



**Universitas Negeri Surabaya  
Faculty of Languages and Arts  
Fine Arts Undergraduate Study Program**

**Document  
Code**

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
English	9020103004		T=3	P=0	ECTS=4.77	2	February 16, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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<b>Learning model</b>	<b>Case Studies</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>	
	<b>PLO-11</b>	Publish performance, processes and components analytically by considering aspects of effective communication, sustainability and networking.

**Program Objectives (PO)**

<b>PO - 1</b>	Students are able to communicate in English
<b>PO - 2</b>	Students are able to know English diction and vocabulary in fine arts
<b>PO - 3</b>	Students are able to teach in English

**PLO-PO Matrix**

P.O	PLO-11
PO-1	
PO-2	
PO-3	

**PO Matrix at the end of each learning stage (Sub-PO)**

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																

**Short Course Description** This course equips students with language skills and components at a basic (pre-intermediate) level. This course introduces students to being able to apply English in everyday life. This course trains students to be able to communicate in English and recognize vocabulary in fine arts diction.

**References** **Main :**

1. Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron Educational Series. NY
2. Phillips, Deborah. 2004. Longman Preparation Course for the TOEFL Test: The Paper Test (Student Book with Answer Key and CD-ROM). Pearson Education. NY
3. Phillips, Deborah. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt). McGraw-Hill. USA.
4. Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY
5. Worcester, Adam, et al. 2008. Building Skill for the TOEFL iBT: Beginning. Compass Publishing.
6. Cullen, Pauline, et al. 2014. The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM. Oxford University Press.
7. Parthare, Emma Parthare, Gary May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Students Book. Oxford University Press.
8. Loughed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY
9. Tim Mata Kuliah Bahasa Inggris. 2016. English for Non English Department Students. Surabaya: Surabaya University Press.

**Supporters:**

**Supporting lecturer** Wening Hesti Nawa Ruci, 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	Students are able to recognize parts of speech	Identify the correct part of speech for the given words.	<b>Criteria:</b> 1.Ability to identify types of words correctly. 2.The level of accuracy in classifying parts of speech.  <b>Form of Assessment</b> : Participatory Activities	Lectures, Discussions 2 X 50		<b>Material:</b> parts of speech <b>References:</b> <i>Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</i>	5%
2	Students are able to recognize parts of speech	Identify the correct part of speech for the given words.	<b>Criteria:</b> 1.Ability to identify types of words correctly. 2.The level of accuracy in classifying parts of speech.  <b>Form of Assessment</b> : Participatory Activities	Lectures, Discussions 3 X 50		<b>Material:</b> parts of speech <b>Reference:</b>	5%
3	Students are able to mention fine arts diction through "Word Game"	Ability to identify and mention fine arts vocabulary correctly in word games.	<b>Criteria:</b> 1.Ability to identify fine art vocabulary correctly. 2.Flexibility and accuracy in saying words in word games.  <b>Form of Assessment</b> : Participatory Activities	Lectures, Discussions 3 X 50		<b>Material:</b> fine arts diction <b>References:</b> <i>Worcester, Adam, et al. 2008. Building Skills for the TOEFL iBT: Beginning. Compass Publishing.</i>	5%

