonstrates strong analytical and critical thinking skills. Engages with the topic, explores complexities, and offers thoughtful analysis. 4. Language and Mechanics: Demonstrates strong 4 3 2 1 writing skills, with proper grammar, punctuation, and spelling. Uses appropriate vocabulary and tone for the audience. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project-based learning Discussion Group assignment 2 X 50	Project-based learning Discussion Group assignment 2 X 50	<p>Material: Related chosen topic</p> <p>References: <i>Seargeant, Philip. 2012. Exploring World Englishes: Language in a Global Context. London and New York: Routledge.</i></p> <p>Material: Related chosen topic</p> <p>References: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition. London and New York: Routledge.</i></p>	15%
15	Being able to compose an original academic article on a phenomenon of global English.	Compose an original academic article on a certain phenomenon of Global English using correct grammar.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Thesis Statement: Clear and focused thesis statement that presents the main argument or claim. Provides a roadmap for the essay. 2. Organization and Structure: Well-structured essay with a logical flow of ideas. Introduction, body, and conclusion are clearly defined. 3. Analysis and Critical Thinking: Demonstrates strong analytical and critical thinking skills. Engages with the topic, explores complexities, and offers thoughtful analysis. 4. Language and Mechanics: Demonstrates strong 4 3 2 1 writing skills, with proper grammar, punctuation, and spelling. Uses appropriate vocabulary and tone for the audience. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project-based learning Discussion Group assignment 2 X 50	Project-based learning Discussion Group assignment 2 X 50	<p>Material: Related chosen topic</p> <p>References: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition. London and New York: Routledge.</i></p> <p>Material: Related chosen topic</p> <p>References: <i>Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes. London and New York: Routledge.</i></p>	15%

16	Being able to create reflective notes on English variations based on a phenomenon in students' surroundings	deliver reflective notes on English variations based on a phenomenon in students' surroundings	Criteria: 1.Depth of Reflection (1-4) 2.Connection to Experience (1-4) 3.Critical Thinking (1-4) 4.Organization and Structure (1-4) Form of Assessment : Participatory Activities, Portfolio Assessment	Individual assignment 2 X 50	Individual assignment 2 X 50	Material: Personal study experience Reference: <i>Surrounding experience</i>	4%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	22%
2.	Project Results Assessment / Product Assessment	59%
3.	Portfolio Assessment	5%
4.	Practice / Performance	10%
5.	Test	4%
		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.