



**Universitas Negeri Surabaya  
Faculty of Vocational Studies  
D4 Public Administration 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>																																	
English	xx63401030237		T=0 P=0 ECTS=0	5	July 17, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																	
	.....		.....		Dr. Weni Rosdiana, S.Sos., M.AP.																																	
<b>Learning model</b>	<b>Case Studies</b>																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																					
	<b>PLO-6</b>	Contribute to improving the quality of life in society, nation and state and the progress of civilization based on Pancasila																																				
	<b>PLO-15</b>	Mastering knowledge about the concepts and practices of information management, information technology system-based services and scientific writing																																				
	<b>Program Objectives (PO)</b>																																					
	<b>PLO-PO Matrix</b>																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 10%;">P.O</td> <td style="width: 10%;">PLO-6</td> <td style="width: 10%;">PLO-15</td> <td colspan="3"></td> </tr> </table>					P.O	PLO-6	PLO-15																													
P.O	PLO-6	PLO-15																																				
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	This course equips students with language skills and components at a basic (pre-intermediate) level. This course also introduces standardized tests which include training in reading skills, listening comprehension and grammar and vocabulary which are aimed at preparing for the test. International standard English. All lecture activities will be presented by means of lectures and discussions.																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Sharpe, Pamela. J. 2003. How to prepare for the TOEFL. Barron 19s Educational Series. NY</li> <li>2. Official Guide to the TOEFL Test With CD-ROM, 4th Edition (Official Guide to the Toefl Ibt). McGraw-Hill. USA. 4. Phillips, Deborah. 2001. Longman Introductory Course for the TOEFL Test: iBT, 2nd ed. Pearson Education. NY</li> <li>3. Worcester, Adam, et al. 2008. Building Skill for the TOEFL iBT: Beginning. Compass Publishing.</li> <li>4. Cullen, Pauline, et al. 2014. The Official Cambridge Guide to IELTS Student's Book With Answers with DVD-ROM. Oxford University Press.</li> <li>5. Parthare, Emma; Parthare, Gary; May, Peter. 2013. Headway Academic Skills IELTS Study Skills Edition: Level 1 Student's Book. Oxford University Press. 8. Loughheed, Lin. 2007. Longman Preparation Series for the TOEIC Test: Listening and Reading, 5th Edition. Pearson Education. NY</li> <li>6. Bukuyang disusun oleh Tim Mata Kuliah Bahasa Inggris</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Henny Dwi Iswati, S.S., M.Pd. Dr. Haryo Kunto Wibisono, S.AP., M.AP. Noviyanti, S.AP., M.AP. Arieviana Ayu Laksmi, S.T., M.B.A. Astrid Amidiaputri Hasyiyati, SH., M.Kn.																																					
<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	Understanding the ins and outs of the English Standardized Test Understanding English structure patterns related to Part Of Speech & Singular-Plural Forms (Count-Uncount) - Identifying pictures based on Listening recordings	Students are able to: Differentiate the types of English Standardized Test Understand the importance of the English Standardized Test Identify English structural patterns related to Part Of Speech & Singular-Plural Forms (Count-Uncount) Give examples of the use of English Grammar related to Part Of Speech & Singular -Plural Forms (Count-Uncount) Identify images based on Listening recordings	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Lectures, Discussions 3 X 50			5%
2	Understand English structure patterns related to Word Order and Determiners. Understand the content of short conversations about Topics & Details	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		Lectures, Discussions 3 X 50			0%
3	Understand English structure patterns related to Reflexive And Emphatic Pronouns and Modals Understand the content of short conversations about Reversals & Problems	Identifying English structure patterns related to Reflexive And Emphatic Pronouns and Modals Providing examples of the use of English Grammar related to Reflexive And Emphatic Pronouns and Modals Identifying final decisions and problems in a short conversation	<b>Form of Assessment :</b> Participatory Activities	Lectures, Discussions 3 X 50			5%
4	Understand English structure patterns related to Causative and Subjunctive. Understand the content of short conversations about Idioms & Emotions	Identifying English structure patterns related to Causative and Subjunctive Providing examples of the use of English Grammar related to Causative and Subjunctive Identifying the meaning of idioms and feelings or emotions contained in a short conversation		Lectures, Discussions 3 X 50			5%
5	Understand English structure patterns related to Tenses (Active) and Passive Voice Understand the content of short conversations about Suggestions & Assumptions	Identifying English structure patterns related to Tenses (Active) and Passive Voice. Providing examples of the use of English Grammar related to Tenses (Active) and Passive Voice. Identifying suggestions and assumptions contained in a short conversation.		Lectures, Discussions 3 X 50			5%

