



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
English Pronunciation	7920202057		T=2 P=0 ECTS=3.18	1	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																	
		Dr. Ali Mustofa, S.S., M.Pd.																																	
Learning model	Case Studies																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>				P.O																																
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	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	This subject aims to provide students with knowledge and skills of English Pronunciation. It covers the knowledge and practice of pronouncing the appropriate English sounds, stresses, and intonations used in words, phrases, sentences, and paragraphs in daily conversations. This subject will combine both theoretical and practical classroom activities. All teaching learning activities are conducted through lecturing, drilling, and practice.																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Baker, Ann., and Marshall, Leslie. 2006. Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed). Cambridge: Cambridge University Press. 2. Dauer, Rebecca M. 1992. Accurate English: A Complete Course in Pronunciation . USA: Prentice Hall Regents. 3. O'Connor, J.D. 1980. Better English Pronunciation (2nd ed). Cambridge: Cambridge University Press. 																																					
	Supporters:																																					
Supporting lecturer	Diana Budi Darma, S.S., M.Pd. Dr. Ali Mustofa, S.S., M.Pd. Lina Purwaning Hartanti, S.Pd., M.EIL.																																					
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	To show understanding of the problems in pronunciation	To explain the problems in pronunciation To give examples of the problems in pronunciation	Criteria: Numbers from 0-100	Lecturing, Discussion, Question-Answer 2 X 50			0%
2	To examine how speech organs work in English	To identify how speech organs work in English		Lecturing, Discussion, Question-Answer 2 X 50			0%
3	To use correct pronunciation of friction consonants	To demonstrate the correct pronunciation of friction consonants		Friction Consonants 2 X 50			0%
4	To use correct pronunciation of friction consonants.	To demonstrate the correct pronunciation of friction consonants.		Demonstration, Drilling, Discussion, Question-Answer 2 X 50			0%
5	To use correct pronunciation of stop consonants.	To demonstrate the correct pronunciation of stop consonants.		Demonstration, Drilling, Discussion, Question-Answer, Quiz 1 2 X 50			0%
6	To use correct pronunciation of stop consonants	To demonstrate the correct pronunciation of stop consonants		Demonstration, Drilling, Discussion, Question-Answer, Quiz 1 2 X 50			0%
7	To use correct pronunciation of nasal, lateral, and gliding consonants	To demonstrate the correct pronunciation of nasal, lateral, and gliding consonants		Demonstration, Drilling, Discussion, Question-Answer 2 X 50			0%
8	Mid Term Test	Being able to Pronounce the Words and Sentences as have been studied in 1-7 meetings		Oral Test 2 X 50			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.