		Document Code
	Universitas Negeri Surabaya **Faculty of Mathematics and Natural Sciences** **Bachelor of Science Education Study Program**	

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
English II	8420102014		**T=2**	**P=0**	**ECTS=3.18**	2	July 19, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Prof. Dr. Erman, M.Pd.

Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program that is charged to the course
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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

Short Course Description	Course Description: This course examines and communicates: types of words in example sentences accompanied by the application of basic sentence patterns, changes from adjective to adverb of manner, degree of comparison, prefix-suffix, compound sentences and complex sentences, Indonesian language texts within the scope of science to English text, levels of generality of sentences in the form of theory and presentation. Lectures are carried out using learning strategies with direction, text analysis, discussion, assignments (practicing) individually and in groups, and reflection.

References	Main :

1. Armer, Tamzen. 2011. Cambridge English For Scientist . UK: Cambridge.
2. Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.
3. Azar, Betty Schrampfer and Stacy Hagen. 2009. Understanding and Using English Grammar Fourth Edition. New York: Pearson.
4. Echols, John. M. dan Hassan Shadily. 2014. Kamus Inggris - Indonesia . Jakarta: Gramedia Pustaka Utama.
5. Echols, John. M. dan Hassan Shadily. 2014. Kamus Indonesia - Inggris . Jakarta: Gramedia Pustaka Utama.

Supporters:

Supporting lecturer	An Nuril Maulida Fauziah, S.Pd., M.Pd. Dhita Ayu Permata Sari, S.Pd., M.Pd. Aris Rudi Purnomo, S.Si., M.Pd., M.Sc. Wahyu Budi Sabtiawan, S.Si., M.Pd.,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	Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. Examining types of words in example sentences accompanied by the application of basic sentence patterns in the context of science. Responsible for self-learning, assignments and agreements with colleagues.	Able to review types of words, basic sentence patterns based on developments in science and technology and the field of science education	**Criteria:** Attached to the Sub Summative Exam Assessment Instrument Rubric.	Lectures, discussions and assignments 2 X 50			0%
2	Utilizing science and technology to obtain information and data on English language studies in the field of science as well as means for communicating it. Examining changes from adjective to adverb of manner, degree of comparison, prefix-suffix in the context of science. Responsible for self-learning, assignments and agreements with colleagues.	Mastering how to study changes from adjective to adverb of manner, degree of comparison, prefix - suffix with example sentences in the context of science.	**Criteria:** Attached to the Sub Summative Exam Assessment Instrument Rubric.	Lectures, discussions and assignments 2 X 50			0%
3	Utilizing science and technology to obtain information and data on English language studies in the field of science as well as means for communicating it. Examining changes from adjective to adverb of manner, degree of comparison, prefix-suffix in the context of science. Responsible for self-learning, assignments and agreements with colleagues.	Mastering how to study changes from adjective to adverb of manner, degree of comparison, prefix - suffix with example sentences in the context of science.	**Criteria:** Attached to the Sub Summative Exam Assessment Instrument Rubric.	Lectures, discussions and assignments 2 X 50			0%
4	Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. Examining compound sentences and complex sentences in the context of science. Responsible for self-learning, assignments, and agreements with colleagues.	Compose sentences (Compound Sentence and Complex Sentence) related to science concepts	**Criteria:** Attached to the Sub Summative Exam Assessment Instrument Rubric.	Lectures, discussions and assignments 2 X 50			0%

5	Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. Examining compound sentences and complex sentences in the context of science. Responsible for self-learning, assignments, and agreements with colleagues.	Compose sentences (Compound Sentence and Complex Sentence) related to science concepts	**Criteria:** Attached to the Sub Summative Exam Assessment Instrument Rubric.	Lectures, discussions and assignments 2 X 50				0%
6	Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. Studying Indonesian texts translated into English texts in the context of science. Responsible for self-study, assignments and agreements with colleagues.	Able to translate Indonesian sentences into English by preparing a science script in Indonesian.	**Criteria:** Attached to the Sub Summative Exam Assessment Instrument Rubric.	Lectures, discussions and assignments 2 X 50				0%
7	Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. Studying Indonesian texts translated into English texts in the context of science. Responsible for self-study, assignments and agreements with colleagues.	Able to translate Indonesian sentences into English by preparing a science script in Indonesian.	**Criteria:** Attached to the Sub Summative Exam Assessment Instrument Rubric.	Lectures, discussions and assignments 2 X 50				0%

