



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences
Communication Science Bachelor Study Program

Document Code

SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|--|--------------|---------------|----------------------------|-----|-----------|--|------------------|
| Spanish Grammar (Universidad de Granada) | 7020104126 | | T=4 | P=0 | ECTS=6.36 | 5 | August 23, 2023 |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | |
| | | | | | | Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom. | |

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| Learning model | Project Based Learning |
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| Program Learning Outcomes (PLO) | PLO study program that is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|------|-------|------|---|---|---|---|----|----|----|----|----|----|----|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | PLO-8 | Able to collaborate, develop networks and evaluate performance. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 1 | Students can communicate orally and in writing using Spanish fluently, clearly and effectively in various communication situations. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-8</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> </table> | | P.O | PLO-8 | PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P.O | PLO-8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </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> </tr> </table> | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | PO-1 | | | | | | | | | | | | | | | | |
| 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 standardized tests which include training in reading skills, listening comprehension and grammar and vocabulary. All lecture activities will be presented by means of lectures and discussions. |
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| References | Main : | |
| | | <ol style="list-style-type: none"> Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron's Educational Series. NY Phillips, Deborah. 2004. Longman Preparation Course for the TOEFL Test: The Paper Test (Student Book with Answer Key and CD-ROM). Pearson Education. NY _____. 2012. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toe 贊 Ibt). McGraw-Hill. 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. Oxford University Press. Parthare, Emma Parthare, Gary May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Students Book. Oxford University Press. Lougheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY Buku yang disusun oleh Tim Mata Kuliah Bahasa Inggris |
| | Supporters: | |

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| Supporting lecturer | |
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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) |

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|---|---|--|--|---------------------------------|--|---|----|
| 1 | understand Spanish structural 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 Spanish Standardized Test 2. Understand the importance of the Spanish Standardized Test 3. Identify Spanish structural patterns related to Parts of Speech & Singular-Plural Forms (Count-Uncount) | <p>Criteria: Able to analyze and implement Spanish language skills</p> <p>Form of Assessment : Participatory Activities</p> | Lectures, Discussions 3 X 50 | | <p>Material: Introduction to Academic English Reader: <i>Parthare, Emma Parthare, Gary May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Students Book. Oxford University Press.</i></p> | 5% |
| 2 | Understand Spanish 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 Spanish structural patterns related to Word Order and Determine 2. Provides examples of Spanish Grammar usage related to Word Order and Determine 3. Identify the main topic and details in a short conversation | <p>Criteria: Students are able to implement English language skills</p> <p>Form of Assessment : Participatory Activities</p> | Lectures, Discussions 3 X 50 | | <p>Material: Introduction to Reading Comprehension References: <i>Lougheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</i></p> | 5% |
| 3 | Understand the content of short conversations about Reversals & Problems | <ol style="list-style-type: none"> 1. Students are able to: Identify Spanish structural patterns related to Reflexive and Emphatic Pronouns and Modals 2. Provides examples of the use of Spanish Grammar related to Reflexive And Emphatic Pronouns and Modals 3. Identify final verdicts and issues in a short conversation | <p>Criteria: Students are able to analyze Academic Reading text</p> <p>Form of Assessment : Participatory Activities</p> | Lectures, Discussions 3 X 50 | | <p>Material: Reading Comprehension References: <i>Worcester, Adam, et al. 2008. Building Skills for the TOEFL iBT: Beginning. Compass Publishing.</i></p> | 5% |
| 4 | Understand the contents of short conversations about Idioms & Emotions | Identify the meaning of idioms and feelings or emotions contained in a short conversation | <p>Criteria: Students are able to analyze the main ideas of Academic Reading</p> <p>Form of Assessment : Participatory Activities</p> | Lectures, Discussions 3 X 50 | | <p>Material: Reading Comprehension on Discursive Passage References: <i>Cullen, Pauline, et al. 2014. The Official Cambridge Guide to IELTS Students Book With Answers with DVD-ROM. Oxford University Press.</i></p> | 5% |
| 5 | Understand the content of short conversations about Suggestions & Assumptions | Identify suggestions and assumptions contained in a short conversation | <p>Criteria: Students are able to analyze the main ideas of scientific articles</p> <p>Form of Assessment : Participatory Activities</p> | Lectures, Discussions 3 X 50 | | <p>Material: Academic Reading Bibliography: <i>Phillips, Deborah. 2004. Longman Preparation Course for the TOEFL Test: The Paper Test (Student Book with Answer Key and CD-ROM). Pearson Education. NY</i></p> | 4% |

