



Universitas Negeri Surabaya
Faculty of Economics and Business,
Bachelor of Science in Office Administration Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
English	8721002131	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	2	July 17, 2024
AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator		
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Learning model Project Based Learning

Program Learning Outcomes (PLO)

PLO study program that is charged to the course

Program Objectives (PO)

PO - 1 CPMK1 Able to demonstrate a responsible attitude towards work in their field of expertise independently. CPMK2 Able to use/apply English concepts and theories in office practice. CPMK3 Able to communicate well orally and in writing in learning activities.

PLO-PO Matrix

P.O																
PO-1																

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																

Short Course Description This course provides an understanding and discusses the use of English in the business sphere, especially in the field of office administration and office administration education, through four language skills, namely speaking, listening, reading, writing, teaching basic -basic ability to read and understand texts as well as how to write compositions in English according to the field of office administration.

References

Main :

1. IBSC. 2010. International Business Skill Courseware. United Kingdom: BBPSD Ltd
2. James O'Rourke. 2015. Effective Communication. New York: Dorkling Kindersley Limited
3. Saylor Foundation. 2011. Business Communication for Success (BCS). <http://www.saylor.org/books>
4. British Council. 2017. Teaching English. www.teachingenglish.org.uk BBC | British Council

Supporters:

Supporting lecturer Dr. Meylia Elizabeth Ranu, S.Pd., M.S.M.
 Fitriana Rahmawati, M.Pd.

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	Able to understand the background and importance of Business English	Accuracy in explaining background concepts and the importance of language use Accuracy in explaining the importance of business English for a secretary	Criteria: Participation Assessment Rubric Form of Assessment : Participatory Activities	Elearning: Take and give & cooperative learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented 2 X 50		Material: English meaning Reference: IBSC. 2010. <i>International Business Skills Courseware. United Kingdom: BBPSD Ltd</i>	2%

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"> 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: Participation Assessment Rubric Form of Assessment : Participatory Activities	Lectures, Discussions & Questions and Answers 3 X 50		Material: English language structure Reader: James O'Rourke. 2015. <i>Effective Communication</i> . New York: Dorkling Kindersley Limited	2%
3	Understand English structure patterns related to Reflexive And Emphatic Pronouns and Modals Understand the content of short conversations about Reversals & Problems	<ol style="list-style-type: none"> 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: participation assessment rubric Form of Assessment : Participatory Activities	Lectures, Discussions & Questions and Answers 2 X 50		Material: Reflexive And Emphatic Pronouns Library: IBSC. 2010. <i>International Business Skills Courseware</i> . United Kingdom: BBPSD Ltd	2%
4	Understand English structure patterns related to Causative and Subjunctive Understand the content of short conversations about Idioms & Emotions	<ol style="list-style-type: none"> 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: null Form of Assessment : Participatory Activities	Lectures, Discussions 3 X 50		Material: causative Bibliography: British Council. 2017. <i>Teaching English</i> . www.teachingenglish.org.uk BBC British Council	5%
5	Understand English structure patterns related to Tenses (Active) and Passive Voice Understand the content of short conversations about Suggestions & Assumptions	<ol style="list-style-type: none"> 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: Participation Assessment Rubric Form of Assessment : Participatory Activities, Practice/Performance	Lectures, Discussions 3 X 50		Material: tenses Reference: British Council. 2017. <i>Teaching English</i> . www.teachingenglish.org.uk BBC British Council	3%
6	Understand English structure patterns related to Subject-Verb Agreement. Understand the content of short conversations about Predictions & Implications	<ol style="list-style-type: none"> Students are able to: Identify English structural patterns related to Subject-Verb Agreement Provide examples of the use of English Grammar related to Subject-Verb Agreement Identify predictions and implicit meaning contained in a short conversation 	Criteria: Participation Assessment Rubric Form of Assessment : Participatory Activities, Practice/Performance	Lectures, Discussions & Questions and Answers 2 X 50		Material: English structure Reference: IBSC. 2010. <i>International Business Skills Courseware</i> . United Kingdom: BBPSD Ltd	3%

7	Understand English structure patterns related to Gerunds & Infinitives Understand the content of long conversations (longer dialogues) about life on campus and outside campus Understand the content of monologues (General Talks)	<ol style="list-style-type: none"> 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: Participation Assessment Rubric Form of Assessment : Participatory Activities, Practice/Performance	Lectures, Discussions 3 X 50		Material: English structure Reference: IBSC. 2010. <i>International Business Skills Courseware. United Kingdom: BBPSD Ltd</i>	3%
8	UTS	<ol style="list-style-type: none"> 1.1. Accuracy in explaining background concepts and the importance of language use 2.2. Accuracy in explaining the importance of business English for a secretary 3.3. Accuracy in knowing and understanding vocabulary, terminology and grammar in the English context. 4.4. Accuracy Explains the types of business organizations and parts of business organizations 5.5. Accuracy Understand the use of English grammar in a business context 	Criteria: assessment rubric Form of Assessment : Project Results Assessment / Product Assessment	2 X 50 test		Material: language and structure Library: IBSC. 2010. <i>International Business Skills Courseware. United Kingdom: BBPSD Ltd</i>	20%
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"> Students are able to: Identify English structure patterns related to Adjective Clauses & Adjective phrases Provide examples of the use of English Grammar related to Adjective Clauses & Adjective Phrase Identifying the Main Idea/Topic, Main Purpose, in a written discourse Solve Reading Comprehension questions related to Main Idea/Topic, Main Purpose, Paragraph Questions in a written discourse 	Criteria: null Form of Assessment : Participatory Activities	Lectures, Discussions & Questions and Answers 2 X 50		Material: Adjective Clause & Adjective Phrase Library: Saylor Foundation. 2011. <i>Business Communication for Success (BCS).</i> http://www.saylor.org/...	3%

