



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Undergraduate Study Program in Indonesian Language and Literature Education**

Document Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
English	8820102190	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	1	July 17, 2024
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>	
		-	-	Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.	

<b>Learning model</b>	<b>Case Studies</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																
<b>PLO-5</b>	Contribute to improving the quality of life of the community, nation and state as well as progressing changes based on Pancasila																
<b>PLO-8</b>	Mastering basic concepts of language, literature, language and literature skills, language and literature research; Mastering the basic concepts and learning of language and literature, research in the field of language and literature education; Mastering theoretical concepts of the development of Indonesian language and literature learning, both for native speakers, foreign speakers, and children with special needs; Mastering the principles and management of entrepreneurship and learning Indonesian language and literature																
<b>PLO-11</b>	Able to speak and write about Indonesian language and literature in everyday/general, academic and work contexts; and able to use one of several regional languages																
<b>Program Objectives (PO)</b>																	
<b>PO - 1</b>	Students are able to use their English language skills to deepen their knowledge of the science they are pursuing responsibly																
<b>PLO-PO Matrix</b>																	
	P.O	PLO-5	PLO-8	PLO-11													
PO-1																	
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																	
P.O	Week																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
PO-1																	

<b>Short Course Description</b>	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.
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<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron's Educational Series. NY</li> <li>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</li> <li>3. _____. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt). McGraw-Hill. USA.</li> <li>4. Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</li> <li>5. Worcester, Adam, et al. 2008. Building Skill for the TOEFL iBT: Beginning. Compass Publishing.</li> <li>6. Cullen, Pauline, et al. 2014. The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM. Oxford University Press.</li> <li>7. Parthare, Emma Parthare, Gary May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Students Book. Oxford University Press.</li> <li>8. Loughheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</li> <li>9. Buku yang disusun oleh Tim Mata Kuliah Bahasa Inggris</li> </ol> <p><b>Supporters:</b></p>
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	1. Buku bacaan berbahasa Inggris						
<b>Supporting lecturer</b>	Mukhzamilah, S.S., S.Pd., M.Ed.						
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.Understand the ins and outs of the English Standardized Test 2.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.Identify 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)	<b>Criteria:</b> null <b>Form of Assessment :</b> Participatory Activities	Lectures, Discussions & Questions and Answers 3 X 50		<b>Material:</b> ins and outs of the English Standardized Test <b>Reader:</b> Phillips, Deborah. 2004. Longman Preparation Course for the TOEFL Test: The Paper Test (Student Book with Answer Key and CD-ROM). Pearson Education. NY	5%
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	<b>Criteria:</b> null <b>Form of Assessment :</b> Participatory Activities	Lectures, Discussions & Questions and Answers 3 X 50		<b>Material:</b> English structure patterns related to Word Order and Determiners Understanding the content of short conversations about Topics & Details <b>Bibliography:</b> Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron&rsquos Educational Series. NY	5%
3	1.Understand English structure patterns related to Reflexive And Emphatic Pronouns and Modals 2.Understand the content of short conversations about Reversals & Problems	1.Students are able to: Identify English structural patterns related to Reflexive and Emphatic Pronouns and Modals 2.Provide examples of the use of English Grammar related to Reflexive And Emphatic Pronouns and Modals 3.Identify final verdicts and issues in a short conversation	<b>Criteria:</b> null <b>Form of Assessment :</b> Participatory Activities	Lectures, Discussions & Questions and Answers 3 X 50		<b>Material:</b> English structure patterns related to Reflexive And Emphatic Pronouns and Modals <b>References:</b> Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron&rsquos Educational Series. NY	5%