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| 6 | Understand the content of long conversations (longer dialogue) about life on campus and outside campus | Determining the detailed information contained in a rather long conversation | Criteria: Students are able to identify various types of Academic Writing Form of Assessment : Participatory Activities | Lectures, Discussions 3 X 50 | | Material: Academic Writing Bibliography: <i>Lougheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</i> | 1% |
| 7 | Understand Spanish structure patterns related to Adjective Clauses & Adjectives and Noun Clauses Understand the content of monologues (General Talks) | 1. Provide examples of the use of Spanish Grammar related to Adjective Clauses & Adjectives and Noun Clauses 2. Determine the detailed information contained in a monologue | Criteria: Students are able to identify the composition of scientific articles Form of Assessment : Participatory Activities | Lectures, Discussions 3 X 50 | | Material: Academic Writing in Scientific Article References: <i>Worcester, Adam, et al. 2008. Building Skills for the TOEFL iBT: Beginning. Compass Publishing.</i> | 5% |
| 8 | Midterm exam | Midterm exam | Criteria: Midterm exam Form of Assessment : Test | Midterm Exam 3 X 50 | | Material: Academic Writing in Scientific Article Bibliography: <i>Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</i> | 10% |
| 9 | Identifying Main Idea/Topic, Main Purpose, Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse | 1. Identifying Main Idea/Topic, Main Purpose, Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse 2. Solve Reading Comprehension questions related to Main Idea/Topic, Main Purpose, Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse | Criteria: Students are able to compose critical writing articles Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | Lectures, Discussions 3 X 50 | | Material: Academic Writing Literature: <i>Parthare, Emma Parthare, Gary May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Students Book. Oxford University Press.</i> | 10% |
| 10 | Identifying Inference, Purpose, Details, Negative And Line Items in written discourse | 1. Identifying Inference, Purpose, Details, Negative And Line Items in written discourse 2. Solve Reading Comprehension questions related to Inference, Purpose, Details, Negative And Line Items in a written discourse | Criteria: Students are able to analyze and compile Academic Writing as well as compile citations and references Form of Assessment : Participatory Activities | Lectures, Discussions 3 X 50 | | Material: Citations and References Bibliography: <i>Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</i> | 5% |

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| 11 | Identifying Vocabulary Items & Reference Items in written discourse | <ol style="list-style-type: none"> Students are able to: Explain the Spanish Grammar material that has been taught at meetings 1 to 10 Solve questions on Spanish Grammar material taught at meetings 1 to 10 Identifying Vocabulary Items & Reference Items in written discourse | <p>Criteria: Students are able to identify the International Phonetics Alphabet (IPA)</p> <p>Form of Assessment : Participatory Activities</p> | Lectures, Discussions 3 X 50 | | <p>Material: Introduction to Phonetics</p> <p>References: <i>Lougheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</i></p> | 5% |
| 12 | Understand Reading Comprehension and Listening Comprehension material | <ol style="list-style-type: none"> Complete the Reading Comprehension material questions that have been taught Complete questions on Listening Comprehension material that has been taught | <p>Criteria: Students are able to identify phonetic symbols and are able to identify syllables</p> <p>Form of Assessment : Participatory Activities</p> | Lectures, Discussions 3 X 50 | | <p>Material: Syllable and Stressed</p> <p>Reader: <i>Parthare, Emma Parthare, Gary May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Students Book. Oxford University Press.</i></p> | 2% |
| 13 | Understand Reading Comprehension and Listening Comprehension material | <ol style="list-style-type: none"> Complete the Reading Comprehension material questions that have been taught Complete questions on Listening Comprehension material that has been taught | <p>Criteria: Students are able to apply Spanish language skills in short conversations</p> <p>Form of Assessment : Participatory Activities</p> | Lectures, Discussions 3 X 50 | | <p>Material: Speaking Practice</p> <p>References: <i>Worcester, Adam, et al. 2008. Building Skills for the TOEFL iBT: Beginning. Compass Publishing.</i></p> | 1% |
| 14 | Understand Reading Comprehension and Listening Comprehension material | <ol style="list-style-type: none"> Complete the Reading Comprehension material questions that have been taught Complete questions on Listening Comprehension material that has been taught | <p>Criteria: Students implement speaking skills through debates, podcasts, or mini-dramas</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p> | Lectures, Discussions 3 X 50 | | <p>Material: Practicing Debate and Presentation</p> <p>Bibliography: <i>Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</i></p> | 2% |
| 15 | Understand Reading Comprehension and Listening Comprehension material | <ol style="list-style-type: none"> Complete the Reading Comprehension material questions that have been taught Complete questions on Listening Comprehension material that has been taught | <p>Criteria: Students are able to compose debate scripts, podcasts and mini-dramas</p> <p>Form of Assessment : Participatory Activities</p> | Lectures, Discussions 3 X 50 | | <p>Material: Practicing Debate and Drama Presentation</p> <p>References: <i>Phillips, Deborah. 2004. Longman Preparation Course for the TOEFL Test: The Paper Test (Student Book with Answer Key and CD-ROM). Pearson Education. NY</i></p> | 15% |

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|----|-------------|--|---|---------|--|--|-----|
| 16 | Final exams | Students implement speaking skills through debates, podcasts, or mini-dramas | Criteria: Final exams Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | Written | | Material: Practicing Debate and Drama Presentation Library: _____. 2012. <i>Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toe 贊 Ibt). McGraw-Hill. USA.</i> | 20% |
|----|-------------|--|---|---------|--|--|-----|

Evaluation Percentage Recap: Project Based Learning

| No | Evaluation | Percentage |
|----|---|------------|
| 1. | Participatory Activities | 74% |
| 2. | Project Results Assessment / Product Assessment | 15% |
| 3. | Practice / Performance | 1% |
| 4. | Test | 10% |
| | | 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.