



Universitas Negeri Surabaya
Faculty of Engineering,
Undergraduate Study Program, Fashion Design Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																											
Applied English	8321202007		T=2	P=0	ECTS=3.18	0	July 18, 2024																																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																												
			Imami Arum Tri Rahayu, S.Pd., 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																																																																	
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PO Matrix at the end of each learning stage (Sub-PO)	PO Matrix at the end of each learning stage (Sub-PO)																																																																	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 5%;">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> </thead> <tbody> <tr> <td style="height: 20px;"></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> </tbody> </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 provides understanding and discussing the use of English in culinary contexts through four language skills: speaking, listening, reading, writing. This course also teaches the basics of reading and understanding of the text and how to write a composition in English.																																																																	
References	Main :																																																																	
	1. 1. Davis, Bernard, and Sally, Stone. 1991. Food and Beverage Management. London: Butterworth Heinemann. 2. Glaiser, Robyn. 1987. Catering: Toward a Career. Longman Chesire. 3. John, Pass. 1988. Australian Handbook of Commercial Catering. The Macmillan Company of Australia Pty LTD. 4.: TOEFL Preparation, Singapore. 5. Additional material: book's related to culinary 6. Menu 7. Some articles about food																																																																	
Supporting lecturer	Supporters:																																																																	
	MEDA WAHINI Mauren Gita Miranti, 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	Identifying the task	<p>1.Students are able to understand vocabulary, terminology, and English grammar the culinary world context.</p> <p>2.Students are able to apply the terminology, grammar and vocabulary related to the sentence.</p>		Discussions, presentations and exercises. 2 X 50			0%
2	Identifying the task	<p>1.Students are able to understand vocabulary, terminology, and English grammar the culinary world context.</p> <p>2.Students are able to apply the terminology, grammar and vocabulary related to the sentence.</p>		Discussions, presentations and exercises. 2 X 50			0%
3	Identifying the task	<p>1.Students are able to understand vocabulary, terminology, and English grammar the culinary world context.</p> <p>2.Students are able to apply the terminology, grammar and vocabulary related to the sentence.</p>		Discussions, presentations and exercises. 2 X 50			0%
4	Food and Drinks	<p>1. To increase vocabulary building</p> <p>2. To increase speaking skills and grammar skills with discussion</p>		Discussion, presentation, practice. 2 X 50			0%
5	Fast food	<p>1.To increase vocabulary building</p> <p>2.To increase speaking skills and grammar skills</p>		Discussion, presentation, practice. 2 X 50			0%

6	Go to the restaurant	1.Students can improve vocabulary mastery, especially those related to the restaurant. 2.Students can grasp the grammar and vocabulary related to the culinary in the sentences with speaking practice and discussion.		Discussion, presentation, practice. 2 X 50			0%
7	Go to the restaurant	1.Students can improve vocabulary mastery, especially those related to the restaurant. 2.Students can grasp the grammar and vocabulary related to the culinary in the sentences with speaking practice and discussion.		Discussion, presentation, practice. 2 X 50			0%
8	UTS	Students can answer the questions correctly and honestly.		Written test 2 X 50			0%
9	Jobs and work	1. Students can make CV and job application in English 2. Students can speak English in a job interview		Discussion, presentation, practice. 2 X 50			0%
10	Taking about buses and travel	1. Students can improve the mastery of vocabulary, especially those related to buses and travel. 2. Students can apply grammar and vocabulary related to bus and travel in the sentences with speaking practice and discussion.		Discussion, presentation, practice. 2 X 50			0%

11	Understanding tables, graphics, diagrams, and pictures	<p>1.Students can describe or summarize facts and figures presented in one or more charts, graphs, or tables.</p> <p>2.Students can express an opinion and give examples to support their ideas</p>		Discussion, presentation, practice. 2 X 50			0%
12	Understanding tables, graphics, diagrams, and pictures	<p>1.Students can describe or summarize facts and figures presented in one or more charts, graphs, or tables.</p> <p>2.Students can express an opinion and give examples to support their ideas</p>		Discussion, presentation, practice. 2 X 50			0%
13	making a thesis	Students can create scientific writings in English which includes: 1. Preliminary writing 2. Determination of the main idea 3. Make the discussion 4. Make an abstract		Discussion, presentation, practice. 2 X 50			0%
14	making a thesis	Students can create scientific writings in English which includes: 1. Preliminary writing 2. Determination of the main idea 3. Make the discussion 4. Make an abstract		Discussion, presentation, practice. 2 X 50			0%
15	making a thesis	Students can create scientific writings in English which includes: 1. Preliminary writing 2. Determination of the main idea 3. Make the discussion 4. Make an abstract		Discussion, presentation, practice. 2 X 50			0%
16	Final Exam	Students can answer the questions correctly and honestly.		Written test 2 X 50			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.