



Universitas Negeri Surabaya
Faculty of Mathematics and Natural Sciences
Physics Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
English	8420303013		T=3 P=0 ECTS=4.77	2	July 18, 2024																																
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																	
		Mita Anggaryani, M.Pd., Ph.D.																																	
Learning model	Case Studies																																				
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
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.																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 20%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Supporting lecturer	Mita Anggaryani, M.Pd., Ph.D. Meta Yantidewi, S.Si., M.Si. Mukhayyarotin Niswati Rodliyatul Jauhariyah, S.Pd., M.Pd. Utama Alan Deta, S.Pd., M.Pd., M.Si.																																				
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)	Students are able to: Differentiate the types of English Standardized Test Understand the importance of the English Standardized Test Identify English structural patterns related to Part Of Speech & Singular-Plural Forms (Count-Uncount) Give examples of the use of English Grammar related to Part Of Speech & Singular -Plural Forms (Count-Uncount)	Criteria: Affective observation rubric and discussion skills	3 X 50 discussion lectures			0%
2	Understand English structure patterns related to Word Order and Determiners. Understand the content of short conversations about Topics & Details	Students are able to: Identify English structure patterns related to Word Order and Determiners Provide examples of the use of English Grammar related to Word Order and Determiners Identify the main topic and details in a short conversation	Criteria: Affective observation rubric and discussion skills	Lectures and 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	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 decisions and problems in a short conversation	Criteria: Affective observation rubric and discussion skills	Lectures and discussions 3 X 50			0%
4	Understand English structure patterns related to Causative and Subjunctive. Understand the content of short conversations about Idioms & Emotions	Students are able to: Identify English structural patterns related to Causative and Subjunctive Give examples of the use of English grammar related to Causative and Subjunctive Identify the meaning of idioms and feelings or emotions contained in a short conversation	Criteria: Affective observation rubric and discussion skills	Lectures and 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	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	Criteria: Rubric for affective observation and discussion skills	Lectures and discussions 3 X 50			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	Students are able to: Identify English structural patterns related to Subject-Verb Agreement and Gerunds & Infinitives Provide examples of the use of English Grammar related to Subject-Verb Agreement and Gerunds & Infinitives Determine detailed information contained in a rather long conversation	Criteria: Affective observation rubric and discussion skills	Lectures and 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)	Students are able to: Identify English structural patterns related to Adjective Clauses & Adjectives and Noun Clauses Provide examples of the use of English Grammar related to Adjective Clauses & Adjectives and Noun Clauses Determine detailed information contained in a monologue	Criteria: Affective observation rubric and discussion skills	Lectures and discussions 3 X 50			0%
8	U.S.S	U.S.S	Criteria: maximum value 100	USS 3X50			0%
9	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	Students are able to: Explain English Grammar related to Adverb Clauses & Parallel Structure Give examples of the use of English Grammar related to Adverb Clauses & Parallel Structure Solve English Grammar questions related to Adverb Clauses & Parallel Structure Identify the Main Idea/Main Topic Purpose Organization Of Ideas Tone Previous/Following Paragraph Questions in a written discourse Solve Reading Comprehension questions related to the Main Idea/Topic Main Purpose Organization Of Ideas Tone Previous/Following Paragraph Questions in a written discourse	Criteria: Affective observation rubric and discussion skills	Lectures and discussions 3 X 50			0%

10	Understanding English grammar related to Conditional Sentences & Comparison Identifying Inference Purpose Details Negative And Line Items in written discourse	Students are able to: Explain English Grammar related to Conditional Sentences & Comparison Give examples of the use of English Grammar related to Conditional Sentences & Comparison Solve English Grammar questions related to Conditional Sentences & Comparison Identify Inference Purpose Details Negative And Line Items in a written discourse Solve Reading Comprehension questions related to Inference Purpose Details Negative And Line Items in a written discourse	Criteria: Affective observation rubric and discussion skills	Lectures and discussions 3 X 50			0%
11	Understanding English Grammar material that has been taught at meetings 1 to 10 Identifying Vocabulary Items & Reference Items in written discourse	Students are able to: Explain the English Grammar material that has been taught at meetings 1 to 10. Solve questions about the English Grammar material taught at meetings 1 to 10. Identify Vocabulary Items & Reference Items in a written discourse	Criteria: Affective observation rubric and discussion skills	Lectures and discussions 3 X 50			0%
12	Understanding English Grammar material Understanding Reading Comprehension material Understanding Listening Comprehension material	Students are able to: Explain the English material that has been taught Solve questions on English Grammar material that have been taught Solve questions on Reading Comprehension material that have been taught Solve questions on Listening Comprehension material that have been taught	Criteria: Affective observation rubric and discussion skills	Lectures and discussions 3 X 50			0%
13	Understanding English Grammar material Understanding Reading Comprehension material Understanding Listening Comprehension material	Students are able to: Explain the English material that has been taught Solve questions on English Grammar material that have been taught Solve questions on Reading Comprehension material that have been taught Solve questions on Listening Comprehension material that have been taught	Criteria: Affective observation rubric and discussion skills	Lectures and discussions 3 X 50			0%

14	Understanding English Grammar material Understanding Reading Comprehension material Understanding Listening Comprehension material	Students are able to: Explain the English material that has been taught Solve questions on English Grammar material that have been taught Solve questions on Reading Comprehension material that have been taught Solve questions on Listening Comprehension material that have been taught	Criteria: Affective observation rubric and discussion skills	lectures and discussions 3 X 50			0%
15	Understanding English Grammar material Understanding Reading Comprehension material Understanding Listening Comprehension material	Students are able to: Explain the English material that has been taught Solve questions on English Grammar material that have been taught Solve questions on Reading Comprehension material that have been taught Solve questions on Listening Comprehension material that have been taught	Criteria: Affective observation rubric and discussion skills	Lectures and discussions 3 X 50			0%
16							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.
- 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.
- 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.

