



**Universitas Negeri Surabaya
Faculty of Sports and Health Sciences,
Undergraduate Nutrition Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Applied English	1321102020	Compulsory Study Program Subjects	T=0	P=0	ECTS=0	2	February 1, 2021
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-5	Able to communicate effectively with clients, the community and work partners to deal with nutritional problems.															
	PLO-9	Able to have an attitude of belief in the Almighty God, be ethical, disciplined, aware of the law, have a social and cultural insight, and behave professionally.															
	Program Objectives (PO)																
	PO - 1	Students are able to identify vocabulary in the field of nutrition															
	PO - 2	Students are able to identify the main idea in scientific and simple reading															
	PO - 3	Students are able to write scientific research abstracts in accordance with applicable rules															
	PO - 4	Students are able to communicate simply using English in nutritional counseling activities															
	PLO-PO Matrix																
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-9</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-5	PLO-9	PO-1			PO-2			PO-3			PO-4		
P.O	PLO-5	PLO-9															
PO-1																	
PO-2																	
PO-3																	
PO-4																	

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	This course is an applied course or English for Specific Purposes (ESP) for undergraduate students in the Nutrition study program. The main aim is to equip students to be able to communicate using English generally in the context of the fields of nutrition and health and nutritional sciences. The aim is that students will be able to implement English knowledge to support their ability to (1) communicate in acceptable language and (2) understand texts, in the field of Nutrition Institutional Food Service Management; For this reason, students must have the ability to read, listen, speak, write along with vocabulary and grammar skills. In this course, the four English language skills (reading, listening, speaking, and writing) will be taught in an integrated manner through a communicative approach, namely an approach that emphasizes language teaching as a means of communication. In this way, students will gain a more effective English learning experience and be able to use English in the world of work. Receptive abilities such as understanding English texts in written and oral form as well as productive abilities, namely conveying the ability to compose types of text in written and oral form communicatively conveyed in English. Meanwhile, language elements, namely vocabulary and grammar components, will be integrated into teaching in the four English language learning skills.
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References	Main :
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1. Dictionary (Longman atau Oxford English Dictionary)
2. Understanding and using English grammar / Betty Schramper Azar (2002)

Supporters:

1. Handout

Supporting lecturer
 Noor Rohmah Mayasari, Ph.D.
 Lini Anisfatus Sholihah, S.Gz., M.Sc.
 Satwika Arya Pratama, S.Gz., M.Sc.

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 RPS and tuition contracts	1.1. Understand the RPS for English Language Courses 2.2. Carry out a lecture contract	Criteria: Assessment of group assignment portfolio and participation	Lectures and questions and answers 2 X 50	Lectures and questions and answers 2 X 50	Material: RPS Applied English Course Literature: Material: RPS and Lecture Contracts References:	0%
2	Able to identify several English vocabulary related to the human body in the field of nutrition	1. Identify vocabulary related to parts of the human body 2. Understand how to pronounce vocabulary related to parts of the human body	Criteria: Assessment of group assignment portfolio and participation Form of Assessment : Participatory Activities	Case study and question and answer discussion. 2 X 50	2X50	Material: English vocabulary related to the human body in the field of nutrition Reference: <i>Dictionary (Longman or Oxford English Dictionary)</i> Material: Body Parts Reference: <i>Handout</i>	5%
3	Able to understand applied English in the world of work and academics	Able to hear conversations (listening) and write a CV for the world of work	Criteria: Listening and writing comprehension as well as portfolio assignments Form of Assessment : Participatory Activities	Listening practice 2 X 50	2X50	Material: Writing a CV for the world of work References: <i>Dictionary (Longman or Oxford English Dictionary)</i>	5%
4	Able to understand the use of modals for advice and obligation, request, prohibition	1. Understand grammar related to modals for advice and obligation 2. Able to make presentations or short speeches related to current topics in the field of nutrition and diseases related to nutrition	Criteria: Speaking ability and grammar Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers 2 X 50	2X50	Material: Mmodals for advice and obligation, request, prohibition Reference: <i>Understanding and using English grammar / Betty Schramper Azar (2002)</i>	5%