4	Students are able to communicate in English through daily conversations with "Blind Game"	<p>1. Clarity in English expressions.</p> <p>2. Fluency and flexibility in speaking.</p>	<p><b>Criteria:</b></p> <p>1. Ability to explain clearly and structured in English.</p> <p>2. Fluency in conversation and ability to express ideas well.</p> <p><b>Form of Assessment :</b></p> <p>Participatory Activities</p>	Lectures, Discussions 3 X 50		<p><b>Material:</b> in-depth understanding of various types and styles of illustration. Students will learn the variations in visual approaches, techniques, and aesthetics that distinguish various illustration styles, from traditional to modern. Through this understanding, students will be able to identify and correctly apply the type and style of illustration that is appropriate to the context of the chosen folklore story, helping them develop diverse and relevant artistic skills in creating creative and eye-catching illustration works.</p> <p><b>Bibliography:</b>  <i>Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</i></p>	5%
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5	Students are able to communicate in English through daily conversations with "Blind Game"	<p>1. Clarity in English expressions.</p> <p>2. Fluency and flexibility in speaking.</p>	<p><b>Criteria:</b></p> <p>1. Ability to explain clearly and structured in English.</p> <p>2. Fluency in conversation and ability to express ideas well.</p> <p><b>Form of Assessment :</b></p> <p>Participatory Activities</p>	Lectures, Discussions 3 X 50		<p><b>Material:</b> in-depth understanding of various types and styles of illustration. Students will learn the variations in visual approaches, techniques, and aesthetics that distinguish various illustration styles, from traditional to modern. Through this understanding, students will be able to identify and correctly apply the type and style of illustration that is appropriate to the context of the chosen folklore story, helping them develop diverse and relevant artistic skills in creating creative and eye-catching illustration works.</p> <p><b>Bibliography:</b>  <i>Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</i></p>	5%
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6	Students are able to communicate in English through daily conversations with "Blind Game"	1. Clarity in English expressions. 2. Fluency and flexibility in speaking.	<b>Criteria:</b> 1. Ability to explain clearly and structured in English. 2. Fluency in conversation and ability to express ideas well.  <b>Form of Assessment :</b> Participatory Activities	Lectures, Discussions 3 X 50		<b>Material:</b> in-depth understanding of various types and styles of illustration. Students will learn the variations in visual approaches, techniques, and aesthetics that distinguish various illustration styles, from traditional to modern. Through this understanding, students will be able to identify and correctly apply the type and style of illustration that is appropriate to the context of the chosen folklore story, helping them develop diverse and relevant artistic skills in creating creative and eye-catching illustration works. <b>Bibliography:</b> <i>Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</i>	5%
7	Students are able to communicate in English with microteaching	1. Students are able to communicate in English with microteaching. 2. Ability to explain material clearly and structured.	<b>Criteria:</b> Ability to convey material clearly and structured.  <b>Form of Assessment :</b> Participatory Activities	Lectures, Discussions 3 X 50			5%
8	Students are able to communicate in English with microteaching	1. Students are able to communicate in English with microteaching. 2. Ability to explain material clearly and structured.	<b>Criteria:</b> 1. Ability to convey material clearly and structured. 2. Ability to facilitate discussions and answer questions well.  <b>Form of Assessment :</b> Participatory Activities	Lectures, Discussions 3 X 50			5%

9	Students are able to communicate in English with microteaching	1.Students are able to communicate in English with microteaching. 2.Ability to explain material clearly and structured.	<b>Criteria:</b> 1.Ability to convey material clearly and structured. 2.Ability to facilitate discussions and answer questions well.  <b>Form of Assessment</b> : Participatory Activities	Lectures, Discussions 3 X 50			5%
10	Students are able to describe an art work in English	Ability to provide detailed and informative descriptions of selected artwork.	<b>Criteria:</b> 1.Ability to provide clear and in-depth descriptions of artwork. 2.Ability to accurately depict important elements of the artwork.  <b>Form of Assessment</b> : Project Results Assessment / Product Assessment	Lectures, Discussions 3 X 50			5%
11	Students are able to describe an art work in English	Ability to provide detailed and informative descriptions of selected artwork.	<b>Criteria:</b> 1.Ability to provide clear and in-depth descriptions of artwork. 2.Ability to accurately depict important elements of the artwork.  <b>Form of Assessment</b> : Project Results Assessment / Product Assessment	Lectures, Discussions 3 X 50			10%
12	Students are able to describe an art work in English	Ability to provide detailed and informative descriptions of selected artwork.	<b>Criteria:</b> 1.Ability to provide clear and in-depth descriptions of artwork. 2.Ability to accurately depict important elements of the artwork.  <b>Form of Assessment</b> : Project Results Assessment / Product Assessment	Lectures, Discussions 3 X 50			10%
13	Students are able to create narratives about Fine Arts Education issues	Ability to organize ideas and convey a narrative cohesively.	<b>Criteria:</b> 1.Ability to convey a structured and coherent narrative. 2.Ability to describe Fine Arts Education issues well.  <b>Form of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, Discussions 3 X 50			10%

14	Students are able to create narratives about Fine Arts Education issues	Ability to organize ideas and convey a narrative cohesively.	<b>Criteria:</b> 1.Ability to convey a structured and coherent narrative. 2.Ability to describe Fine Arts Education issues well.  <b>Form of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, Discussions 3 X 50			10%
15		Ability to explain procedures clearly and systematically.	<b>Criteria:</b> 1.Ability to organize procedures in a logical and clear sequence. 2.Ability to explain procedural steps well and easily understood.  <b>Form of Assessment</b> : Project Results Assessment / Product Assessment	Lectures, Discussions 3 X 50			0%
16	Students are able to create procedures in English in the field of fine arts	Ability to explain procedures clearly and systematically.	<b>Criteria:</b> 1.Ability to organize procedures in a logical and clear sequence. 2.Ability to explain procedural steps well and easily understood.  <b>Form of Assessment</b> : Project Results Assessment / Product Assessment	Lectures, Discussions 3 X 50		<b>Material:</b> procedure <b>Library:</b> <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Surabaya University Press.</i>	10%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	55%
2.	Project Results Assessment / Product Assessment	45%
		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.

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.