4	<p>1.Understand English structure patterns related to Causative and Subjunctive</p> <p>2.Understand the contents of short conversations about Idioms &amp; Emotions</p>	<p>1.Students are able to: Identify English structural patterns related to Causative and Subjunctive</p> <p>2.Provide examples of English grammar usage related to Causative and Subjunctive</p> <p>3.Identify the meaning of idioms and feelings or emotions contained in a short conversation</p>	<p><b>Criteria:</b> null</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, Discussions 3 X 50		<p><b>Material:</b> English structure patterns related to Causative and Subjunctive</p> <p><b>References:</b> Phillips, Deborah. 2004. Longman Preparation Course for the TOEFL Test: The Paper Test (Student Book with Answer Key and CD-ROM). Pearson Education. NY</p>	5%
5	<p>1.Understand English structure patterns related to Tenses (Active) and Passive Voice</p> <p>2.Understand the content of short conversations about Suggestions &amp; Assumptions</p>	<p>1.Students are able to: Identify English structural patterns related to Tenses (Active) and Passive Voice</p> <p>2.Provide examples of the use of English Grammar related to Tenses (Active) and Passive Voice</p> <p>3.Identify suggestions and assumptions contained in a short conversation</p>	<p><b>Criteria:</b> null</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, Discussions 3 X 50		<p><b>Material:</b> short conversation about Suggestions &amp; Assumptions</p> <p><b>Reader:</b> Parthare, Emma Parthare, Gary May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Students Book. Oxford University Press.</p>	5%
6	<p>1.Understand English structure patterns related to Subject-Verb Agreement</p> <p>2.Understand the content of short conversations about Predictions &amp; Implications</p>	<p>1.Students are able to: Identify English structural patterns related to Subject-Verb Agreement</p> <p>2.Provide examples of the use of English Grammar related to Subject-Verb Agreement</p> <p>3.Identify predictions and implicit meaning contained in a short conversation</p>	<p><b>Criteria:</b> null</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, Discussions & Questions and Answers 3 X 50		<p><b>Material:</b> Understand the content of a short conversation about Predictions &amp; Implications</p> <p><b>References:</b> Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</p>	5%
7	<p>1.Understand English structure patterns related to Gerunds &amp; Infinitives</p> <p>2.Understand the content of long conversations (longer dialogue) about life on campus and outside campus</p> <p>3.Understanding the content of monologues (General Talks)</p>	<p>1.Students are able to: Identify English structural patterns related to Adjective Clauses &amp; Adjectives and Noun Clauses</p> <p>2.Provide examples of the use of English Grammar related to Adjective Clauses &amp; Adjectives and Noun Clauses</p> <p>3.Determine the detailed information contained in a monologue</p>	<p><b>Criteria:</b> null</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, Discussions 3 X 50		<p><b>Material:</b> rather long conversation (longer dialogue) about life on campus and outside campus</p> <p><b>Readers:</b> Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</p>	5%
8	UTS	UTS	<p><b>Criteria:</b> UTS</p> <p><b>Form of Assessment :</b> Test</p>	UTS 3 X 50	UTS	<p><b>Material:</b> UTS</p> <p><b>Bibliography:</b> Lougheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</p>	10%

9	<p>1.Understand English structure patterns related to Adjective Clause &amp; Adjective Phrase</p> <p>2.Identifying the Main Idea/Topic, Main Purpose, in a written discourse</p>	<p>1.Students are able to: Identify English structure patterns related to Adjective Clauses &amp; Adjective phrases</p> <p>2.Provide examples of the use of English Grammar related to Adjective Clauses &amp; Adjective Phrase</p> <p>3.Identifying the Main Idea/Topic, Main Purpose, in a written discourse</p> <p>4.Solve Reading Comprehension questions related to Main Idea/Topic, Main Purpose, Paragraph Questions in a written discourse</p>	<p><b>Criteria:</b> null</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Lectures, Discussions &amp; Questions and Answers 3 X 50</p>		<p><b>Material:</b> Main Idea/Topic, Main Purpose, in a written discourse Readers : <i>Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</i></p>	5%
10	<p>1.Understand English structure patterns related to Noun Clauses</p> <p>2.Understanding reading comprehension: Organization of Ideas, Tone, Previous/Following Paragraph Questions in written discourse</p>	<p>1.Students are able to: Identify English structural patterns related to Noun Clauses</p> <p>2.Provide examples of the use of English Grammar related to Adjective Clauses &amp; Adjectives and Noun Clauses</p> <p>3.Identifying Organization of Ideas, Tone, Previous/Following Paragraph Questions in written discourse</p> <p>4.Solve Reading Comprehension questions related to Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse</p>	<p><b>Criteria:</b> null</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	<p>Lectures, Discussions &amp; Questions and Answers 3 X 50</p>		<p><b>Material:</b> English structure patterns related to Noun Clauses <b>References:</b> <i>Worcester, Adam, et al. 2008. Building Skills for the TOEFL iBT: Beginning. Compass Publishing.</i></p>	5%
11	<p>1.Understanding English Grammar related to Adverb Clauses</p> <p>2.Understanding Reading Comprehension material: Inference and Purpose in written discourse</p>	<p>1.Students are able to: Explain English Grammar related to Adverb Clauses</p> <p>2.Provide examples of the use of English Grammar related to Adverb Clauses</p> <p>3.Solve English Grammar questions related to Adverb Clauses</p> <p>4.Identifying Inference and Purpose questions in written discourse</p> <p>5.Complete Reading Comprehension material questions related to Inference and Purpose.</p>	<p><b>Criteria:</b> null</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	<p>Lectures, Discussions &amp; Questions and Answers 3 X 50</p>		<p><b>Material:</b> Reading Comprehension: Inference and Purpose in a written discourse <b>References:</b> <i>Phillips, Deborah. 2004. Longman Preparation Course for the TOEFL Test: The Paper Test (Student Book with Answer Key and CD-ROM). Pearson Education. NY</i></p>	10%