6	Understand English structure patterns related to Subject-Verb Agreement and Gerunds & Infinitives Understand the content of long conversations (longer dialogue) about life on campus and outside campus	Identify English structure patterns related to Subject-Verb Agreement and Gerunds & Infinitives Provide examples of the use of English Grammar related to Subject-Verb Agreement and Gerunds & Infinitives Determine detailed information contained in a rather long conversation	<b>Form of Assessment :</b> Participatory Activities	Lectures, Discussions 3 X 50			10%
7	English structures related to Adjective Clause & Adjective and Noun Clause Understanding the content of monologues (General Talks)	Identify English structure patterns related to Adjective Clause & Adjective and Noun Clause Provide examples of the use of English Grammar related to Adjective Clause & Adjective and Noun Clause Determine detailed information contained in a monologue	<b>Form of Assessment :</b> Participatory Activities	Lectures, Discussions 3 X 50			5%
8			<b>Forms of Assessment :</b> Participatory Activities, Practice/Performance, Tests				14%
9	Understanding English Grammar related to Adverb Clauses & Parallel Structure Identifying Main Idea/Topic, Main Purpose, Organization of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse	Explaining English Grammar related to Adverb Clauses & Parallel Structure Providing examples of the use of English Grammar related to Adverb Clauses & Parallel Structure Solving English Grammar questions related to Adverb Clauses & Parallel Structure Identifying Main Idea/Topic, Main Purpose, Organization Of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse Solve Reading Comprehension questions related to Main Idea/Topic, Main Purpose, Organization Of Ideas, Tone, Previous/Following Paragraph Questions in a written discourse	<b>Form of Assessment :</b> Participatory Activities	Lectures, Discussions 3 X 50			0%

10	Understanding English grammar related to Conditional Sentences & Comparison Identifying Inference, Purpose, Details, Negative And Line Items in written discourse	Explaining English Grammar related to Conditional Sentences & Comparison Providing examples of the use of English Grammar related to Conditional Sentences & Comparison Solving English Grammar questions related to Conditional Sentences & Comparison Identifying Inference, Purpose, Details, Negative And Line Items in a written discourse Solve Reading Comprehension questions related to Inference, Purpose, Details, Negative And Line Items in a written discourse	<b>Form of Assessment :</b> Participatory Activities	Lectures, Discussions 3 X 50			5%
11	Understand English Grammar material that has been taught at meetings 1 to 10 Identifying Vocabulary Items & Reference Items in written discourse	Explaining the English Grammar material that was taught at meetings 1 to 10. Solving questions about the English Grammar material taught at meetings 1 to 10. Identifying Vocabulary Items & Reference Items in a written discourse	<b>Form of Assessment :</b> Participatory Activities	Lectures, Discussions 3 X 50			5%
12	Understanding English Grammar material Understanding Reading Comprehension material Understanding Listening Comprehension material	Explaining the English material that has been taught. Solving the questions on the English Grammar material that have been taught. Solving the questions on the Reading Comprehension material that have been taught. Solving the questions on the Listening Comprehension material that has been taught.	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Lectures, Discussions 3 X 50			5%
13	Understanding English Grammar material Understanding Reading Comprehension material Understanding Listening Comprehension material	Explaining the English material that has been taught. Solving the questions on the English Grammar material that have been taught. Solving the questions on the Reading Comprehension material that have been taught. Solving the questions on the Listening Comprehension material that has been taught.	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Lectures, Discussions 3 X 50			5%

14	Understanding English Grammar material Understanding Reading Comprehension material Understanding Listening Comprehension material	Explaining the English material that has been taught. Solving the questions on the English Grammar material that have been taught. Solving the questions on the Reading Comprehension material that have been taught. Solving the questions on the Listening Comprehension material that has been taught.	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Lectures, Discussions 3 X 50			5%
15	Understanding English Grammar material Understanding Reading Comprehension material Understanding Listening Comprehension material	Explaining the English material that has been taught. Solving the questions on the English Grammar material that have been taught. Solving the questions on the Reading Comprehension material that have been taught. Solving the questions on the Listening Comprehension material that has been taught.	<b>Forms of Assessment :</b> Participatory Activities, Practice/Performance, Tests	Lectures, Discussions 3 X 50			5%
16	Understanding English Grammar material Understanding Reading Comprehension material Understanding Listening Comprehension material	Explaining the English material that has been taught. Solving the questions on the English Grammar material that have been taught. Solving the questions on the Reading Comprehension material that have been taught. Solving the questions on the Listening Comprehension material that has been taught.	<b>Form of Assessment :</b> Test	Lectures, Discussions 3 X 50			30%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	46.34%
2.	Practice / Performance	16.34%
3.	Test	36.34%
		99.02%

#### 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** 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.
- 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.

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.