



**Universitas Negeri Surabaya
Faculty of Engineering,
Bachelor of Information Systems Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
English	5720103006		T=3	P=0	ECTS=4.77	1	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course															
	PLO-25	Have the ability to design and implement computer-based problem solving systems;														
	PLO-30	Able to apply the basic principles of algorithms and computer science theory in modeling and designing computer-based systems in such a way as to demonstrate an understanding of the advantages and disadvantages of existing designs.														
	Program Objectives (PO)															
	PO - 1	Apply English language skills and utilize ICT to communicate and understand spoken and written texts in limited everyday and general contexts.														
	PO - 2	Master basic knowledge of English to support the ability to communicate in acceptable language and understand texts														
	PO - 3	Make decisions in choosing the right language according to the rules of using acceptable language according to the context.														
	PO - 4	Have responsibility for the use of the language used and the tasks given regarding the use and understanding of the language														
	PLO-PO Matrix															
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-25</th> <th>PLO-30</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td></tr> </tbody> </table>	P.O	PLO-25	PLO-30	PO-1			PO-2			PO-3			PO-4	
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PO-4																

PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
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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.
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References	Main :

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. Loughheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY

Supporters:

Supporting lecturer
 Paramitha Nerisafitra, S.ST., M.Kom.
 Ghea Sekar Palupi, S.Kom., M.I.M.
 Rindu Puspita Wibawa, S.Kom., M.Kom.
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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	Understand the ins and outs of the English Standardized Test Understand English structure patterns related to Part Of Speech & Singular-Plural Forms (Count-Uncount)	<ol style="list-style-type: none"> 1. Students are able to: Differentiate between types of English Standardized Test 2. Explain 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) 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Value for each correct answer item: 50 2. Value for each incorrect answer item: 0 <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions 3 X 50	Discuss the importance of the English Standardized Test and analyze the Part Of Speech & Singular-Plural Forms (Count-Uncount) 3 X 50 practice questions	<p>Material: English Standardized Test</p> <p>Reader: <i>Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron 19s Educational Series. NY</i></p> <hr/> <p>Material: Parts of Speech & Singular-Plural Forms (Count-Uncount)</p> <p>References: <i>Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</i></p>	4%
2	Make sentences with English structure patterns related to Word Order and Determiners. Have a short conversation about a Topic & Details	<ol style="list-style-type: none"> 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 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Value for each correct answer item: 20 2. Value for each incorrect answer item: 0 <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions 3 X 50	Discuss and discuss Word Order and Determiners practice questions, and identify the main topic and details based on the 3 X 50 Listening recording	<p>Material: Word Order and Determiners</p> <p>References: <i>Cullen, Pauline, et al. 2014. The Official Cambridge Guide to IELTS Student's Book With Answers with DVD-ROM. Oxford University Press.</i></p> <hr/> <p>Material: Topics & Details</p> <p>Bibliography: <i>Loughheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</i></p>	4%

3	<p>Make sentences with related English structure patterns Reflexive And Emphatic Pronouns and Modals Have short conversations about Reversals & Problems</p>	<ol style="list-style-type: none"> Students are able to: Identify English structural 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 verdicts and issues in a short conversation 	<p>Criteria:</p> <ol style="list-style-type: none"> Value for each correct answer item: 20 Value for each incorrect answer item: 0 <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, Discussions 3 X 50</p>	<p>Explaining English Grammar related to Reflexive And Emphatic Pronouns and Modals as well as discussing and discussing 3 X 50 practice questions</p>	<p>Material: Reflexive And Emphatic Pronouns and Modals</p> <p>References: <i>Worcester, Adam, et al. 2008. Building Skills for the TOEFL iBT: Beginning. Compass Publishing.</i></p> <hr/> <p>Material: Reversals & Problems</p> <p>Reference: <i>Lougheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</i></p>	4%
4	<p>Understand English structure patterns related to Causative and Subjunctive Understand the content of short conversations about Idioms & Emotions</p>	<ol style="list-style-type: none"> Students are able to: Identify English structural patterns related to Causative and Subjunctive Provide examples of English grammar usage related to Causative and Subjunctive Identify the meaning of idioms and feelings or emotions contained in a short conversation 	<p>Criteria:</p> <ol style="list-style-type: none"> Value for each correct answer item: 20 Value for each incorrect answer item: 0 <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, Discussions 3 X 50</p>	<p>Describe English grammar related to Causative and Subjunctive and identify the meaning of idioms and feelings or emotions 3 X 50</p>	<p>Material: Causative and Subjunctive</p> <p>References: <i>Worcester, Adam, et al. 2008. Building Skills for the TOEFL iBT: Beginning. Compass Publishing.</i></p> <hr/> <p>Material: Idioms & Emotions</p> <p>Reference: <i>Lougheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</i></p>	4%
5	<p>Understand English structure patterns related to Tenses (Active) and Passive Voice Understand the content of short conversations about Suggestions & Assumptions</p>	<ol style="list-style-type: none"> Students are able to: Identify English structural 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:</p> <ol style="list-style-type: none"> Maximum score for each correct answer question: 25 Maximum value for each incorrect answer item: 0 <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, Discussions 3 X 50</p>	<p>Provide examples of the use of English Grammar related to Tenses (Active) and Passive Voice and identify suggestions and assumptions 3 X 50</p>	<p>Material: Tenses (Active) and Passive Voice</p> <p>References: <i>Worcester, Adam, et al. 2008. Building Skills for the TOEFL iBT: Beginning. Compass Publishing.</i></p> <hr/> <p>Material: Suggestions & Assumptions</p> <p>Bibliography: <i>Lougheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</i></p>	4%