12	<p>1.Understand English Grammar related to Parallel Structure</p> <p>2.Understanding Reading Comprehension material: Details</p>	<p>1.Students are able to: Explain English grammar related to Parallel Structure</p> <p>2.Provide examples of the use of English Grammar related to Parallel Structure</p> <p>3.Solve English Grammar questions related to Parallel Structure</p> <p>4.Identifying Detail questions in a written discourse</p> <p>5.Complete Reading Comprehension material questions relating to Details.</p>	<p><b>Criteria:</b> null</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	<p>Lectures, Discussions &amp; Questions and Answers 3 X 50</p>	<p><b>Material:</b> English Grammar related to Parallel Structure</p> <p><b>References:</b> <i>Worcester, Adam, et al. 2008. Building Skills for the TOEFL iBT: Beginning. Compass Publishing.</i></p>	10%
13	<p>1.Understand English Grammar related to Conditional Sentences</p> <p>2.Understand Reading Comprehension material: Negative and Line Items</p>	<p>1.Students are able to: Explain English grammar related to Conditional Sentences</p> <p>2.Provide examples of the use of English Grammar related to Conditional Sentences</p> <p>3.Identifying Negative and Line Items in written discourse</p> <p>4.Complete Reading Comprehension material questions relating to Negative and Line Items</p>	<p><b>Criteria:</b> null</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Lectures, Discussions &amp; Questions and Answers 3 X 50</p>	<p><b>Material:</b> Understanding the material Reading Comprehension: Negative and Line Items</p> <p><b>Library:</b> _____. 2012. <i>Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt).</i> McGraw-Hill. USA.</p>	5%
14	<p>1.Understand English Grammar material related to Comparison</p> <p>2.Understanding Reading Comprehension Vocabulary Items material in written discourse</p>	<p>1.Students are able to: Explain English grammar related to Comparison</p> <p>2.Provide examples of the use of English Grammar related to Comparison</p> <p>3.Complete questions on English grammar material that has been taught</p> <p>4.Identifying Vocabulary Items in written discourse</p> <p>5.Complete Reading Comprehension material questions relating to Vocabulary Items</p>	<p><b>Criteria:</b> null</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Lectures, Discussions &amp; Questions and Answers 3 X 50</p>	<p><b>Material:</b> Understanding Reading Comprehension Vocabulary Items material in a written discourse</p> <p>Reader : <i>Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</i></p>	5%
15	<p>1.Understand English Grammar material</p> <p>2.Understanding Reading Comprehension material: Reference Items in written discourse</p>	<p>1.Students are able to: Explain the English material that has been taught</p> <p>2.Complete questions on English grammar material that has been taught</p> <p>3.Identifying Reference Items in written discourse</p> <p>4.Complete Reading Comprehension material questions relating to Reference Items</p>	<p><b>Criteria:</b> null</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Lectures, Discussions &amp; Questions and Answers 3 X 50</p>	<p><b>Material:</b> Understanding the material Reading Comprehension: Reference Items in a written discourse</p> <p>Reader : <i>Parthare, Emma Parthare, Gary May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Students Book. Oxford University Press.</i></p>	5%

16	Final exams		Criteria: UAS  Form of Assessment : Test	UAS 3 X 50	UAS	Material: UAS <b>Bibliography:</b> <i>Phillips, Deborah. 2004. Longman Preparation Course for the TOEFL Test: The Paper Test (Student Book with Answer Key and CD-ROM). Pearson Education. NY</i>	10%
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#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	55%
2.	Portfolio Assessment	15%
3.	Practice / Performance	10%
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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.