



**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
Written Integrated English	7920206233		T=6	P=0	ECTS=9.54	1	September 15, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Sylvi Chintya Adelia, S.S, M.A		Ephrilia Noor Fitriana, S.Hum., M.Hum			Dr. Ali Mustofa, S.S., M.Pd.	

<b>Learning model</b>	<b>Case Studies</b>																																																																																																				
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																				
	<b>PLO-8</b> Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa																																																																																																				
	<b>PLO-10</b> Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.																																																																																																				
	<b>Program Objectives (PO)</b>																																																																																																				
	<b>PO - 1</b> Being able to understand the principles of academic writing																																																																																																				
	<b>PO - 2</b> Being able to write an essay based on a preferred topic related to the final assignment for undergraduate level																																																																																																				
	<b>PO - 3</b> Being able to compose texts on the preferred topic using appropriate language and mechanics																																																																																																				
	<b>PO - 4</b> Be able to present original and creative work, engage in group discussions, solve problems with critical thinking during class discussions and presentations.																																																																																																				
	<b>PLO-PO Matrix</b>																																																																																																				
	<table border="1"> <tr> <td>P.O</td> <td>PLO-8</td> <td>PLO-10</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> </tr> </table>	P.O	PLO-8	PLO-10	PO-1			PO-2			PO-3			PO-4																																																																																							
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																					
<table border="1"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </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> </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> </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> </tr> <tr> <td>PO-4</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																	PO-4																
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<b>Short Course Description</b>	This course is designed to improve students' academic writing skills. It covers different aspects of academic writing such as critical thinking, research skills, citation and referencing, academic language, and reflective practice.
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<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )</li> <li>Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press</li> <li>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St</li> <li>Oshima, Alice and Hogue, Ann. 1999. Writing Academic English. New York: Longman</li> </ol>
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	<b>Supporters:</b>						
	1. Journals 2. Mendeley Reference Manager						
<b>Supporting lecturer</b>	Nur Fauzia, S.S., M.Pd. Silfia Asningtias, S.Pd., M.TESOL. Zainul Aminin, S.Pd., M.Pd. Suvi Akhriyah, S.Pd., M.Pd. Retno Wulan Dari, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd.						
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 differentiate academic writing from other types of writing 2. Being able to use appropriate grammar and vocabulary	Complete a worksheet on identifying the characteristics of academic writing and differentiating academic writing from other types using correct grammar	<b>Criteria:</b> Answer 20 multiple choice questions. Each question is worth 5 points.  <b>Form of Assessment</b> : Test	Discussion Individual assignment 2 X 50	Discussion Individual assignment 2 X 50	<b>Material:</b> Academic writing definition <b>Bibliography:</b> <i>Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )</i>	5%
2	1. Being able to differentiate academic writing from other types of writing 2. Being able to use appropriate grammar and vocabulary	Complete a worksheet on identifying the characteristics of academic writing and differentiating academic writing from other types using correct grammar	<b>Criteria:</b> Answer 20 multiple choice questions. Each question is worth 5 points.  <b>Form of Assessment</b> : Test	Discussion Individual assignment 2 X 50	Discussion Individual assignment 2 X 50	<b>Material:</b> Academic writing definition <b>Bibliography:</b> <i>Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )</i>	5%
3	Being able to practice self-reflection and identify areas for improvement in their own writing	Complete reflective notes on student's writing skill development	<b>Criteria:</b> 1. Depth of Reflection (1-4) 2. Connection to Experience (1-4) 3. Grammar and mechanics (1-4)  <b>Form of Assessment</b> : Portfolio Assessment	Individual assignment 2 X 50	Individual assignments	<b>Material:</b> identify argumentation <b>References:</b> <i>Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press</i>	5%
4	1. Being able to identify and evaluate arguments 2. Being able to use appropriate grammar and vocabulary	Answer worksheet in evaluating arguments, avoiding fallacies in reasoning, and defining critical thinking	<b>Criteria:</b> Answer multiple choice questions.  <b>Form of Assessment</b> : Test	Demonstration Discussion Lecturing Question-Answer Exercises 2 X 50	Demonstration Discussion Lecturing Question-Answer Exercises	<b>Material:</b> Identifying arguments <b>References:</b> <i>Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press</i>	5%
5	1. Being able to identify and evaluate arguments 2. Being able to use appropriate grammar and vocabulary	Answer worksheet in evaluating arguments, avoiding fallacies in reasoning, and defining critical thinking	<b>Criteria:</b> Answer multiple choice questions.  <b>Form of Assessment</b> : Test	Demonstration Discussion Lecturing Question-Answer Exercises 2 X 50	Demonstration Discussion Lecturing Question-Answer Exercises	<b>Material:</b> Identifying arguments <b>References:</b> <i>Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press</i>	5%

