

Universitas Negeri Surabaya Faculty of Languages and Arts German Literature Undergraduate Study Program

Document Code

			SEMES	TER LE	ARNIN	IG P	LAN			
Cour	ses		CODE		Course Fa	mily	Credit Weight	SEMESTER	Compilation Date	
Learning Outcomes (PLO) Program Objectiv PLO-PO Matrix		7920603014				T=3 P=0 ECTS=4.77	3	July 18, 2024		
AUTI	HORIZATIO	N	SP Developer	Developer		Cours	se Cluster Coordinator	Study Progr Coordinator		
									ı Kurniawati, .Pd.	
		Case Studies	-					•		
		PLO study prog	gram that is charged t	to the course					15 16	
Outcomes	omes	Program Object	ctives (PO)							
(PLC))	PLO-PO Matrix	(
			P.O							
		PO Matrix at th	ne end of each learning	g stage (Sub-F	PO)					
			P.O 1 2	3 4 5	6 7	-	Veek 9 10 11 12	13 14	15 16	
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	t Course cription	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 using a lecture and discussion system. presentations and discussions, problem solving tasks, and reflection.								
Refe	rences	Main :								
		2. Phillips, Key and 3. USA. 4. Phillips, I 5. Worceste 6. Cullen, F Universit 7. Parthare Book.Ox 8. Loughee Educatio	Deborah. 2004. Longma CD-ROM). Pearson Edu. 2012. Official Guide to Deborah. 2001. Longmar er, Adam, et al. 2008. Bu Pauline, et al. 2014. The ty Press. e., Emma Parthare, Gary Nefford University Press. ed, Lin. 2007. Longman on. NY	mma Parthare, Gary May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Students d University Press. Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson						
		Supporters:								
Supporting lecturer		Ajeng Dianing Ka	aning Kartika, S.S., M.Hum.					_		
Final abilities of e learning stage (Sub-PO)		stage		Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References	Assessment Weight (%)	
			Indicator	Criteria & Fo		line (line)	Online (online)			
(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)	

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1	Understand the ins and outs of the English Standardized Test Understand English structure patterns related to Part Of Speech & Singular-Plural Forms (Count-Uncount)	1. Students are able to: Differentiate between types of English Standardized Test 2. Understand the importance of the English Standardized Test 3. Identifying English structure patterns related to Part Of Speech & Singular-Plural Forms (Count-Uncount) 4. Provide examples of the use of English Grammar related to Part Of Speech & Singular-Plural Forms (Count-Uncount) Singular-Plural Forms (Count-Uncount)	Criteria: null	Lectures, Discussions 3 X 50		0%
2	Understand English structure patterns related to Word Order and Determiners. Understand the content of short conversations about Topics & Details	1.Students are able to: Identify English structure patterns related to Word Order and Determiners 2.Provide examples of the use of English Grammar related to Word Order and Determiners 3.Identify the main topic and details in a short conversation	Criteria: null	Lectures, Discussions 3 X 50		0%
3	Understand English structure patterns related to Pronouns and Modals Understand the content of short conversations about Reversals & Problems	1.Students are able to: Identify English structural patterns related to Pronouns and Modals 2.Provides examples of the use of English Grammar related to Pronouns and Modals 3.Identify final verdicts and issues in a short conversation	Criteria: null	Lectures, Discussions 3 X 50		0%
4	Understand English structure patterns related to Causative and Subjunctive Understand the content of short conversations about Idioms & Emotions	1.Students are able to: Identify English structural patterns related to Causative and Subjunctive 2.Provide examples of English grammar usage related to Causative and Subjunctive 3.Identify the meaning of idioms and feelings or emotions contained in a short conversation	Criteria: null	Lectures, Discussions 3 X 50		0%

