	Universitas Negeri Surabaya **Faculty of Languages and Arts** **English Language Education Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN						

Courses		**CODE**	**Course Family**	**Credit Weight**			**SEMESTER**	**Compilation Date**
Speaking For Daily Context		8820302200		**T=2**	**P=0**	**ECTS=3.18**	0	July 18, 2024

AUTHORIZATION	**SP Developer**	**Course Cluster Coordinator**	**Study Program Coordinator**
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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)

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

Short Course Description	The course is designed to introduce the students with the concepts and techniques to discuss various actual topics which occur in the society in English. It also equips the students with the understanding and practicing small group communication theory and skills in information-sharing and decision making through discussions that emphasize the importance of the precise use of graphic organizers, pronunciation, stress, intonation and fluency.

References	**Main :**	

1. Daley, Patrick & Dahlie, Michael S. 2001. 50 Debate Prompts for Kids. USA:Scholastic. Inc.
2. Jones, Leo. (1981). Functions of English 2nd Edition. Cambridge Cambridge University Press.
3. Denison, Charis. The Daily Dilemma. Available at http://www.goodcharacter.com/dilemma/dilemma8.html
4. Gibson, Jamie. Elementary Problem Solving Manual. 2014. Available at http://www.jefferson.kyschools.us/Departments/AcademicsActivitiesAthletics/ProblemSolvingElem.pdf
5. http://www.youtube.com

	Supporters:	

Supporting lecturer	Drs. Fahri, M.A. Silfia Asningtias, S.Pd., M.TESOL. Zainul Aminin, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd. Sueb, S.Pd., 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 get the ideas of what a speaking for daily context is.			Discussion, preaching 2 X 50			0%
2	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Discussion, preaching, and questions and answers 2 X 50			0%
3	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
4	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
5	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
6	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
7	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
8	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
9	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
10	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%

11	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
12	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
13	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
14	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			0%
15	Able to know about group discussion and its parts. Able to know the skills of problem solving and analytical skills			Group discussion, problem solving, and analytical skills 2 X 50			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.