



**Universitas Negeri Surabaya
Vocational Faculty,
D4 Informatics Management Study Program**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																											
English	57401030063		T=0 P=0 ECTS=0	1	July 17, 2024																																											
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																												
		Dodik Arwin Dermawan, S.ST., S.T., M.T.																																												
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)																																															
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">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> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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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 :																																															
	1. Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron's Educational Series. NY 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. _____. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt). McGraw-Hill. USA. 4. Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY 5. Worcester, Adam, et al. 2008. Building Skill for the TOEFL iBT : Beginning. Compass Publishing. 6. Cullen, Pauline, et al. 2014. The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM. Oxford University Press. 7. Parthare, Emma; Parthare, Gary; May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Students Book. Oxford University Press. 8. Loughed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY 9. Tim Mata Kuliah Bahasa Inggris. 2016. English for Non English Department Students. Surabaya: Unesa University Press.																																															
	Supporters:																																															
Supporting lecturer	Dr. Yeni Anistiyasari, S.Pd., M.Kom.																																															
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	
(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)	<ol style="list-style-type: none"> 1.Students are able to: Differentiate between types of English Standardized Test 2.Understand the importance of the English Standardized Test 3.Identifying English structure patterns related to Part Of Speech & Singular-Plural Forms (Count-Uncount) 4.Provide examples of the use of English Grammar related to Part Of Speech & Singular-Plural Forms (Count-Uncount) 	Criteria: 1-100	Method: Question and answer, and discussion Model: Cooperative Learning 3 X 50			0%
2	Understand English structure patterns related to Word Order and Determiners. Understand the content of short conversations about Topics & Details	<ol style="list-style-type: none"> 1.Students are able to: Identify English structure patterns related to Word Order and Determiners 2.Provide examples of the use of English Grammar related to Word Order and Determiners 3.Identify the main topic and details in a short conversation 	Criteria: 1-100	Method: Lecture, question and answer, discussion, demonstration and assignment Learning Model: Direct 3 X 50			0%
3	Understand English structure patterns related to Subject-Verb Agreement Understand the content of short conversations about Reversals & Problems, Idioms & Emotions	<ol style="list-style-type: none"> 1.Students are able to: Give examples of the use of English Grammar related to SVA 2.Identify final verdicts and issues in a short conversation 	Criteria: 1-100	Method: Question and answer, discussion and problem solving Learning Model: Problem Based Learning 3 X 50			0%
4	Understand English structure patterns related to Tenses (Active) and Passive Voice Understand the content of short conversations about Suggestions, Predictions & Implications	<ol style="list-style-type: none"> 1.Students are able to: Identify English structural patterns related to Tenses (Active) and Passive Voice 2.Provide examples of the use of English Grammar related to Tenses (Active) and Passive Voice 3.Identifying short conversations Suggestions, Predictions & Implications 	Criteria: 1-100	Method: Lecture, question and answer, discussion, demonstration and assignment Learning Model: Direct 3 X 50			0%

5	Understanding English grammar related to Parallel Structure Understanding the content of long conversations (longer dialogue) about life on campus and outside campus	<ol style="list-style-type: none"> 1. Students are able to: Explain English grammar related to Parallel Structure 2. Provide examples of the use of English Grammar related to Parallel Structure 3. Solve English Grammar questions related to Parallel Structure 4. Determining the detailed information contained in a rather long conversation 	Criteria: 1-100	Method: Question and answer, and discussion Model: Cooperative Learning 3 X 50			0%
6	Understanding English Grammar related to Comparison Understanding the content of monologues (General Talks)	<ol style="list-style-type: none"> 1. Students are able to: Explain English grammar related to Comparison 2. Provide examples of the use of English Grammar related to Comparison 3. Complete questions on English grammar material that has been taught 4. Determine the detailed information contained in a monologue 	Criteria: 1-100	Method: Lecture, question and answer, discussion, demonstration and assignment Learning Model: Direct 3 X 50			0%
7	Able to solve listening and structure questions	<ol style="list-style-type: none"> 1. Students are able to: Understand general strategies in taking listening and structure tests 2. able to identify questions and prepare answers 3. Able to work on questions according to the time available 	Criteria: 1-100	Method: 3 X 50 discussion			0%
8	MIDTERM EXAM			3 X 50			0%
9	Understanding English structure patterns related to Adjective Clause & Adjective Phrase Identifying Main Idea/Topic, Main Purpose, in written discourse	<ol style="list-style-type: none"> 1. Students are able to: Identify English structure patterns related to Adjective Clauses & Adjective phrases 2. Provide examples of the use of English Grammar related to Adjective Clauses & Adjective Phrase 3. Identifying the Main Idea/Topic, Main Purpose, in a written discourse 4. Solve Reading Comprehension questions related to Main Idea/Topic, Main Purpose, Paragraph Questions in a written discourse 	Criteria: 1-100	Method: Question and answer, and discussion Model: Cooperative Learning 3 X 50			0%

10	<p>Understanding English structure patterns related to Noun Clauses Understanding reading comprehension: Organization of Ideas, Tone, Previous/Following Paragraph Questions in written discourse</p>	<ol style="list-style-type: none"> 1. Students are able to: Identify English structural patterns related to Noun Clauses. Give examples of the use of English grammar related to Adjective Clauses & Adjectives and Noun Clauses 2. Identifying Organization of Ideas, Tone, Previous/Following Paragraph Questions in written discourse 3. Solve Reading Comprehension questions related to Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse 	Criteria: 1-100	Method: Question and answer, discussion and problem solving Learning Model: Problem Based Learning 3 X 50			0%
11	<p>Understanding English grammar related to Adverb Clauses & Conjunctions Understanding Reading Comprehension: Inference and Purpose material in written discourse</p>	<ol style="list-style-type: none"> 1. Students are able to: Explain English Grammar related to Adverb Clauses & Conjunctions 2. Provide examples of the use of English Grammar related to Adverb Clauses & Conjunctions 3. Solve English Grammar questions related to Adverb Clauses & Conjunctions 4. Identifying Inference and Purpose questions in written discourse. Solving Reading Comprehension material questions relating to Inference and Purpose. 	Criteria: 1-100	Method: Question and answer, discussion and problem solving Learning Model: Problem Based Learning 3 X 50			0%
12	<p>Understanding English structure patterns related to Gerunds & Infinitives Understanding Reading Comprehension material: Details</p>	<ol style="list-style-type: none"> 1. Students are able to: Identify English structure patterns related to Gerunds & Infinitives 2. Provides examples of English Grammar usage related to Gerunds & Infinitives 3. Identifying Detail questions in a written discourse. Solving Reading Comprehension material questions relating to Details. 	Criteria: 1-100	Lectures, questions and answers, discussions, demonstrations and assignments Learning Model: Direct 3 X 50			0%

13	Able to solve standardized English test questions	1.Students are able to: Understand general strategies in taking standardized English tests 2.able to identify questions and prepare answers 3.Able to work on questions according to the time available	Criteria: 1-100	Lectures, questions and answers, discussions and presentations 3 X 50			0%
14	Able to solve standardized English test questions	1.Students are able to: Understand general strategies in taking standardized English tests 2.prepare answers 3.Able to work on questions according to the time available	Criteria: 1-100	Lectures, questions and answers, discussions and presentations 3 X 50			0%
15	Able to solve standardized English test questions	1.Students are able to: Understand general strategies in taking standardized English tests 2.able to identify questions and prepare answers 3.Able to work on questions according to the time available	Criteria: 1-100	Lectures, questions and answers, discussions and presentations 3 X 50			0%
16	Final Test			3 X 50			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.