5	Able to understand Food guide pyramid and nouns	<ol style="list-style-type: none"> 1. Identifying food guide pyramid vocabularies 2. Understand regular and irregular plural nouns 3. Understand count and non-count nouns 	Form of Assessment : Participatory Activities, Practice/Performance	Lectures and discussions 2 X 50	2X50	Material: Food guide pyramid Reference: <i>Dictionary (Longman or Oxford English Dictionary)</i> <hr/> Material: nouns Reference: <i>Understanding and using English grammar / Betty Schramper Azar (2002)</i>	5%
6	Able to understand nouns	<ol style="list-style-type: none"> 1. Understand the use of a few, few, a little, and little 2. Understand the use of both and all 3. Understand the use of singular expressions of quantity (one, each, and every) 	Form of Assessment : Participatory Activities, Practice/Performance	practicum 2 X 50	2X50	Material: nouns Reference: <i>Understanding and using English grammar / Betty Schramper Azar (2002)</i>	5%
7	Able to understand hidden hunger and students are able to change passive voice from active voice	<ol style="list-style-type: none"> 1. Discuss related to mind-mapping hidden hunger (Iron deficiency anemia, iodine deficiency, vitamin deficiency) 2. Forming the passive 	Form of Assessment : Participatory Activities, Practice/Performance	lectures, discussions and presentations 2 X 50	lectures, discussions and presentations 2X50	Material: passive voice and active voice Reference: <i>Understanding and using English grammar / Betty Schramper Azar (2002)</i>	5%
8	MIDTERM EXAM		Form of Assessment : Test	2 X 50			25%
9	Able to understand adjective clauses and famous chefs	<ol style="list-style-type: none"> 1. Able to write articles related to famous chefs (writing) 2. Able to understand adjective clause pronouns used as the subject, object, and the object of preposition 	Form of Assessment : Participatory Activities	lectures, discussions and presentations 2 X 50	lectures, discussions and presentations 2X50	Material: Adjective clause Bibliography: <i>Understanding and using English grammar / Betty Schramper Azar (2002)</i> <hr/> Material: famous chef Reference: <i>Dictionary (Longman or Oxford English Dictionary)</i>	0%
10	Able to understand comfort food and understand coordinating conjunctions	<ol style="list-style-type: none"> 1. Able to make a short speech about comfort food 2. Able to use coordinating conjunctions such as both...and; not only...but also; either...or; neither...or 	Form of Assessment : Participatory Activities	Lectures and discussions 2 X 50	Lectures and discussions 2X50	Material: coordinating conjunctions Reference: <i>Understanding and using English grammar / Betty Schramper Azar (2002)</i>	0%

11	Able to understand eating disorders and understand connectives that express cause and effect	1. Able to understand a conversation related to eating disorders (listening comprehension) 2. Able to use connectives that express cause and effect	Form of Assessment : Participatory Activities	lectures and discussions 2 X 50	lectures and discussions 2X50	Material: connectives that express cause and effect Reference: <i>Understanding and using English grammar / Betty Schramper Azar (2002)</i>	5%
12	Able to understand eating disorders and understand connectives that express cause and effect		Criteria: 1. Able to understand a conversation related to eating disorders (listening comprehension) 2. Able to use connectives that express cause and effect Form of Assessment : Participatory Activities	lectures and discussions 2 X 50	lectures and discussions 2X50	Material: Connectives that express cause and effect Reference: <i>Understanding and using English grammar / Betty Schramper Azar (2002)</i>	5%
13	Able to understand phrasal verbs, examples and their use		Form of Assessment : Participatory Activities	Lectures and discussions 2 X 50	Lectures and discussions 2X50	Material: phrasal verbs Reference: <i>Understanding and using English grammar / Betty Schramper Azar (2002)</i>	5%
14	Able to understand common illnesses and symptoms	Use simple English in communicating using the vocabulary of common illnesses and symptoms	Form of Assessment : Participatory Activities	Lectures and discussions 2 X 50	Lectures and discussions 2X50	Material: common illness and symptoms Reference: <i>Dictionary (Longman or Oxford English Dictionary)</i>	0%
15	Able to understand common illnesses and symptoms	Able to use simple English in communicating using common illness and symptoms vocabulary	Form of Assessment : Participatory Activities	lectures and discussions 2 X 50	lectures and discussions 2X50	Material: common illness and symptoms References: <i>Dictionary (Longman or Oxford English Dictionary)</i>	5%
16	UAS		Form of Assessment : Test				25%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	42.5%
2.	Practice / Performance	7.5%
3.	Test	50%
		100%

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** 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.
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.