



Universitas Negeri Surabaya
Faculty of Sports and Health Sciences
S1 Sports Coaching Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
English	8520203022	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	1	January 1, 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		
	Program Objectives (PO)		
	PO - 1	able to master English conversation, translate sports books in English	
	PLO-PO Matrix		
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P.O			
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PO Matrix at the end of each learning stage (Sub-PO)																																																				
	<table border="1" style="margin-left: 20px;"> <tr> <td rowspan="2" style="text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: center;">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 discusses translation, speed reading, reading comprehension, sentence writing, and creating paragraphs in English with the substance of Sports Achievement. The material is delivered using a student-centered approach in practical activities and assignments that are carried out honestly and independently.
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References	Main :	
		<ol style="list-style-type: none"> 1. Azar BS, 1999. Understanding dan Using English Grammar, Third Edition. New York: Longman 2. Basic Science Bridging program (BSBP 7), 1993. Getting Into Grammar. SDL Writing, Bandung. 3. Pechenik JA, 2013. A Short Guide to Writing about Biology, Eighth Edition. Boston: Pearson
	Supporters:	

Supporting lecturer	Prof. Dr. Nining Widyah Kusnanik, S.Pd., M.Appl.Sc. Muhammad Asrul Sidik, M.Pd. Andri Suyoko, S.Pd., M.Kes. Shery Iris Zalillah, S.Pd., M.Kes. Fajar Eka Samudra, S.Or., M.Kes. Yanuar Alfian Triardhana, S.Or., M.Kes.
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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	Remembering various types of words in English and their positions in sentences and practicing them in composing simple and complex sentences in a comprehensive, solid and in-depth manner related to the field of sports	1. Identify and classify types of words. 2. Apply types of words to sentences. 3. Compose simple sentences. 4. Composing complex sentences. 5. Analyze the structure of simple and complex sentences.	Criteria: 1. TASK with a weight of 30%. UTS weighs 20%. Student activities and responses during learning activities are assessed as participation, weighs 20%. UAS weight is 30%. Essay questions are assessed jointly at UTS and UAS 2.10 Form of Assessment : Portfolio Assessment, Practice / Performance	Student centered/Presentation/Discussion 2 X 50		Material: Identifying and classifying types of words Reference: Azar BS, 1999. <i>Understanding and Using English Grammar, Third Edition.</i> New York: Longman	10%

2	Understand the meaning of difficult words based on context (sports field)	Interpret difficult words in sentences according to their context.	<p>Criteria: TASK with a weight of 30%. UTS weighs 20%. Student activities and responses during learning activities are assessed as participation, weighs 20%. UAS weight is 30%. Essay questions are assessed jointly at UTS and UAS</p> <p>Form of Assessment : Practice / Performance</p>	Student centered/Presentation/Discussion 2 X 50		<p>Material: Interpreting difficult words in sentences according to their context. References: Azar BS, 1999. <i>Understanding and Using English Grammar, Third Edition.</i> New York: Longman</p>	10%
3	Understand reading comprehension material. Understand how to read paragraphs well and apply speed reading.	<ol style="list-style-type: none"> 1. Understand the types of questions in reading comprehension 2. Read paragraphs quickly 3. Understand paragraphs read with speed reading 	<p>Criteria: TASK with a weight of 30%. UTS weighs 20%. Student activities and responses during learning activities are assessed as participation, weighs 20%. UAS weight is 30%. Essay questions are assessed jointly at UTS and UAS</p> <p>Form of Assessment : Practice / Performance</p>	Student centered/Presentation/Discussion 2 X 50		<p>Material: Interpreting difficult words in sentences according to their context. References: Azar BS, 1999. <i>Understanding and Using English Grammar, Third Edition.</i> New York: Longman</p>	5%
4	Understand reading comprehension material. Understand how to read paragraphs well and apply speed reading	<ol style="list-style-type: none"> 1. Understand the types of questions in reading comprehension 2. Read paragraphs quickly 3. Understand paragraphs read with speed reading 	<p>Criteria: TASK with a weight of 30%. UTS weighs 20%. Student activities and responses during learning activities are assessed as participation, weighs 20%. UAS weight is 30%. Essay questions are assessed jointly at UTS and UAS</p> <p>Form of Assessment : Practice / Performance</p>	Student centered/Presentation/Discussion 2 X 50		<p>Material: Interpreting difficult words in sentences according to their context. Bibliography: Pechenik JA, 2013. <i>A Short Guide to Writing about Biology, Eighth Edition.</i> Boston: Pearson</p>	5%
5	Understand reading and interpret it in the form of pictures or schemes in the field of Sports Achievement	Interpreting Sports Achievement readings (paragraphs) in English in the form of pictures or schemes (in Indonesian)	<p>Criteria: TASK with a weight of 30%. UTS weighs 20%. Student activities and responses during learning activities are assessed as participation, weighs 20%. UAS weight is 30%. Essay questions are assessed jointly at UTS and UAS</p> <p>Form of Assessment : Practice / Performance</p>	Student centered/Presentation/Discussion 2 X 50		<p>Material: Interpreting Sports Achievement readings (paragraphs) in English in the form of pictures or schemes (in Indonesian) Reader: Azar BS, 1999. <i>Understanding and Using English Grammar, Third Edition.</i> New York: Longman</p>	5%
6	Understand reading and interpret it in the form of pictures or schemes in the field of Sports Achievement	Interpreting Sports Achievement readings (paragraphs) in English in the form of pictures or schemes (in Indonesian)	<p>Criteria: Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS</p> <p>Form of Assessment : Practice/Performance, Test</p>	Student centered/Presentation/Discussion 2 X 50		<p>Material: Interpreting Sports Achievement readings (paragraphs) in English in the form of pictures or schemes (in Indonesian) Reader: Azar BS, 1999. <i>Understanding and Using English Grammar, Third Edition.</i> New York: Longman</p>	5%
7	Make compound sentences	<ol style="list-style-type: none"> 1. Make compound sentences by combining several simple sentences being at the several levels. 2. Make compound sentences by combining two sentences being in an opposite manner. 3. Make compound sentences by combining main and relative clauses in Sport Coaching. 	<p>Criteria: Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS</p> <p>Form of Assessment : Practice / Performance</p>	Games (educational games), discussions, assignments 2 X 50		<p>Material: Making compound sentences by combining several simple sentences being at the several levels Library: Basic Science Bridging program (BSBP 7), 1993. <i>Getting Into Grammar.</i> SDL Writing, Bandung.</p>	5%

