	Universitas Negeri Surabaya Faculty of Mathematics and Natural Sciences Bachelor of Science Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
English	8420102185		T=2	P=0	ECTS=3.18	1	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Prof. Dr. Erman, M.Pd.

Learning model	**Case Studies**	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-6	Demonstrate religious and cultural values as well as academic ethics in carrying out their professional-related duties
	PLO-7	Communicate ideas and research results effectively both in oral and written form
	PLO-10	Design, implement, and evaluate science learning using ICT
	PLO-12	Demonstrate basic knowledge of physics, chemistry, and biology
	Program Objectives (PO)	
	PO - 1	Use ICT to find information or examples to study singular-plurals, word order and determiners
	PO - 2	Mastering how to study the application of modals in sentences, tenses and passive voices with example sentences in the context of Science Education
	PO - 3	Analyze subject-verb agreement, gerunds & infinitives on sentences related to the science concept
	PO - 4	Be able to identify adjective clauses and noun clauses
	PO - 5	Able to practice reading skills on reading text, vocabulary, writing and listening practice
	PLO-PO Matrix	

P.O	PLO-6	PLO-7	PLO-10	PLO-12
PO-1				
PO-2				
PO-3				
PO-4				
PO-5				

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																
PO-2																
PO-3																
PO-4																
PO-5																

Short Course Description	This course provides students with basic and intermediate level English skills in reading, writing and listening which supports the competency of prospective science teachers. The scope discussed includes singular-plural in the example of reading texts, word order, determiner, modals, tenses, passive voice, subject-verb agreement, gerunds & infinitives, adjective clauses & adjectives, reading, vocabulary, writing, listening in the form of theory and presentation. Lectures are carried out using learning strategies with direction, text analysis, discussion, assignments (practicing) individually and in groups, and reflection.

References	**Main :**	
	1. Armer, Tamzen. 2011. Cambridge English For Scientist. UK: Cambridge. 2. Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson. 3. Azar, Betty Schrampfer and Stacy Hagen. 2009. Understanding and Using English Grammar Fourth Edition. New York: Pearson. 4. Echols, John. M. dan Hassan Shadily. 2014. Kamus Inggris - Indonesia. Jakarta: Gramedia Pustaka Utama.	
	Supporters:	
Supporting lecturer	An Nuril Maulida Fauziah, S.Pd., M.Pd. Enny Susiyawati, S.Si., M.Sc., M.Pd., Ph.D. Dhita Ayu Permata Sari, S.Pd., M.Pd. Aris Rudi Purnomo, S.Si., M.Pd., M.Sc. Wahyu Budi Sabtiawan, S.Si., M.Pd.,M.Sc.	

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	1. Utilizing ICT to find information or examples to study singular-plural, word order and determiner. 2. Examining singular-plural, word order and determiner accompanied by the application of basic sentence patterns in the context of science. 3. Responsible for self-learning, assignments, and agreements with colleagues.	Able to study singular-plural, word order and determiner based on developments in science and technology and the field of science education	**Criteria:** Attached to the Sub Summative Exam Assessment Instrument Rubric. **Form of Assessment** : Participatory Activities, Tests	Lectures, discussions and assignments 2 X 50		**Material:** singular-plural, word order and determiner **References:** *Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.* **Material:** singular-plural, word order and determiner **References:** *Armer, Tamzen. 2011. Cambridge English For Scientists. UK: Cambridge.*	5%
2	1. Utilizing ICT to find information or examples to study singular-plural, word order and determiner. 2. Examining singular-plural, word order and determiner accompanied by the application of basic sentence patterns in the context of science. 3. Responsible for self-learning, assignments, and agreements with colleagues.	Able to study singular-plural, word order and determiner based on developments in science and technology and the field of science education	**Criteria:** Attached to the Sub Summative Exam Assessment Instrument Rubric. **Form of Assessment** : Participatory Activities	Lectures, discussions and assignments 2 X 50		**Material:** singular-plural, word order and determiner **References:** *Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.* **Material:** singular-plural, word order and determiner **References:** *Armer, Tamzen. 2011. Cambridge English For Scientists. UK: Cambridge.*	5%

