

 <b>UNESA</b>	<b>Universitas Negeri Surabaya</b> <b>Faculty of Mathematics and Natural Sciences</b> <b>Undergraduate Mathematics Study Program</b>					<b>Document Code</b>	
<b>SEMESTER LEARNING PLAN</b>							
<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>
ENGLISH	4420102172		T=2	P=0	ECTS=3.18	2	July 17, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
	.....		.....			Prof. Dr. Raden Sulaiman, M.Si.	
<b>Learning model</b>	<b>Case Studies</b>						
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>						
	<b>Program Objectives (PO)</b>						
	<b>PLO-PO Matrix</b>						
		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">P.O</div>					
<b>Short Course Description</b>	<p>This course equips students with skills and language components at a basic (pre-intermediate) level. This course also introduces a standardized test which includes training in reading skills, listening comprehension, grammar and vocabulary which are aimed at preparing for the international standard English test. Apart from that, this course also equips students with technical terms used in mathematics as well as techniques for writing thesis abstracts in English.</p>						
	<b>References</b>	<b>Main :</b>					
<ol style="list-style-type: none"> <li>1. Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron's Educational Series.</li> <li>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</li> <li>3. _____. 2012. Official Guide to the TOEFL Test With CD-ROM , 4th Edition (Official Guide to the TOEFL Ibt). McGraw-Hill. USA.</li> <li>4. Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT , 2nd ed. Pearson Education. NY</li> <li>5. Worcester, Adam, et al. 2008. Building Skill for the TOEFL iBT : Beginning . Compass Publishing.</li> <li>6. Cullen, P., et al. 2014. The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM . Oxford University Press.</li> <li>7. Parthare, Emma; Parthare, Gary; May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Students Book .Oxford University Press.</li> <li>8. Loughheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading , 5th Edition. Pearson Education. NY</li> <li>9. Mikulecky, Beatrice. S and Linda Jeffries. 2004. More Reading Power . White plains: Longman, Pearson Education, Inc</li> <li>10. Redman, Stuart. 2001. English Vocabulary in Use . Cambridge: Cambridge University Press.</li> <li>11. Buku yang disusun oleh Tim Mata Kuliah Bahasa Inggris</li> </ol>							
<b>Supporters:</b>							

Supporting lecturer		Dr. Rini Setianingsih, M.Kes. Dini Kinati Fardah, S.Pd.Si., M.Pd. Evangelista Lus Windyana Palupi, S.Pd., M.Sc. Nina Rinda Prihartiwi, S.Pd., M.Pd. Dayat Hidayat, S.Pd., M.Pd., M.Si.					
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							0%
2							0%
3							0%
4							0%
5							0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							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** 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.
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.