10	Understanding English structural patterns related to Noun Clauses Understanding reading comprehension: Organization of Ideas, Tone, Previous/Following Paragraph Questions in written discourse	<ol style="list-style-type: none"> 1.Students are able to: Identify English structural patterns related to Noun Clauses 2.Provide examples of the use of English Grammar related to Adjective Clauses & Adjectives and Noun Clauses 3.Identifying Organization of Ideas, Tone, Previous/Following Paragraph Questions in written discourse 4.Solve Reading Comprehension questions related to Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse 	Criteria: null Form of Assessment : Participatory Activities	Lectures, Discussions & Questions and Answers 3 X 50		Material: Adjective Clause & Adjective Phrase Library: Saylor Foundation. 2011. <i>Business Communication for Success (BCS)</i> . http://www.saylor.org/...	5%
11	Understanding English Grammar related to Adverb Clauses Understanding Reading Comprehension: Inference and Purpose material in written discourse	<ol style="list-style-type: none"> 1.Students are able to: Explain English Grammar related to Adverb Clauses 2.Provide examples of the use of English Grammar related to Adverb Clauses 3.Solve English Grammar questions related to Adverb Clauses 4.Identifying Inference and Purpose questions in written discourse 5.Complete Reading Comprehension material questions related to Inference and Purpose. 	Criteria: Participation Assessment Rubric Form of Assessment : Participatory Activities	Lectures, Discussions & Questions and Answers 3 X 50		Material: Adjective Clause & Adjective Phrase Library: Saylor Foundation. 2011. <i>Business Communication for Success (BCS)</i> . http://www.saylor.org/...	5%
12	Understanding English Grammar related to Parallel Structure Understanding Reading Comprehension material: Details	<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.Identifying Detail questions in a written discourse 5.Complete Reading Comprehension material questions relating to Details. 	Criteria: null Form of Assessment : Participatory Activities	Lectures, Discussions & Questions and Answers 3 X 50		Material: presentation Bibliography: Saylor Foundation. 2011. <i>Business Communication for Success (BCS)</i> . http://www.saylor.org/...	5%
13	Understand English grammar related to Conditional Sentences. Understand Reading Comprehension material: Negative and Line Items	<ol style="list-style-type: none"> 1.Students are able to: Explain English grammar related to Conditional Sentences 2.Provide examples of the use of English Grammar related to Conditional Sentences 3.Identifying Negative and Line Items in written discourse 4.Complete Reading Comprehension material questions relating to Negative and Line Items 	Criteria: Participation Assessment Rubric Form of Assessment : Participatory Activities	Lectures, Discussions & Questions and Answers 3 X 50		Material: presentation Bibliography: Saylor Foundation. 2011. <i>Business Communication for Success (BCS)</i> . http://www.saylor.org/...	5%

14	Understanding English Grammar material related to Comparison Understanding Reading Comprehension Vocabulary Items material in a written discourse	<ol style="list-style-type: none"> Students are able to: Explain English grammar related to Comparison Provide examples of the use of English Grammar related to Comparison Complete questions on English grammar material that has been taught Identifying Vocabulary Items in written discourse Complete Reading Comprehension material questions relating to Vocabulary Items 	Criteria: Participation Assessment Rubric Form of Assessment : Participatory Activities	Lectures, Discussions & Questions and Answers 3 X 50		Material: negotiation Library: Saylor Foundation. 2011. <i>Business Communication for Success (BCS)</i> . http://www.saylor.org/...	5%
15	Understanding English Grammar material Understanding Reading Comprehension material: Reference Items in written discourse	<ol style="list-style-type: none"> Students are able to: Explain the English material that has been taught Complete questions on English grammar material that has been taught Identifying Reference Items in written discourse Complete Reading Comprehension material questions relating to Reference Items 	Criteria: Participation Assessment Rubric Form of Assessment : Practice / Performance	Lectures, Discussions & Questions and Answers 3 X 50		Material: negotiation Library: Saylor Foundation. 2011. <i>Business Communication for Success (BCS)</i> . http://www.saylor.org/...	5%
16	Final exams	meeting, negotiation	Criteria: performance test Form of Assessment : Project Results Assessment / Product Assessment, Test	2 X 50 test		Material: UAS Library: Saylor Foundation. 2011. <i>Business Communication for Success (BCS)</i> . http://www.saylor.org/...	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	43.5%
2.	Project Results Assessment / Product Assessment	35%
3.	Practice / Performance	9.5%
4.	Test	15%
		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.