3	1. Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. 2. Examining examples of the use of modals in the context of science. 3. Responsible for self-learning, assignments, and agreements with colleagues.	Mastering how to study examples of the use of modals with example sentences in a science context.	**Criteria:** Attached to the Sub Summative Exam Assessment Instrument Rubric. **Form of Assessment** : Participatory Activities, Tests	Lectures, discussions and assignments 2 X 50		**Material:** modals **References:** *Armer, Tamzen. 2011. Cambridge English For Scientists. UK: Cambridge.* **Material:** modals **Bibliography:** *Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.*	5%
4	1. Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. 2. Examining tenses and their application in sentences. 3. Responsible for self-learning, assignments, and agreements with colleagues.	Compose sentences that contain tense applications related to science concepts	**Criteria:** Attached to the Sub Summative Exam Assessment Instrument Rubric. **Form of Assessment** : Participatory Activities	Lectures, discussions and assignments 2 X 50		**Material:** Tenses **Literature:** *Armer, Tamzen. 2011. Cambridge English For Scientists. UK: Cambridge.* **Material:** Tenses **Literature:** *Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.*	5%
5	1. Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. 2. Examining tenses and their application in sentences. 3. Responsible for self-learning, assignments, and agreements with colleagues.	Compose sentences that contain tense applications related to science concepts	**Criteria:** Attached to the Sub Summative Exam Assessment Instrument Rubric. **Form of Assessment** : Test	Lectures, discussions and assignments 2 X 50		**Material:** Tenses **Literature:** *Armer, Tamzen. 2011. Cambridge English For Scientists. UK: Cambridge.* **Material:** Tenses **Literature:** *Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.*	5%

6	1. Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. 2. Identify English structural patterns related to passive voice. 3. Responsible for self-learning, assignments, and agreements with colleagues.	Able to provide examples of the use of English grammar related to passive voice	**Criteria:** Attached to the Sub Summative Exam Assessment Instrument Rubric. **Form of Assessment** : Participatory Activities	Lectures, discussions and assignments 2 X 50		**Material:** passive voice **Reader:** *Armer, Tamzen. 2011. Cambridge English For Scientists. UK: Cambridge.* **Material:** passive voice **Readers:** *Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.*	5%
7	1. Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. 2. Understand English structure patterns related to Subject-Verb Agreement and Gerunds & Infinitives. 3. Responsible for self-learning, assignments, and agreements with colleagues.	1. Identify English structure patterns related to Subject-Verb Agreement and Gerunds & Infinitives 2. Provide examples of the use of English Grammar related to Subject-Verb Agreement and Gerunds & Infinitives	**Criteria:** Attached to the Sub Summative Exam Assessment Instrument Rubric. **Form of Assessment** : Participatory Activities, Tests	Lectures, discussions and assignments 2 X 50		**Material:** Subject-Verb Agreement and Gerunds & Infinitives **References:** *Armer, Tamzen. 2011. Cambridge English For Scientists. UK: Cambridge.* **Material:** Subject-Verb Agreement and Gerunds & Infinitives **References:** *Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.*	5%

8	-	1. Able to review singular-plural, word order and determiner based on developments in science and technology and the field of science education. 2. Mastering how to study modals, tenses, passive voice with example sentences in a science context. 3. Analyzing subject-verb agreement, gerunds & infinitive, adjective clause & adjective, noun clause related to the text	**Criteria:** Attached to the Sub Summative Exam Assessment Instrument Rubric. **Form of Assessment** : Test	Test (Midterm Exam) 2 X 50		**Material:** singular-plural, word order, determiner, modals, tenses, passive voice, subject-verb agreement, gerunds & infinitive **Reader:** *Armer, Tamzen. 2011. Cambridge English For Scientists. UK: Cambridge.* **Material:** singular-plural, word order, determiner, modals, tenses, passive voice, subject-verb agreement, gerunds & infinitive **Reader:** *Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.*	0%
9	1. Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. 2. Examining Vocabulary items & References in the context of science. 3. Responsible for self-learning, assignments, and agreements with colleagues.	Able to identify Vocabulary items & Reference items in written discourse in the context of science.	**Criteria:** Attached to the Summative Exam Assessment Instrument Rubric. **Form of Assessment** : Test	Lectures, discussions and assignments 2 X 50		**Material:** Vocabulary items & Reference items **Reader:** *Armer, Tamzen. 2011. Cambridge English For Scientists. UK: Cambridge.* **Material:** Vocabulary items & Reference items **Bibliography:** *Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.*	5%