8	UTS	UTS	Criteria: UTS Form of Assessment : Practice/Performance, Test	UTS 2 X 50		Material: UTS Reader: Pechenik JA, 2013. <i>A Short Guide to Writing about Biology, Eighth Edition.</i> Boston: Pearson	5%
9	Translate simple sentences and compound sentences in Indonesian into English	Translate simple sentences and compound sentences in Indonesian into English	Criteria: Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS Form of Assessment : Practice / Performance	Student centered/Presentation/Discussion 2 X 50		Material: Translating simple sentences and compound sentences in Indonesian into English. Reference: Azar BS, 1999. <i>Understanding and Using English Grammar, Third Edition.</i> New York: Longman	5%
10	Learn the basics of structure: 1. Part of Speech, 2. Singular and Plural Forms	Learn the basics of structure: 1. Part of Speech, 2. Singular and Plural Forms	Criteria: Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS Form of Assessment : Practice / Performance	Student centered/Presentation/Discussion 2 X 50		Material: Translating simple sentences and compound sentences in Indonesian into English. Reference: <i>Basic Science Bridging program (BSBP 7), 1993. Getting Into Grammar. SDL Writing, Bandung.</i>	5%
11	Learn about Determiner and Pronoun forms	Learn about Determiner and Pronoun forms	Criteria: Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS Form of Assessment : Participatory Activities	Student centered/Presentation/Discussion 2 X 50		Material: Translating simple sentences and compound sentences in Indonesian into English. Reference: <i>Basic Science Bridging program (BSBP 7), 1993. Getting Into Grammar. SDL Writing, Bandung.</i>	5%
12	Identifying the topic and main idea of a paragraph	Identifying the topic and main idea of a paragraph	Criteria: Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS Form of Assessment : Participatory Activities	Student centered/Presentation/Discussion 2 X 50		Material: Translating simple sentences and compound sentences in Indonesian into English Reader: Pechenik JA, 2013. <i>A Short Guide to Writing about Biology, Eighth Edition.</i> Boston: Pearson	5%
13	Create paragraphs in English using 5 patterns of paragraph.	Create paragraphs in English using 5 patterns of paragraph. Evaluate English paragraphs using 5 patterns of paragraphs	Criteria: Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS Form of Assessment : Participatory Activities	Student centered/Presentation/Discussion 2 X 50		Material: Translating simple sentences and compound sentences in Indonesian into English. Reference: <i>Basic Science Bridging program (BSBP 7), 1993. Getting Into Grammar. SDL Writing, Bandung.</i>	5%

14	Create paragraphs in English using 5 patterns of paragraph	Create paragraphs in English using 5 patterns of paragraph. Evaluate English paragraphs using 5 patterns of paragraphs	Criteria: Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS Form of Assessment : Participatory Activities	Studentcentered/Presentation/Discussion 2 X 50		Material: Translating simple sentences and compound sentences in Indonesian into English. Reference: Azar BS, 1999. <i>Understanding and Using English Grammar, Third Edition.</i> New York: Longman	5%
15	Create paragraphs in English using 5 patterns of paragraph.	Create paragraphs in English using 5 patterns of paragraph. Evaluate English paragraphs using 5 patterns of paragraphs	Criteria: Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS Form of Assessment : Participatory Activities	Studentcentered/Presentation/Discussion 2 X 50		Material: Translating simple sentences and compound sentences in Indonesian into English. Reference: Basic Science Bridging program (BSBP 7), 1993. <i>Getting Into Grammar.</i> SDL Writing, Bandung.	10%
16	Create paragraphs in English using 5 patterns of paragraph.	Create paragraphs in English using 5 patterns of paragraph. Evaluate English paragraphs using 5 patterns of paragraphs	Criteria: Tasks with a weight of 30%. UTS weight is 20%. Student activities and responses during learning activities are assessed as participation, with a weight of 20%. UAS weight is 30%. Essay questions are assessed together at the UAS Form of Assessment : Participatory Activities	Studentcentered/Presentation/Discussion 2 X 50		Material: Translating simple sentences and compound sentences in Indonesian into English. Reference: Basic Science Bridging program (BSBP 7), 1993. <i>Getting Into Grammar.</i> SDL Writing, Bandung.	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	40%
2.	Portfolio Assessment	5%
3.	Practice / Performance	50%
4.	Test	5%
		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 (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.