5	Understand English structure patterns related to Tenses (Active) and Passive Voice Understand the content of short conversations about Suggestions & Assumptions	1.Students are able to: Identify English structural patterns related to Tenses (Active) and Passive Voice 2.Provide examples of the use of English Grammar related to Tenses (Active) and Passive Voice 3.Identify suggestions and assumptions contained in a short conversation	Criteria: null	Lecture, 1 X 1 Discussion		0%
6	Understand English structure patterns related to Subject-Verb Agreement. Understand the content of short conversations about Predictions & Implications	1.Students are able to: Identify English structural patterns related to Subject-Verb Agreement 2.Provide examples of the use of English Grammar related to Subject-Verb Agreement 3.Identify predictions and implicit meaning contained in a short conversation	Criteria: null	Lectures, Discussions 3 X 50		0%
7	Understand English structure patterns related to Gerunds & Infinitives Understand the content of long conversations (longer dialogues) about life on campus and outside campus Understand the content of monologues (General Talks)	1.Students are able to: Identify English structure patterns related to Gerunds & Infinitives 2.Provides examples of English Grammar usage related to Gerunds & Infinitives 3.Determining the detailed information contained in a rather long conversation 4.Determine the detailed information contained in a monologue	Criteria: null	Lectures, Discussions 3 X 50		0%
8	UTS			3 X 50		0%
9	Understanding English structure patterns related to Adjective Clause & Adjective Phrase Identifying Main Idea/Topic, Main Purpose, in written discourse	1.Students are able to: Identify English structure patterns related to Adjective Clauses & Adjective phrases 2.Provide examples of the use of English Grammar related to Adjective Clauses & Adjective Clauses & Adjective Phrase 3.Identifying the Main Idea/Topic, Main Purpose, in a written discourse 4.Solve Reading Comprehension questions related to Main Idea/Topic, Main Purpose, Paragraph Questions in a written discourse	Criteria: null	Lectures, Discussions 3 X 50		0%

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10	Understanding English structure patterns related to Noun Clauses Understanding reading comprehension: Organization of Ideas, Tone, Previous/Following Paragraph Questions in written discourse	1.Students are able to: Identify English structural patterns related to Noun Clauses 2.Provide examples of the use of English Grammar related to Adjective Clauses & Adjective Sand Noun Clauses 3.Identifying Organization of Ideas, Tone, Previous/Following Paragraph Questions in written discourse 4.Solve Reading Comprehension questions related to Organization of Ideas, Tone, Previous/Following Paragraph Questions in duestions related to Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse	Criteria: null	Lectures, Discussions 3 X 50		0%
11	Understanding English Grammar related to Adverb ClausesUnderstanding Reading Comprehension: Inference and Purpose material in written discourse	1.Students are able to: Explain English grammar related to adverb clauses 2.Provide examples of the use of English Grammar related to Adverb Clauses 3.Solve English Grammar questions related to Adverb Clauses 4.Identifying Inference and Purpose questions in written discourse 5.Complete Reading Comprehension material questions related to Inference and Purpose	Criteria: null	Lectures, Discussions 3 X 50		0%
12	Understanding English Grammar related to Parallel Structure Understanding Reading Comprehension material: Details	1.Students are able to: Explain English grammar related to Parallel Structure 2.Provide examples of the use of English Grammar related to Parallel Structure 3.Solve English Grammar questions related to Parallel Structure 4.Identifying Detail questions in a written discourse 5.Complete Reading Comprehension material questions relating to Details.	Criteria: null	Lectures, Discussions 3 X 50		0%

13	Understand English grammar related to Conditional Sentences. Understand Reading Comprehension material: Negative and Line Items	1. Students are able to: Explain English grammar related to Conditional Sentences 2. Provide examples of the use of English Grammar related to Conditional Sentences 3. Identifying Negative and Line Items in written discourse 4. Complete Reading Comprehension material questions relating to Negative and Line Items	Criteria: null	Lectures, Discussions 3 X 50		0%
14	Understanding English Grammar related to ComparisonUnderstanding Reading Comprehension material: Vocabulary Items	1.Students are able to: Explain English grammar related to Comparison 2.Provide examples of the use of English Grammar related to Comparison 3.Complete questions on English grammar material that has been taught 4.Identifying Vocabulary Items in written discourse 5.Complete Reading Comprehension material questions relating to Vocabulary Items	Criteria: null	Lectures, Discussions 3 X 50		0%
15	Understanding English Grammar material Understanding Reading Comprehension material: Reference Items in written discourse	1.Students are able to: Explain the English material that has been taught 2.Complete questions on English grammar material that has been taught 3.Identifying Reference Items in written discourse 4.Complete Reading Comprehension material questions relating to Reference Items	Criteria: null	Lectures, Discussions 3 X 50		0%
16	Final exams			3 X 50		0%
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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.
- 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.
- 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.
- 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.