6	Being able to evaluate the credibility and reliability of sources	Classify different types of sources, evaluate the credibility and reliability of sources	<b>Criteria:</b> being able to answer the questions given in the classroom  <b>Form of Assessment</b> : Practice / Performance	Discussion Individual assignment 2 X 50	Discussion Individual assignment	<b>Material:</b> Identifying sources <b>Bibliography:</b> <i>Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )</i>  <b>Material:</b> Using Mendeley <b>Library:</b> Mendeley Reference Manager	5%
7	Being able to quote, paraphrase, and summarize credible sources	creating quote, paraphrase, and summarize credible sources	<b>Criteria:</b> 5  <b>Form of Assessment</b> : Portfolio Assessment	Discussion Individual assignment 2 X 50	Discussion Individual assignment 2 X 50	<b>Material:</b> how to create quote, paraphrase, and summarize credible sources <b>References:</b> <i>Kiszner, Laurie G. and Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St</i>	10%
8	Being able to practice self-reflection and identify areas for improvement in their own writing	Complete reflective notes on student's writing skill development	<b>Criteria:</b> 1.Depth of Reflection (1-4) 2.Connection to Experience (1-4) 3.Grammar and mechanics (1-4)  <b>Form of Assessment</b> : Portfolio Assessment	Individual assignment 2 X 50	Individual assignments	<b>Material:</b> creating their own writing <b>References:</b> <i>Oshima, Alice and Hogue, Ann. 1999. Writing Academic English. New York: Longman</i>	2%
9	1. Being able to use appropriate citation and referencing in academic writing 2. Being able to propose a particular topic that is feasible to be researched supported by sufficient references	1. Compile a list of references from various sources 2. Produce an annotated bibliography based on at least 10 references to be used in a scholarly paper	<b>Criteria:</b> 1. Content with Title and Theme (1-4) 2. Accuracy of Writing Procedure (1-4) 3. Depth/Clarity of Content (1-4)  <b>Form of Assessment</b> : Project Results Assessment / Product Assessment	The lesson is conducted synchronously with the following steps: 1. Determining fundamental questions: understanding the basic concept of AB 2. Project planning: understanding the procedure of creating AB and grouping 3. Scheduling: creating a project timeline 4. Monitoring: monitoring student participation and AB development, providing input if necessary. 2 X 50	After watching a video on introduction to AB, the lesson is conducted asynchronously with the following steps: 1. Determining fundamental questions: understanding the basic concept of AB 2. Project planning: understanding the procedure of creating AB and grouping 3. Scheduling: creating a project timeline 4. Monitoring: monitoring student participation and AB development, providing input if necessary. 2 X 50	<b>Material:</b> Using Mendeley <b>Library:</b> Mendeley Reference Manager	10%

10	Being able to propose a particular topic that is feasible to be researched supported by sufficient references	Produce an annotated bibliography based on at least 10 references to be used in a scholarly paper	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Content with Title and Theme (1-4)</li> <li>2.Accuracy of Writing Procedure (1-4)</li> <li>3.Depth/Clarity of Content (1-4)</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	The lesson is conducted synchronously with the following steps: 1. Determining fundamental questions: understanding the basic concept of AB 2. Project planning: understanding the procedure of creating AB and grouping 3. Scheduling: creating a project timeline 4. Monitoring: monitoring student participation and AB development, providing input if necessary. 2 X 50	After watching a video on introduction to AB, the lesson is conducted asynchronously with the following steps: 1. Determining fundamental questions: understanding the basic concept of AB 2. Project planning: understanding the procedure of creating AB and grouping 3. Scheduling: creating a project timeline 4. Monitoring: monitoring student participation and AB development, providing input if necessary. 2 X 50	<p><b>Material:</b> Using Mendeleey <b>Library:</b> <i>Mendeleey Reference Manager</i></p> <hr/> <p><b>Material:</b> Bibliography <b>Bibliography:</b> <i>Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )</i></p> <hr/> <p><b>Material:</b> Bibliography <b>Bibliography:</b> <i>Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press</i></p>	5%
11	Being able to propose a particular topic that is feasible to be researched supported by sufficient references	Produce an annotated bibliography based on at least 10 references to be used in a scholarly paper	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Content with Title and Theme (1-4)</li> <li>2.Accuracy of Writing Procedure (1-4)</li> <li>3.Depth/Clarity of Content (1-4)</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	The lesson is conducted synchronously with the following steps: 1. Monitoring: monitoring student's participation and AB development, providing input if necessary. 2. Testing: discussing AB drafts, measuring standard achievements, creating a presentation. 3. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning. 2 X 50	The lesson is conducted asynchronously with the following steps: 4. Monitoring: monitoring students participation and AB development, providing input if necessary. 5. Testing: discussing AB drafts, measuring standard achievements, creating a presentation. 6. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning. 2 X 50	<p><b>Material:</b> Using Mendeleey <b>Library:</b> <i>Mendeleey Reference Manager</i></p> <hr/> <p><b>Material:</b> Bibliography <b>Bibliography:</b> <i>Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )</i></p> <hr/> <p><b>Material:</b> Bibliography <b>Bibliography:</b> <i>Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press</i></p>	5%