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	<ol style="list-style-type: none"> 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 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The maximum total score if the answer is correct is 100 2.The maximum total score if the answer is correct is 0 <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions 3 X 50	Discuss and discuss Subject-Verb Agreement and Gerunds & Infinitives practice questions and identify detailed information based on 3 X 50 listening recordings	<p>Material: Subject-Verb Agreement and Gerunds & Infinitives</p> <p>References: <i>Parthare, Emma;</i> <i>Parthare, Gary; May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Student's Book. Oxford University Press.</i></p> <hr/> <p>Material: Longer Dialogue</p> <p>Bibliography: <i>Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</i></p>	5%
7	Understand English structure patterns related to Adjective Clauses & Adjectives and Noun Clauses Understand the content of monologues (General Talks)	<ol style="list-style-type: none"> 1.Students are able to: Identify English structural patterns related to Adjective Clauses & Adjectives and Noun Clauses 2.Provide examples of the use of English Grammar related to Adjective Clauses & Adjectives and Noun Clauses 3.Determine the detailed information contained in a monologue 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Max total score if all answers are correct: 100 2.Max total score if all answers are wrong: 0 <p>Form of Assessment : Portfolio Assessment</p>	Lectures, Discussions 3 X 50	Discuss and discuss Adjective Clause & Adjective and Noun Clause practice questions and identify detailed information based on 3 X 50 listening recordings	<p>Material: Adjective Clause & Adjective and Noun Clause</p> <p>References: <i>Cullen, Pauline, et al. 2014. The Official Cambridge Guide to IELTS Student's Book With Answers with DVD-ROM. Oxford University Press.</i></p> <hr/> <p>Material: General Talks</p> <p>Bibliography: _____. 2012. <i>Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt). McGraw-Hill. USA.</i></p>	5%

8	<p>UTS Understanding English Grammar related to Adverb Clauses & Parallel Structure Identifying Main Idea/Topic, Main Purpose, Organization Of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse</p>	<ol style="list-style-type: none"> Students are able to: Explain English Grammar related to Adverb Clauses & Parallel Structure Provide examples of the use of English Grammar related to Adverb Clauses & Parallel Structure Solve English Grammar questions related to Adverb Clauses & Parallel Structure Identifying Main Idea/Topic, Main Purpose, Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse Solve Reading Comprehension questions related to Main Idea/Topic, Main Purpose, Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse 	<p>Criteria:</p> <ol style="list-style-type: none"> Max total score if all answers are correct: 100 Max total score if all answers are wrong: 0 <p>Form of Assessment : Test</p>	<p>Lectures, Discussions 3 X 50</p>	<p>UTS 3 X 50</p>	<p>Material: Adverb Clauses & Parallel Structure References: <i>Parthare, Emma; Parthare, Gary; May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Student's Book. Oxford University Press.</i></p>	<p>20%</p>
9	<p>Understanding English grammar related to Conditional Sentences & Comparison Identifying Inference, Purpose, Details, Negative And Line Items in written discourse</p>	<ol style="list-style-type: none"> Students are able to: Explain English grammar related to Conditional Sentences & Comparison Provide examples of the use of English Grammar related to Conditional Sentences & Comparison Solve English Grammar questions related to Conditional Sentences & Comparison Identifying Inference, Purpose, Details, Negative And Line Items in written discourse Solve Reading Comprehension questions related to Inference, Purpose, Details, Negative And Line Items in a written discourse 	<p>Criteria:</p> <ol style="list-style-type: none"> Max total score if all answers are correct: 100 Max total score if all answers are wrong: 0 <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, Discussions 3 X 50</p>	<p>Provide examples of the use of English Grammar related to Conditional Sentences & Comparison and complete Reading Comprehension questions related to Inference, Purpose, Details, Negative And Line Items in a written discourse 3 X 50</p>	<p>Material: Conditional Sentences & Comparisons Bibliography: <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> <p>Material: Inference, Purpose, Details, Negative And Line Items Bibliography: <i>Parthare, Emma; Parthare, Gary; May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Student's Book. Oxford University Press.</i></p>	<p>4%</p>

