



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences,
Bachelor of State Administration Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																		
English	6320102617		T=2	P=0	ECTS=3.18	2	January 30, 2024																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																			
	Tauran, S.Sos., M.Soc.Sc.; Eva Hany Fanida, S.AP., M.AP.; Galih Wahyu Pradana, S.A.P., M.Si; Lil Nur Indah Sari, S.Sos., MSW.; Adam Jamal, S.I.P., M.P.A		Tauran, S.Sos., M.Soc.Sc.			Eva Hany Fanida, S.AP., M.AP.																																																			
Learning model	Case Studies																																																								
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																								
	PLO-9	Master the theoretical concepts of public sector management to realize the values of good governance.																																																							
	PLO-11	Contribute to improving the quality of life in society and the state.																																																							
	PLO-13	Able to communicate verbally and in writing in organizations and society.																																																							
	Program Objectives (PO)																																																								
	PO - 1	Able to apply English language skills and utilize ICT to (1) communicate and (2) understand spoken and written texts in limited everyday and general contexts. 2. Master basic knowledge of English to support the ability to (1) communicate in acceptable language and (2) understand texts. 3. Make decisions in choosing the right language in accordance with the rules for using acceptable language according to the context. 4. Have responsibility and creativity for (1) the use of the language used and (2) the tasks given regarding the use and understanding of language.																																																							
	PLO-PO Matrix																																																								
		<table border="1" style="margin: auto;"> <tr> <td style="width: 15%;">P.O</td> <td style="width: 15%;">PLO-9</td> <td style="width: 15%;">PLO-11</td> <td style="width: 15%;">PLO-13</td> <td colspan="4"></td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td colspan="4"></td> </tr> </table>						P.O	PLO-9	PLO-11	PLO-13					PO-1																																									
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PO Matrix at the end of each learning stage (Sub-PO)																																																									
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 15%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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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 a standardized test which includes training in reading skills, listening comprehension and grammar and vocabulary which are aimed at preparing for the international standard English test. All lecture activities will be presented using a lecture and discussion system. presentations and discussions, problem solving tasks, and reflection.																																																								
References	Main :																																																								
	<ol style="list-style-type: none"> 1. 1. Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron's Educational Series. NY 2. 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. 3. _____. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt). McGraw-Hill. USA. 4. 4. Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY 5. 5. Worcester, Adam, et al. 2008. Building Skill for the TOEFL iBT: Beginning. Compass Publishing. 6. 6. Cullen, Pauline, et al. 2014. The Official Cambridge Guide to IELTS Student's Book With Answers with DVD-ROM. Oxford University Press. 7. 7. Parthare, Emma; Parthare, Gary; May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Student's Book.Oxford University Press. 8. 8. Loughed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY 9. 9. Tim Mata Kuliah Bahasa Inggris. 2016. English for Non English Department Students. Surabaya: Unesa University Press. 																																																								
	Supporters:																																																								

Supporting lecturer		Tauran, S.Sos., M.Soc.Sc. Eva Hany Fanida, S.AP., M.AP. Galih Wahyu Pradana, S.A.P., M.Si. Lili Nur Indah Sari, S.Sos., MSW. Adam Jamal, S.I.P., M.P.A.					
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	<ul style="list-style-type: none"> Understand the ins and outs of the English Standardized Test Understand English structure patterns related to Parts of Speech & Singular-Plural Forms (Count-Uncount) 	Students are able to: <ul style="list-style-type: none"> Differentiate the types of English Standardized Tests Understand the importance of the English Standardized Test Identify English structure patterns related to Parts of Speech & Singular-Plural Forms (Count-Uncount) Provide examples of the use of English Grammar related to Parts Of Speech & Singular-Plural Forms (Count-Uncount) 	Criteria: Answers are explained appropriately Form of Assessment : Participatory Activities	Questions and answers, and discussions, practice 100 questions	-	Material: <ul style="list-style-type: none"> Intro to English Standardized Test Parts of Speech • Singular-Plural Forms (Count-Uncount) References: 1. Sharpe, Pamela. J. 2003. <i>How to prepare for the TOEFL</i> . Barron's Educational Series. NY	5%
2	<ul style="list-style-type: none"> Understand English structure patterns related to Word Order and Determiners Understand the content of short conversations about Topics & Details 	Students are able to: <ul style="list-style-type: none"> 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: Answers are explained appropriately. Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions, demonstrations and 100 assignments	-	Material: <ul style="list-style-type: none"> Word Order Determiners Listening (Topics & Details) References: 2. Phillips, Deborah. 2004. <i>Longman Preparation Course for the TOEFL Test: The Paper Test (Student Book with Answer Key and CD-ROM)</i> . Pearson Education. NY.	5%
3	<ul style="list-style-type: none"> Understand English structure patterns related to Subject-Verb Agreement Understand the content of short conversations about Reversals & Problems, Idioms & Emotions 	Students are able to: <ul style="list-style-type: none"> Give examples of the use of English grammar related to SVA Identify final decisions and problems in a short conversation 	Criteria: Answers are explained appropriately Form of Assessment : Participatory Activities	Questions and answers, discussions and problem solving 100	-	Material: <ul style="list-style-type: none"> SV Agreement Listening (Reversals & Problems) Idioms & Emotions Literature: 3. _____ 2012. <i>Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt)</i> . McGraw-Hill. USA.	5%
4	<ul style="list-style-type: none"> Understand English structure patterns related to Tenses (Active) and Passive Voice Understand the content of short conversations about Suggestions, Predictions & Implications 	Students are able to: <ul style="list-style-type: none"> Identify English structure patterns related to Tenses (Active) and Passive Voice Provide examples of the use of English Grammar related to Tenses (Active) and Passive Voice Identify short conversations Suggestions, Predictions & Implications 	Criteria: Answers are explained appropriately. Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions, demonstrations and assignments. 100	-	Material: <ul style="list-style-type: none"> Tenses (Active) and Passive Voice Listening (Suggestions, Predictions & Implications) References: 4. Phillips, Deborah. 2001. <i>Longman Introductory Course for the TOEFL Test: iBT, 2nd ed</i> . Pearson Education. NY	5%

