

Universitas Negeri Surabaya Vocational Faculty, D4 Informatics Management Study Program

Document Code

SEMESTER LEARNING PLAN

SEMESTER LEARNING FEAN												
Courses			CODE	(Course Far	nily	Credit Weight		SEMESTER	Compilation Date		
Advanced English			5730102181			T=2 P=0 ECTS=3.18		S=3.18	5	July 17, 2024		
AUTHORIZATION			SP Developer			Course Cluster Coordinator		nator	Study Progra	am		
								Dodik Arwin Dermawan, S.ST., S.T., M.T.				
Learning model	I	Project Based Learning										
Program Learning		PLO study program which is charged to the course										
Outcom		Program Objec	tives (P	90)								
(PLO)		PLO-PO Matrix										
				P.0								
		PO Matrix at the end of each learning stage (Sub-PO)										
		P.O Week										
				1 2 3	8 4 5	6 7	8	9 10 11	12	13 14 3	15 16	
Short Course Descript	tion	standardized test	is which	include training ir	n reading skills, i	İistening co	mpreh	c (pre-intermediate lension and gramm be presented by me	nar and	vocabulary wł	nich are aimed	
Referen	ces	Main :										
	 Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron&rsquos Educational Series. NY Phillips, Deborah. 2004. Longman Preparation Course for the TOEFL Test: The Paper Test (Student Book with An Key and CD-ROM). Pearson Education. NY 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt). McGraw USA. Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY Worcester, Adam, et al. 2008. Building Skill for the TOEFL iBT: Beginning. Compass Publishing. Cullen, Pauline, et al. 2014. The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM. O University Press. Parthare, Emma Parthare, Gary May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Stud Book.Oxford University Press. Lougheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Peared Curve Students NY Buku yang disusun oleh Tim Mata Kuliah Bahasa Inggris 									. McGraw-Hill. NY -ROM. Oxford /el 1 Students		
		Supporters:										
Support lecturer		Lena Citra Mango Dr. Yeni Anistyas Hafizhuddin Zul F	ari, S.Pd	l., M.Kom.								
Week- ead sta		Final abilities of each learning stage Sub-PO)		Evaluati		·m 0441	Help Learning, Learning methods, Student Assignments, [Estimated time]			Assessment Weight (%)		
				Indicator	Criteria & For	rm Offli offli		Online (onlir	ne)			
(1)		(2)		(3)	(4)	(5	5)	(6)		(7)	(8)	

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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 between types of English Standardized Test Understand the importance of the English Standardized Test Identify English structure patterns related to Part Of Speech & Singular-Plural Forms (Count- Uncount) Provide examples of the use of English Grammar related to Part Of Speech & Singular-Plural Forms (Count- Uncount) 	Criteria: Holistic Rubric	Lectures, Discussions 3 X 50		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: Holistic Rubric	Lectures, 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 verdicts and issues in a short conversation 	Criteria: Holistic Rubric	Lectures, 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 Provide examples of English grammar usage related to Causative and Subjunctive Identify the meaning of idioms and feelings or emotions contained in a short conversation 	Criteria: Holistic Rubric	Lectures, 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: Holistic Rubric	Lectures, 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 Determining the detailed information contained in a rather long conversation 	Criteria: Holistic Rubric	Lectures, 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 the detailed information contained in a monologue 	Criteria: Holistic Rubric	Lectures, Discussions 3 X 50		0%

8	UTSUnderstanding English Grammar related to Adverb Clauses & Parallel Structureldentifying 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 Provide examples of the use of English Grammar related to Adverb Clauses & Parallel Structure Solve English Grammar questions related to Adverb Clauses & Parallel Structure Identifying Main Idea/Topic, Main Purpose, Organization of Ideas, Tone, Previous/Following Paragraph Questions related to Main Idea/Topic, Main Purpose, Organization of Ideas, Tone, Previous/Following Paragraph Questions related to Main Idea/Topic, Main Purpose, Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse 	Criteria: Holistic Rubric	Lectures, Discussions 3 X 50		0%
9	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 Provide examples of the use of English Grammar related to Conditional Sentences & Comparison Solve English Grammar questions related to Conditional Sentences & Comparison Identifying Inference, Purpose, Details, Negative And Line Items in written discourse Solve Reading Comprehension questions related to Inference, Purpose, Details, Negative And Line Items in a written discourse 	Criteria: Holistic Rubric	Lectures, Discussions 3 X 50		0%

10	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 Complete questions on English grammar material taught at meetings 1 to 10 Identifying Vocabulary Items & Reference Items in written discourse 	Criteria: Holistic Rubric	Lectures, Discussions 3 X 50		0%
11	Understanding English Grammar material. Understanding Reading Comprehension material. Understanding Listening Comprehension material	 Students are able to: Explain the English material that has been taught Complete questions on English grammar material that has been taught Complete the Reading Comprehension material questions that have been taught Complete questions on Listening Comprehension material that has been taught 	Criteria: Holistic Rubric	Lectures, 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 Complete questions on English grammar material that has been taught Complete the Reading Comprehension material questions that have been taught Complete questions on Listening Comprehension material that has been taught 	Criteria: Holistic Rubric	Lectures, 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 Complete questions on English grammar material that has been taught Complete the Reading Comprehension material questions that have been taught Complete questions on Listening Comprehension material that has been taught 	Criteria: Holistic Rubric	Lectures, 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 Complete questions on English grammar material that has been taught Complete the Reading Comprehension material questions that have been taught Complete questions on Listening Comprehension material that has been taught 	Criteria: Holistic Rubric	Lectures, 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 Complete questions on English grammar material that has been taught Complete the Reading Comprehension material questions that have been taught Complete questions on Listening Comprehension material that has been taught 	Criteria: Holistic Rubric	Lectures, Discussions 3 X 50		0%
16	Final exams			3 X 50		0%

Evaluation Percentage Recap: Project Based Learning

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.
- 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 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.
- 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.

- 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.