10	Understanding English Grammar material that has been taught at meetings 1 to 10 Identifying Vocabulary Items & Reference Items in written discourse	<ol style="list-style-type: none"> Students are able to: Explain the English Grammar material that has been taught at meetings 1 to 10 Complete questions on English grammar material taught at meetings 1 to 10 Identifying Vocabulary Items & Reference Items in written discourse 	Criteria: <ol style="list-style-type: none"> Max total score if all answers are correct: 100 Max total score if all answers are wrong: 0 Form of Assessment : Participatory Activities	Lectures, Discussions 3 X 50	Identify and solve Reading Comprehension questions related to Vocabulary Items & Reference Items in a written discourse 3 X 50	Material: Vocabulary Items & Reference Items Bibliography: <i>Parthare, Emma; Parthare, Gary; May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Student's Book. Oxford University Press.</i>	4%
11	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	<ol style="list-style-type: none"> Students are able to: Explain the English material that has been taught Complete questions on English grammar material that has been taught Complete the Reading Comprehension material questions that have been taught Complete questions on Listening Comprehension material that has been taught 	Criteria: <ol style="list-style-type: none"> Max total score if all answers are correct: 100 Max total score if all answers are wrong: 0 Form of Assessment : Participatory Activities	Lectures, Discussions 3 X 50	Explain the English material that has been taught in Weeks 1 to Week 10 and solve questions on English Grammar material, Reading Comprehension material, and Listening Comprehension material 3 X 50	Material: English Grammar Literature: Material: Reading Comprehension Literature: Material: Listening Comprehension Literature:	4%
12	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	<ol style="list-style-type: none"> Students are able to: Explain the English material that has been taught Complete questions on English grammar material that has been taught Complete the Reading Comprehension material questions that have been taught Complete questions on Listening Comprehension material that has been taught 	Criteria: <ol style="list-style-type: none"> Max total score if all answers are correct: 100 Max total score if all answers are wrong: 0 Form of Assessment : Participatory Activities	Lectures, Discussions 3 X 50	Explain the English material that has been taught in Weeks 1 to Week 10 and solve questions on English Grammar material, Reading Comprehension material, and Listening Comprehension material 3 X 50	Material: English Grammar Literature: Material: Reading Comprehension Literature: Material: Listening Comprehension Literature:	4%
13	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	<ol style="list-style-type: none"> Students are able to: Explain the English material that has been taught Complete questions on English grammar material that has been taught Complete the Reading Comprehension material questions that have been taught Complete questions on Listening Comprehension material that has been taught 	Criteria: <ol style="list-style-type: none"> Max total score if all answers are correct: 100 Max total score if all answers are wrong: 0 Form of Assessment : Participatory Activities	Lectures, Discussions 3 X 50	Explain the English material that has been taught in Weeks 1 to Week 10 and solve questions on English Grammar material, Reading Comprehension material, and Listening Comprehension material 3 X 50	Material: English Grammar Literature: Material: Reading Comprehension Literature: Material: Listening Comprehension Literature:	4%

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: 1.Max total score if all answers are correct: 100 2.Max total score if all answers are wrong: 0 Form of Assessment : Participatory Activities	Lectures, Discussions 3 X 50	Explain the English material that has been taught in Weeks 1 to Week 10 and solve questions on English Grammar material, Reading Comprehension material, and Listening Comprehension material 3 X 50	Material: English Grammar Literature: Material: Reading Comprehension Literature: Material: Listening Comprehension Literature:	4%
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: 1.Max total score if all answers are correct: 100 2.Max total score if all answers are wrong: 0 Form of Assessment : Participatory Activities	Lectures, Discussions 3 X 50	Explain the English material that has been taught in Weeks 1 to Week 10 and solve questions on English Grammar material, Reading Comprehension material, and Listening Comprehension material 3 X 50	Material: English Grammar Literature: Material: Reading Comprehension Literature: Material: Listening Comprehension Literature:	4%
16	Final exams		Form of Assessment : Portfolio Assessment, Test	UAS 3 X 50	UAS 3 X 50	Material: UAS Literature:	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	53%
2.	Portfolio Assessment	15%
3.	Test	30%
		98%

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.
- 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.