5	<ul style="list-style-type: none"> Understand English grammar related to Parallel Structure Understand the content of long conversations (longer dialogue) about life on campus and outside campus 	<p>Students are able to:</p> <ul style="list-style-type: none"> Explain English Grammar related to Parallel Structure Give examples of the use of English Grammar related to Parallel Structure Solve English Grammar questions related to Parallel Structure Determine detailed information contained in a rather long conversation 	<p>Criteria: Answers are explained appropriately.</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, questions and answers, discussions, demonstrations and assignments. 100	- -	<p>Material: -</p> <p>References: 5. Worcester, Adam, et al. 2008. <i>Building Skills for the TOEFL iBT: Beginning.</i> Compass Publishing.</p> <p>Material: • Parallel Structure</p> <ul style="list-style-type: none"> Listening to long conversations (longer dialogue) about life on campus and outside campus) <p>References: 5. Worcester, Adam, et al. 2008. <i>Building Skills for the TOEFL iBT: Beginning.</i> Compass Publishing.</p>	5%
6	<ul style="list-style-type: none"> Understanding Grammar English related to Comparison Understanding the content of monologues (General Talks) 	<p>Students are able to:</p> <ul style="list-style-type: none"> Explain English grammar related to Comparison Give examples of the use of English grammar related to Comparison Solve questions on English grammar material that has been taught Determine detailed information contained in a monologue. 	<p>Criteria: Answers are explained appropriately.</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, questions and answers, discussions, demonstrations and assignments. 100	- -	<p>Material: • Comparison</p> <ul style="list-style-type: none"> Listening Predictions & Implications <p>References: 6. Cullen, Pauline, et al. 2014. <i>The Official Cambridge Guide to IELTS Student's Book With Answers with DVD-ROM.</i> Oxford University Press.</p>	5%
7	<ul style="list-style-type: none"> Able to solve listening and structure questions. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Understand general strategies in taking listening and structure tests be able to identify questions and prepare answers be able to work on questions according to the time available. 	<p>Criteria: Answers are explained appropriately.</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, questions and answers, discussions, demonstrations and assignments. 100	- -	<p>Material: • Review of meetings 1 to 6 to prepare for UTS</p> <p>References: 7. Parthare, Emma; Parthare, Gary; May, Peter. 2013. <i>Headway Academic Skills IELTS Study Skills Edition: Level 1 Student's Book.</i> Oxford University Press.</p>	5%
8	UTS	Students are able to do UTS well.	<p>Criteria: Answers are explained appropriately.</p> <p>Form of Assessment : Test</p>	Written Test 100	- -	<p>Material: Material 1-8</p> <p>References: 9. English Subject Team. 2016. <i>English for Non-English Department Students.</i> Surabaya: Unesa University Press.</p>	15%
9	<ul style="list-style-type: none"> Understand English structure patterns related to Adjective Clauses & Adjective Phrase Identify Main Idea/Topic, Main Purpose, in written discourse 	<ul style="list-style-type: none"> Exploring Adjectives Students carry out analysis in groups for Adjective material Develop Literacy skills at the Think-aloud stage (students try to understand reading, solve problems, convey ideas verbally and in writing) Answers are explained correctly. 	<p>Criteria: Answers are explained appropriately</p> <p>Form of Assessment : Participatory Activities</p>	Questions and answers, and discussions 100	- -	<p>Material: • Adjective Clause & Adjective Phrase</p> <ul style="list-style-type: none"> Reading Skill 1 (Main Idea/Topic, Main Purpose) <p>Library: 9. English Subject Team. 2016. <i>English for Non-English Department Students.</i> Surabaya: Unesa University Press.</p>	5%