8	Sub Summative Test Even Semester Academic Year 2017-2018 Final Ability Meeting 1s.d. Meeting 7	1. Able to review types of words, basic sentence patterns based on developments in science and technology and the field of science education. 2. Mastering how to study changes from adjective to adverb of manner, degree of comparison, prefix - suffix with example sentences in the context of science. 3. Compose sentences (Compound Sentence and Complex Sentence) related to science concepts. 4. Able to translate Indonesian sentences into English by preparing a science script in Indonesian.	**Criteria:** Attached to the Sub Summative Exam Assessment Instrument Rubric.	Lectures, discussions and assignments 2 X 50			0%
9	Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. Examining levels of generality of sentences in the context of science. Responsible for self-learning, assignments and agreements with colleagues.	Able to identify Levels of Generality of Sentences, determine Topics and Main Ideas in paragraphs in the context of science.	**Criteria:** Attached to the Summative Exam Assessment Instrument Rubric.	Lectures, discussions and assignments 2 X 50			0%
10	Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. Examining levels of generality of sentences in the context of science. Responsible for self-learning, assignments and agreements with colleagues.	Able to identify Levels of Generality of Sentences, determine Topics and Main Ideas in paragraphs in the context of science.	**Criteria:** Attached to the Summative Exam Assessment Instrument Rubric.	Lectures, discussions and assignments 2 X 50			0%

11	Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. Examining levels of generality of sentences in the context of science. Responsible for self-learning, assignments and agreements with colleagues.	Able to identify Levels of Generality of Sentences, determine Topics and Main Ideas in paragraphs in the context of science.	**Criteria:** Attached to the Summative Exam Assessment Instrument.	Lectures, discussions and assignments 2 X 50			0%
12	Utilizing science and technology to obtain information and data on English language studies in the science field as well as the means to communicate it. Making strategic decisions in compiling simple sentences and paragraphs with various types of topic sentences that are appropriate to the science context. Responsible for self-learning, assignments and agreements with colleagues	Compose simple sentences and paragraphs with various types of topic sentences that are appropriate to the science context	**Criteria:** Attached to the Summative Exam Assessment Instrument Rubric.	2 X 50			0%
13	Utilizing science and technology to obtain information and data on English language studies in the science field as well as the means to communicate it. Making strategic decisions in compiling simple sentences and paragraphs with various types of topic sentences that are appropriate to the science context. Responsible for self-learning, assignments and agreements with colleagues	Compose simple sentences and paragraphs with various types of topic sentences that are appropriate to the science context	**Criteria:** Attached to the Summative Exam Assessment Instrument Rubric.	Lectures, discussions and assignments 2 X 50			0%
14	Utilizing science and technology to obtain information and data on English language studies in the science field as well as the means to communicate it. Making strategic decisions in compiling simple sentences and paragraphs with various types of topic sentences that are appropriate to the science context. Responsible for self-learning, assignments and agreements with colleagues	Compose simple sentences and paragraphs with various types of topic sentences that are appropriate to the science context	**Criteria:** Attached to the Summative Exam Assessment Instrument Rubric.	Lectures, discussions and assignments 2 X 50			0%

| 15 | Utilizing science and technology to obtain information and data on English language studies in the science field as well as the means to communicate it. Making strategic decisions in compiling simple sentences and paragraphs with various types of topic sentences that are appropriate to the science context. Responsible for self-learning, assignments and agreements with colleagues | Compose simple sentences and paragraphs with various types of topic sentences that are appropriate to the science context | **Criteria:** Attached to the Summative Exam Assessment Instrument Rubric. | Lectures, discussions and assignments 2 X 50 | | | 0% |
| 16 | | | | | | | 0% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.