

Universitas Negeri Surabaya Faculty of Languages and Arts,

Document Code

UNES		ind	iones	ian Literai	ture Underg	raduate	Study	Program	1	
				SEMES	TER LEAF	RNING	PLAN			
Courses				CODE	Cou	rse Family	Credit Weight		SEMESTER	Compilation Date
English I	ı			7920102034			T=2 P=0	ECTS=3.18	2	July 18, 2024
AUTHOR	IZAT	ION		SP Developer		Cour	rse Cluster (Coordinator	Study Progra	am
										in, M.Hum.
Learning model		Case Studies								
Program	1	PLO study prog	gram th	at is charged to	the course					
Learning		Program Object	tives (P	PO)						
(PLO)		PLO-PO Matrix								
				P.O						
		PO Matrix at th	e end o	f each learning	stage (Sub-PO)					
			P.C				Week			
				1 2 3	3 4 5 6	7 8	9 10	11 12	13 14 1	15 16
Short Course Descript	tion	standardized test	s which	include training in	e skills and compon n reading skills, liste ish tests. All lecture	ning compre	hension and	grammar and	vocabulary wh	nich are aimed
Reference	ces	Main :								
		 Phillips, Key and USA. Phillips, I Worceste Cullen, F Universit Parthare Book.Ox Loughee Educatio 	Deborah CD-ROM . 2012. C Deborah. er, Adam Pauline, e y Press. , Emma ford Univ d, Lin. 2 n. NY	. 2004. Longman M). Pearson Educa Official Guide to the . 2001. Longman , et al. 2008. Buildet al. 2014. The O Parthare, Gary Marersity Press.	orepare for the TOEI Preparation Cours ation. NY the TOEFL Test With Introductory Course ding Skill for the TO official Cambridge G ay, Peter. 2013. He Preparation Series Kuliah Bahasa Ingg	e for the TO n CD-ROM, 4 e for the TOEI EFL iBT: Beg uide to IELTS adway Acade for the TOEI	EFL Test: The the Edition (Community Test: iBT, ginning. Community Students Bernic Skills IE	ne Paper Test official Guide to and ed. Pears pass Publishin ook With Ansv LTS Study Ski	(Student Book o the Toefl Ibt) son Education. ig. wers with DVD	McGraw-Hill. NY -ROM. Oxford vel 1 Students
		Supporters:								
Supporti lecturer	ing	Dr. Yuri Lolita, S. Mukhzamilah, S.								
Week-	eac	al abilities of h learning ge b-PO)		Evaluati	<u> </u>	Lea Stud	Help Learnin arning meth lent Assignr Estimated ti	ods, nents, me]	Learning materials [References]	Assessment Weight (%)
				Indicator	Criteria & Form	Offline (offline)	Online	(online)		

(3)

(1)

(2)

(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) 4.Provide examples of the Uncount) 4.Provide examples of the Uncount of Speech & 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 Reflexive And Emphatic Pronouns and Modals 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	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 and Gerunds & Infinitives Understand the content of long conversations (longer dialogue) about life on campus and outside campus	1.Students are able to: Identify English structural patterns related to Subject-Verb Agreement and Gerunds & Infinitives 2.Provide examples of the use of English Grammar related to Subject-Verb Agreement and Gerunds & Infinitives 3.Determining the detailed information contained in a rather long conversation	Criteria: null	Lectures, Discussions 3 X 50		0%
7	Understand English structure patterns related to Adjective Clauses & Adjectives and Noun Clauses Understand the content of monologues (General Talks)	1.Students are able to: Identify English structural patterns related to Adjective Clauses & Adjectives and Noun Clauses of the use of English Grammar related to Adjective Clauses & Adjective Clauses & Adjective sand Noun Clauses 3.Determine the detailed information contained in a monologue	Criteria: null	Lectures, Discussions 3 X 50		0%

8	UTSUnderstanding English Grammar related to Adverb Clauses & Parallel Structureldentifying Main Idea/Topic, Main Purpose, Organization Of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse	1.Students are able to: Explain English Grammar related to Adverb Clauses & Parallel Structure 2.Provide examples of the use of English Grammar related to Adverb Clauses & Parallel Structure 3.Solve English Grammar questions related to Adverb Clauses & Parallel Structure 4.Identifying Main Idea/Topic, Main Purpose, Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse 5.Solve Reading Comprehension questions related to Main Idea/Topic, Main Purpose, Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse Previous/Following Paragraph Questions in a written discourse Previous/Following Paragraph Questions in a written discourse	Criteria: null	Lectures, Discussions 3 X 50		0%
9	Understanding English grammar related to Conditional Sentences & Comparison Identifying Inference, Purpose, Details, Negative And Line Items in written discourse	1.Students are able to: Explain English grammar related to Conditional Sentences & Comparison 2.Provide examples of the use of English Grammar related to Conditional Sentences & Comparison 3.Solve English Grammar questions related to Conditional Sentences & Comparison 4.Identifying Inference, Purpose, Details, Negative And Line Items in written discourse 5.Solve Reading Comprehension questions related to Inference, Purpose, Details, Negative And Line Items in a written discourse	Criteria: null	Lectures, Discussions 3 X 50		0%

10	Understanding English Grammar material that has been taught at meetings 1 to 10 Identifying Vocabulary Items & Reference Items in written discourse	1.Students are able to: Explain the English Grammar material that has been taught at meetings 1 to 10 2.Complete questions on English grammar material taught at meetings 1 to 10 3.Identifying Vocabulary Items & Reference Items in written discourse	Criteria: null	Lectures, Discussions 3 X 50		0%
11	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	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.Complete the Reading Comprehension material questions that have been taught 4.Complete questions on Listening Comprehension material that has been taught	Criteria: null	Lectures, Discussions 3 X 50		0%
12	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	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.Complete the Reading Comprehension material questions that have been taught 4.Complete questions on Listening Comprehension material that has been taught	Criteria: null	Lectures, Discussions 3 X 50		0%
13	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	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.Complete the Reading Comprehension material questions that have been taught 4.Complete questions on Listening Comprehension material that has been taught	Criteria: null	Lectures, Discussions 3 X 50		0%

14	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	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.Complete the Reading Comprehension material questions that have been taught 4.Complete questions on Listening Comprehension material that has been taught	Criteria: null	Lectures, Discussions 3 X 50		0%
15	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	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. Complete the Reading Comprehension material questions that have been taught 4. Complete questions on Listening Comprehension material that has been taught	Criteria: null	Lectures, Discussions 3 X 50		0%
16	Final exams			3 X 50		0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.
- 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.
- 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%.

 $12. \ \mathsf{TM}\text{--Face to face, PT--Structured assignments, BM--Independent study}.$