10	1. Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. 2. Examining Main ideas & Organization of ideas in written discourse in the context of science. 3. Responsible for self-learning, assignments, and agreements with colleagues.	Able to identify Topic, Main Ideas, & Supporting sentences in written discourse in the context of science.	**Criteria:** Attached to the Summative Exam Assessment Instrument Rubric. **Form of Assessment** : Test		Case method 2 X 50	**Material:** Topic, Main Ideas, & Supporting sentences **Reference:** *Armer, Tamzen. 2011. Cambridge English For Scientists. UK: Cambridge.* **Material:** Topic, Main Ideas, & Supporting sentences **References:** *Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.*	15%
11	1. Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. 2. Examining Main ideas & Organization of ideas in written discourse in the context of science. 3. Responsible for self-learning, assignments, and agreements with colleagues.	Able to identify Topic, Main Ideas, & Supporting sentences in written discourse in the context of science.	**Criteria:** Attached to the Summative Exam Assessment Instrument Rubric. **Form of Assessment** : Participatory Activities		Case method 2 X 50	**Material:** Topic, Main Ideas, & Supporting sentences **Reference:** *Armer, Tamzen. 2011. Cambridge English For Scientists. UK: Cambridge.* **Material:** Topic, Main Ideas, & Supporting sentences **References:** *Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.*	10%

12	1. Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. 2. Compose simple sentences and paragraphs with various types of topic sentences that are appropriate to the science context. 3. Responsible for self-learning, assignments, and agreements with colleagues.	Compose simple sentences and paragraphs with various types of topic sentences that are appropriate to the science context	**Criteria:** Attached to the Summative Exam Assessment Instrument Rubric. **Form of Assessment** : Participatory Activities, Tests		Case method 2 X 50	**Material:** topic sentence **Bibliography:** *Armer, Tamzen. 2011. Cambridge English For Scientists. UK: Cambridge.* **Material:** topic sentence **Bibliography:** *Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.*	10%
13	1. Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. 2. Compose simple sentences and paragraphs with various types of topic sentences that are appropriate to the science context. 3. Responsible for self-learning, assignments, and agreements with colleagues.	Compose simple sentences and paragraphs with various types of topic sentences that are appropriate to the science context	**Criteria:** Attached to the Summative Exam Assessment Instrument Rubric. **Form of Assessment** : Participatory Activities, Tests		Case method 2 X 50	**Material:** topic sentence **Bibliography:** *Armer, Tamzen. 2011. Cambridge English For Scientists. UK: Cambridge.* **Material:** topic sentence **Bibliography:** *Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.*	10%
14	1. Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. 2. Understand the content of a monologue (Talk) in the context of science. 3. Responsible for self-learning, assignments, and agreements with colleagues.	Determine important information and main ideas from a monologue in English with a science context.	**Criteria:** Attached to the Summative Exam Assessment Instrument Rubric. **Form of Assessment** : Participatory Activities, Tests		Case method 2 X 50	**Material:** main idea of a monologue in English Reader **:** *Armer, Tamzen. 2011. Cambridge English For Scientists. UK: Cambridge.* **Material:** main idea from a monologue in English. **Reader:** *Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.*	5%

15	1. Utilizing science and technology to obtain information and data on English language studies in the field of science as well as the means to communicate it. 2. Understand the content of a monologue (Talk) in the context of science. 3. Responsible for self-learning, assignments, and agreements with colleagues.	Determine important information and main ideas from a monologue in English with a science context.	**Criteria:** Attached to the Summative Exam Assessment Instrument Rubric. **Form of Assessment** : Participatory Activities, Tests		Case method 2 X 50	**Material:** main idea of a monologue in English Reader **:** *Armer, Tamzen. 2011. Cambridge English For Scientists. UK: Cambridge.* **Material:** main idea from a monologue in English. **Reader:** *Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.*	10%
16	-	Determine important information and main ideas from a monologue in English with a science context.	**Criteria:** Attached to the Summative Exam Assessment Instrument Rubric. **Form of Assessment** : Test	Test 2 X 50		**Material:** main idea of a monologue in English Reader **:** *Armer, Tamzen. 2011. Cambridge English For Scientists. UK: Cambridge.* **Material:** main idea from a monologue in English. **Reader:** *Azar, Betty Schrampfer and Stacy Hagen. 2014. Basic English Grammar Fourth Edition. New York: Pearson.*	0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	50%
		100%

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** 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.
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.