



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**English Literature Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																
Advanced English Grammar	7920202003		T=2	P=0	ECTS=3.18	6	July 18, 2024																																
<b>AUTHORIZATION</b>		<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																	
		.....		.....		Dr. Ali Mustofa, S.S., M.Pd.																																	
<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>																																						
		P.O																																					
<b>Short Course Description</b>	The course focuses on students' reviewing and requiring more complex structures covering simple and compound sentences into compound-complex sentences. Its core is on accuracy and fluency and meaningful use of structure in context. It emphasizes on meta-cognitive skills needed to analyze and explain grammatical structure and usage as well as the ability to analyze the students' own writing. All teaching learning activities are conducted through lecturing, discussion, and exercising many grammar practices.																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>Supporting lecturer</b>	Lina Purwaning Hartanti, S.Pd., M.EIL. Fithriyah Inda Nur Abida, S.S., M.Pd. Adam Damanhuri, S.S., M.Hum.																																						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																

1	To make the correct pattern of simple sentences To correct the error of simple sentences	<ol style="list-style-type: none"> <li>1.To be able to: Identify the subject and the verb of a sentence</li> <li>2.Identify the object of prepositions</li> <li>3.Identify the appositives</li> <li>4.Identify the present and past participles</li> <li>5.Identify errors in simple sentences and correct the errors in simple sentences</li> </ol>	<b>Criteria:</b> null	Lecturing, Discussion Question-Answer 2 X 50			0%
2	To use adverb connectors correctly	<ol style="list-style-type: none"> <li>1.To be able to:use coordinate connectors correctly in sentences</li> <li>2.use adverbs of time and cause connectors correctly</li> <li>3.use other adverbs connectors correctly (condition, contrast, manner, place)</li> </ol>	<b>Criteria:</b> null	Lecturing, Discussion Question-Answer 2 X 50			0%
3	To use noun clause connectors correctly To use adjective clause connectors correctly	<ol style="list-style-type: none"> <li>1.To be able to:use noun clause connectors correctly in sentences</li> <li>2.identify the error use of noun clause connectors</li> <li>3.use adjective clause connectors correctly in sentences</li> <li>4.identify the error use of adjective clause connectors</li> </ol>		Lecturing, Discussion Question-Answer 2 X 50			0%

4	To use reduced adjective clauses correctly To use reduced adverb clauses correctly	<ol style="list-style-type: none"> <li>1.To be able to:use reduced adjective clause correctly in sentences</li> <li>2.identify the error use of reduced adjective clause in sentences</li> <li>3.correct the error use of reduced adjective clause in sentences</li> <li>4.use reduced adverb clause correctly in sentences</li> <li>5.identify the error use of reduced adverb clause in sentences</li> <li>6.correct the error use of reduced adverb clause in sentences</li> </ol>		Lecturing, Discussion Question-Answer 2 X 50			0%
5	To use correct pattern of inverted subjects and verbs in sentences	<ol style="list-style-type: none"> <li>1.To be able to:invert the subject and verb with question words</li> <li>2.invert the subject and verb with place expressions</li> <li>3.invert the subject and verb with negatives</li> <li>4.invert the subject and verb with conditionals</li> <li>5.invert the subject and verb with comparisons</li> </ol>		Lecturing, Discussion Question-Answer 2 X 50			0%
6	To make verbs agree with the subjects	<ol style="list-style-type: none"> <li>1.To be able to:make verbs agree after prepositional phrase</li> <li>2.make verbs agree after expression of quantity</li> <li>3.make inverted verb agree</li> <li>4.make verbs agree after certain words</li> </ol>		Lecturing, Discussion Question-Answer Assignment 2 X 50			0%

7	To use the correct form of the verb	<ol style="list-style-type: none"> <li>1.To be able to: use the correct form of the verb after have</li> <li>2.use the correct form of the verb after be</li> <li>3.use the correct form of the verb after modals</li> </ol>		Discussion Preaching, Question- Answer 2 X 50			0%
8	To use the verbs correctly based on the tenses	<ol style="list-style-type: none"> <li>1.To be able to: use have and have correctly</li> <li>2.use the correct tense with time expressions</li> <li>3.use the correct tense with will and would</li> </ol>		Lecturing, Discussion Question- Answer 2 X 50			0%
9	mid-test			2 X 50			0%
10	To use parallel structure correctly in sentences	<ol style="list-style-type: none"> <li>1.To be able to: use parallel structure with coordinate conjunctions</li> <li>2.use parallel structure with paired conjunctions</li> <li>3.use parallel structure with comparisons</li> </ol>		Lecturing, Discussion Question- Answer 2 X 50			0%
11	To use comparatives and superlatives correctly in , sentences	<ol style="list-style-type: none"> <li>1.To be able to: form comparatives and superlatives</li> <li>2.use comparatives and superlatives</li> <li>3.use the irregular form of comparatives and superlatives</li> </ol>		Lecturing, Discussion Question- Answer 2 X 50			0%
12	To use passive verbs correctly in sentences	<ol style="list-style-type: none"> <li>1.To be able to: use the correct form of the passive</li> <li>2.recognize active and passive meaning</li> <li>3.identify error in using active and passive</li> </ol>		Lecturing, Discussion Question- Answer 2 X 50			0%

13	To use nouns correctly in sentences	<ol style="list-style-type: none"> <li>To be able to: use correct singular or plural noun</li> <li>distinguish countable and uncountable nouns</li> <li>recognize irregular plurals of nouns</li> <li>distinguish the person from the thing</li> </ol>		Lecturing, Discussion Question-Answer 2 X 50			0%
14	To use pronouns correctly in sentences	<ol style="list-style-type: none"> <li>To be able to: distinguish subject and object pronouns</li> <li>distinguish possessive adjectives and pronouns</li> <li>check pronoun reference for agreement</li> </ol>		Lecturing, Discussion Question-Answer 2 X 50			0%
15	To use adjectives and adverbs correctly in sentences	<ol style="list-style-type: none"> <li>To be able to: use basic adjectives and adverbs correctly</li> <li>use adjectives after linking verbs</li> <li>place adjectives and adverbs correctly</li> </ol>		Lecturing, Discussion Question-Answer 2 X 50			0%
16	final test			2 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.

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.