12	Be able to compose an original academic article on a preferred topic using appropriate grammar and mechanics	Write an original article in the area of literature or linguistics using appropriate structure, grammar, and mechanics	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Relevant Content with Title and Theme (1-4)</li> <li>2.using fluent and logical sequencing and development )1-4)</li> <li>3.Mastery of convention and mechanics (1-4)</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	The lesson is conducted synchronously with the following steps: 1. Determining fundamental questions: understanding the basic concept of academic articles. 2. Project planning: understanding the procedure of creating articles. 3. Scheduling: creating a project timeline 4. Monitoring: monitoring student participation and article development, providing input if necessary. 2 X 50	The lesson is conducted asynchronously with the following steps: 1. Determining fundamental questions: understanding the basic concept of academic article. 2. Project planning: understanding the procedure of creating articles. 3. Scheduling: creating a project timeline 4. Monitoring: monitoring student participation and article development, providing input if necessary. 2 X 50	<b>Material:</b> relevant journals <b>Library:</b> Journals	3%
13	Be able to compose an original academic article on a preferred topic using appropriate grammar and mechanics	Write an original article in the area of literature or linguistics using appropriate structure, grammar, and mechanics	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Content with Title and Theme (1-4)</li> <li>2.Accuracy of Writing Procedure (1-4)</li> <li>3.Depth/Clarity of Content (1-4)</li> <li>4.Appropriate mechanics used (1-4)</li> </ol> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	The lesson is conducted synchronously with the following steps: 1. Determining fundamental questions: understanding the basic concept of academic articles. 2. Project planning: understanding the procedure of creating articles. 3. Scheduling: creating a project timeline 4. Monitoring: monitoring student participation and article development, providing input if necessary. 2 X 50	The lesson is conducted asynchronously with the following steps: 1. Determining fundamental questions: understanding the basic concept of academic article. 2. Project planning: understanding the procedure of creating articles. 3. Scheduling: creating a project timeline 4. Monitoring: monitoring student participation and article development, providing input if necessary. 2 X 50	<b>Material:</b> relevant journals <b>Library:</b> Journals	5%

14	Be able to compose an original academic article on a preferred topic using appropriate grammar and mechanics	Write an original article in the area of literature or linguistics using appropriate structure, grammar, and mechanics	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Content with Title and Theme (1-4)</li> <li>2.Accuracy of Writing Procedure (1-4)</li> <li>3.Depth/Clarity of Content (1-4)</li> <li>4.Using appropriate mechanics (1-4)</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	The lesson is conducted synchronously with the following steps: 1. Determining fundamental questions: understanding the basic concept of academic articles. 2. Project planning: understanding the procedure of creating articles. 3. Scheduling: creating a project timeline 4. Monitoring: monitoring student participation and article development, providing input if necessary. 2 X 50	The lesson is conducted asynchronously with the following steps: 1. Determining fundamental questions: understanding the basic concept of academic article. 2. Project planning: understanding the procedure of creating articles. 3. Scheduling: creating a project timeline 4. Monitoring: monitoring student participation and article development, providing input if necessary. 2 X 50	<b>Material:</b> relevant journals <b>Library:</b> Journals	10%
15	Be able to compose an original academic article on a preferred topic using appropriate grammar and mechanics	Write an original article in the area of literature or linguistics using appropriate structure, grammar, and mechanics	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Content with Title and Theme (1-4)</li> <li>2.Accuracy of Writing Procedure (1-4)</li> <li>3.Depth/Clarity of Content (1-4)</li> <li>4.Appropriate mechanics (1-4)</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	The lesson is conducted synchronously with the following steps: 4. Monitoring: monitoring student's participation and article development, providing input if necessary. 5. Testing: discussing article drafts, measuring standard achievements, creating a presentation. 6. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning. 2 X 50	The lesson is conducted synchronously with the following steps: 4. Monitoring: monitoring student's participation and article development, providing input if necessary. 5. Testing: discussing article drafts, measuring standard achievements, creating a presentation. 6. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning. 2 X 50	<b>Material:</b> relevant journals <b>Library:</b> Journals	10%

16	Be able to compose an original academic article on a preferred topic using appropriate grammar and mechanics	Write an original article in the area of literature or linguistics using appropriate structure, grammar, and mechanics	<b>Criteria:</b> 1.Content with Title and Theme (1-4) 2.Accuracy of Writing Procedure (1-4) 3.Depth/Clarity of Content (1-4) 4.Appropriate mechanics (1-4)  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	The lesson is conducted synchronously with the following steps: 4. Monitoring: monitoring student's participation and article development, providing input if necessary. 5. Testing: discussing article drafts, measuring standard achievements, creating a presentation. 6. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning. 2 X 50	The lesson is conducted synchronously with the following steps: 4. Monitoring: monitoring student's participation and article development, providing input if necessary. 5. Testing: discussing article drafts, measuring standard achievements, creating a presentation. 6. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning. 2 X 50	<b>Material:</b> relevant journals <b>Library:</b> <i>Journals</i>	10%
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**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	53%
2.	Portfolio Assessment	22%
3.	Practice / Performance	5%
4.	Test	20%
		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.