



Universitas Negeri Surabaya
Faculty of Social Sciences and Law
Geography Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																								
English II	8720202015		T=2	P=0	ECTS=3.18	5	July 18, 2024																																								
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																									
			Dr. Nugroho Hari Purnomo, S.P., M.Si.																																									
Learning model	Case Studies																																														
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																														
	Program Objectives (PO)																																														
	PLO-PO Matrix																																														
		P.O																																													
	PO Matrix at the end of each learning stage (Sub-PO)																																														
	P.O	<table style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <tr> <td colspan="16" style="text-align: center; border-bottom: 1px solid black;">Week</td> </tr> <tr> <td style="border: 1px solid black; width: 20px; text-align: center;">1</td> <td style="border: 1px solid black; width: 20px; text-align: center;">2</td> <td style="border: 1px solid black; width: 20px; text-align: center;">3</td> <td style="border: 1px solid black; width: 20px; text-align: center;">4</td> <td style="border: 1px solid black; width: 20px; text-align: center;">5</td> <td style="border: 1px solid black; width: 20px; text-align: center;">6</td> <td style="border: 1px solid black; width: 20px; text-align: center;">7</td> <td style="border: 1px solid black; width: 20px; text-align: center;">8</td> <td style="border: 1px solid black; width: 20px; text-align: center;">9</td> <td style="border: 1px solid black; width: 20px; text-align: center;">10</td> <td style="border: 1px solid black; width: 20px; text-align: center;">11</td> <td style="border: 1px solid black; width: 20px; text-align: center;">12</td> <td style="border: 1px solid black; width: 20px; text-align: center;">13</td> <td style="border: 1px solid black; width: 20px; text-align: center;">14</td> <td style="border: 1px solid black; width: 20px; text-align: center;">15</td> <td style="border: 1px solid black; width: 20px; text-align: center;">16</td> </tr> </table>															Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Short Course Description	This course equips students with language skills and components at a basic (pre-intermediate) level. This course also introduces standardized tests which include training in reading skills, listening comprehension and grammar and vocabulary which are aimed at preparing for international standard English tests. All lecture activities will be presented by means of lectures and discussions.																																														
References	Main :																																														
	<ol style="list-style-type: none"> 1. Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron 19s 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. _____. 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 Student's 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 Student's Book.Oxford University Press. 8. Lougheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY 																																														
	Supporters:																																														
Supporting lecturer	LUCIANUS SUDARYONO Dr. Bambang Sigit Widodo, M.Pd. Dr. Eko Budiyanto, S.Pd., M.Si.																																														

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	<ul style="list-style-type: none"> Understand the ins and outs of the English Standardized Test Understand English structure patterns related to Part Of Speech & Singular-Plural Forms (Count-Uncount) 	Students are able to: <ul style="list-style-type: none"> Differentiate between types of English Standardized Tests Understand the importance of English Standardized Tests Identify English structure patterns related to Parts of Speech & Singular-Plural Forms (Count-Uncount) Provide examples of the use of English Grammar related to Parts Of Speech & Singular-Plural Forms (Count-Uncount) 	Criteria: TEP scoring	Lectures, Discussions 2 X 50			0%
2	<ul style="list-style-type: none"> Understand English structure patterns related to Word Order and Determiners. Understand the content of short conversations about Topics & Details 	Students are able to: <ul style="list-style-type: none"> Identify English structure patterns related to Word Order and Determiners Provide examples of the use of English Grammar related to Word Order and Determiners Identify the main topic and details in a short conversation 	Criteria: TEP scoring	Lectures, Discussions 2 X 50			0%

3	<ul style="list-style-type: none"> · Understand English structure patterns related to Reflexive And Emphatic Pronouns and Modals Understand the content of short conversations about Reversals & Problems 	<p>Students are able to:</p> <ul style="list-style-type: none"> · Identify English structure patterns related to Reflexive and Emphatic Pronouns and Modals · Provide examples of the use of English Grammar related to Reflexive and Emphatic Pronouns and Modals · Identify final decisions and problems in a short conversation 	<p>Criteria: TEP scoring</p>	<p>Lectures, Discussions 2 X 50</p>			0%
4	<ul style="list-style-type: none"> · Understand English structure patterns related to Causative and Subjunctive Understand the content of short conversations about Idioms & Emotions 	<p>Students are able to:</p> <ul style="list-style-type: none"> · Identify English structural patterns related to Causative and Subjunctive · Provide examples of the use of English grammar related to Causative and Subjunctive · Identify the meaning of idioms and feelings or emotions contained in a short conversation 	<p>Criteria: TEP scoring</p>	<p>Lectures, Discussions 2 X 50</p>			0%
5	<ul style="list-style-type: none"> · Understand English structure patterns related to Tenses (Active) and Passive Voice Understand the content of short conversations about Suggestions & Assumptions 	<p>Students are able to:</p> <ul style="list-style-type: none"> · Identify English structure patterns related to Tenses (Active) and Passive Voice · Provide examples of the use of English Grammar related to Tenses (Active) and Passive Voice · Identify suggestions and assumptions contained in a short conversation 	<p>Criteria: TEP scoring</p>	<p>Lectures, Discussions 2 X 50</p>			0%

6	<ul style="list-style-type: none"> Understand English structure patterns related to Subject-Verb Agreement and Gerunds & Infinitives Understand the content of long conversations (longer dialogue) about life on campus and outside campus 	<p>Students are able to:</p> <ul style="list-style-type: none"> Identify English structure patterns related to Subject-Verb Agreement and Gerunds & Infinitives Provide examples of the use of English Grammar related to Subject-Verb Agreement and Gerunds & Infinitives Determine detailed information contained in a rather long conversation 	<p>Criteria: TEP scoring</p>	Lectures, Discussions 2 X 50		0%
7	<ul style="list-style-type: none"> Understand English structure patterns related to Adjective Clauses & Adjectives and Noun Clauses Understand the content of monologues (General Talks) 	<p>Students are able to:</p> <ul style="list-style-type: none"> Identify English structure patterns related to Adjective Clauses & Adjectives and Noun Clauses Provide examples of the use of English Grammar related to Adjective Clauses & Adjectives and Noun Clauses Determine detailed information contained in a monologue 	<p>Criteria: TEP scoring</p>	lecture, discussion 2 X 50		0%
8	U.S.S			2 X 50		0%
9						0%
10						0%
11						0%
12						0%
13						0%
14						0%
15						0%
16						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.