10	<ul style="list-style-type: none"> Understand English structure patterns related to Noun Clauses Understand reading comprehension: Organization of Ideas, Tone, Previous/Following Paragraph Questions in written discourse. 	<ul style="list-style-type: none"> Explore various sources about Noun Clauses Conduct questions and answers and discussions with students about examples of Noun Clauses Solve case studies in groups related to Noun Clauses Develop literacy skills at the Think-aloud stage (students try to understand reading, solve problems, convey ideas through oral and written) 	<p>Criteria: Answers are explained appropriately.</p> <p>Form of Assessment : Participatory Activities</p>	Questions and answers, and discussions 100	- -	<p>Material: reading comprehension: Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse</p> <p>References: 1. Sharpe, Pamela. J. 2003. <i>How to prepare for the TOEFL</i>. Barron's Educational Series. NY</p> <hr/> <p>Material: • Noun Clause • Reading Skill 1 (Organization of Ideas, Tone, Previous/Following Paragraph Questions) Library: 9. <i>English Subject Team</i>. 2016. <i>English for Non-English Department Students</i>. Surabaya: Unesa University Press.</p>	5%
11	<ul style="list-style-type: none"> Understand English grammar related to Adverb Clauses & Conjunctions Understand Reading Comprehension: Inference and Purpose material in written discourse. 	<p>Students are able to:</p> <ul style="list-style-type: none"> Explain English Grammar related to Adverb Clauses & Conjunctions Give examples of the use of English Grammar related to Adverb Clauses & Conjunctions Solve English Grammar questions related to Adverb Clauses & Conjunctions Identify Inference and Purpose questions in a written discourse Solve Reading Comprehension material questions relating to Inference and Purpose. 	<p>Criteria: Answers are explained appropriately.</p> <p>Form of Assessment : Participatory Activities</p>	Questions and answers, and discussions 100	- -	<p>Material: • Adverb Clauses • Conjunctions • Reading Skill 2 (Inference and Purpose) Library: 9. <i>English Subject Team</i>. 2016. <i>English for Non-English Department Students</i>. Surabaya: Unesa University Press.</p>	5%
12	<ul style="list-style-type: none"> Understand English structure patterns related to Gerunds & Infinitives Understand Reading Comprehension material: Details 	<p>Students are able to:</p> <ul style="list-style-type: none"> Identify English structure patterns related to Gerunds & Infinitives Give examples of the use of English Grammar related to Gerunds & Infinitives Identify Detail questions in a written discourse Solve Reading Comprehension material questions related to Details. 	<p>Criteria: Answers are explained appropriately.</p> <p>Form of Assessment : Participatory Activities</p>	Questions and answers, and discussions 100	- -	<p>Material: • Gerunds & Infinitives • Listening Longer Dialogue • Listening General Talks Reading Skill 2 (Details) Library: 9. <i>English Subject Team</i>. 2016. <i>English for Non-English Department Students</i>. Surabaya: Unesa University Press.</p>	5%

13	• Able to solve standardized English test questions.	Students are able to: • Understand general strategies in taking standardized English tests • be able to identify questions and prepare answers • be able to work on questions according to the time available.	Criteria: Answers are explained appropriately. Form of Assessment : Participatory Activities	Questions and answers and discussions. 100	- -	Material: • Complete Test 1 Literature: 9. <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Unesa University Press.</i>	5%
14	• Able to complete standardized English test questions	Students are able to: • Understand general strategies in taking standardized English tests • be able to identify questions and prepare answers • be able to work on questions according to the time available.	Criteria: Answers are explained appropriately. Form of Assessment : Participatory Activities	Questions and answers, and discussions 100	- -	Material: • Complete Test 2 References: 9. <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Unesa University Press.</i>	5%
15	• Able to complete standardized English test questions.	Students are able to: • Understand general strategies in taking standardized English tests • be able to identify questions and prepare answers • be able to work on questions according to the time available.	Criteria: Answers are explained appropriately Form of Assessment : Participatory Activities	Questions and answers, and discussions 100	- -	Material: • Complete Test 3 References: 9. <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Unesa University Press.</i>	5%
16	Students are able to take the Final Semester Examination (UAS) well.	Answers are explained appropriately.	Criteria: Answers are explained appropriately. Form of Assessment : Test	Written Test 100	- -	Material: Material 9-15 References: 9. <i>English Subject Team. 2016. English for Non-English Department Students. Surabaya: Unesa University Press.</i>	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	70%
2.	Test	30%
		100%

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 (GPL-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.

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.