MINISTRY OF HIGHER EDUCATION, SCIENCE, AND TECHNOLOGY
UNIVERSITAS NEGERI SURABAYA
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
UNDERGRADUATE PROGRAM OF MATHEMATICS EDUCATION
Ketintang Campus, Jalan Ketintang, C8 C9 Building, Surabaya 60231
Phone: +62 895335466373, email: s1-pmat@unesa.ac.id
Website: https://pendidikan-matematika.fmipa.unesa.ac.id/

Module Name:	English Bahasa Inggris
Module Level:	Sarjana (S-1) / Undergraduate
Abbreviation, if applicable:	1000002177
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/ term:	1 / First year
Module Coordinator(s):	MBKM Team (Tim MBKM)
Lecturer(s):	MBKM Team (Tim MBKM)
Language:	English and Indonesian
Classification within the curriculum:	Compulsory course~~/elective studies~~
Teaching format/class hours per week during the semester	Teaching format: fully online guided practice, collaborative learning, quizzes, project-based activities, and individual study 2 x 170 minutes = 340 minutes = 5.6 hours

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Workload:	16 weeks per semester consisting of: • 1 hour lectures (1 x 50 minutes) per week, • 1 hour assignments (1 x 60 minutes) per week, ➢ 1 hour individual study (1 x 60 minutes) per week, Total workload : 16x2x170 minutes = 5,440 minutes = 90.67 hours=3.18 ECTS*
Credit Point:	2
Requirements:	N/A
Learning Goals :	**PLO-1** : Able to demonstrate religious, national and cultural values, and academic ethics in carrying out their duties **PLO-2** : Demonstrate resilient, collaborative, adaptive, innovative and inclusive character, lifelong learning, and an entrepreneurial spirit **PLO-3** : Develop logical, critical, systematic and creative thinking in carrying out specific work in the field of expertise and in accordance with the work competency standards in the relevant field **PLO-4** : Develop oneself continuously and collaborate **CLO-1** : Apply responsibility, discipline, honesty, and academic ethics in using information and sources, and show awareness of national values in completing English tasks and assessments **CLO-2** : Apply TOEFL-like strategies in Listening Comprehension, Structure and Written Expression, and Reading Comprehension accurately, independently, and adaptively **CLO-3** : Analyse simple academic texts related to the Sustainable Development Goals (SDGs) logically, critically, and systematically by applying academic reading strategies (predicting content, identifying main ideas, supporting information, simple organisational patterns, and author's purpose) and responding based on information in the text **CLO-4** : Write academic summaries and communicate understanding of SDG-related academic texts relevant to their field of study through collaborative digital video presentations, using feedback and reflection for continuous academic development
Content:	This course equips undergraduate students with fundamental English

<table>
<tr><td></td><td>competencies to support their academic learning and professional development in higher education. It is organised into two integrated phases. The first phase focuses on TOEFL-like test preparation through strategy-based instruction and guided practice in Listening Comprehension, Structure and Written Expression, and Reading Comprehension. The second phase develops foundational academic reading skills through texts related to the Sustainable Development Goals (SDGs): previewing and predicting, identifying main ideas, supporting information, basic text organisation and author’s purpose, giving simple responses based on textual information, writing concise academic summaries, and communicating understanding through collaborative digital video presentations. The course is delivered fully online and also promotes logical and critical thinking, academic integrity, digital literacy, collaboration, adaptability, responsibility, and lifelong learning.</td></tr>
<tr><td>Study/ exam achievements</td><td>

Students are considered competent and pass if the final score is at least 55 or C.
Final score is calculated as follows:

<table>
<tr><th>Week</th><th>Course Learning Outcomes (CLO)</th><th>Programme Learning Outcomes (PLO)</th><th>Evaluation (%)</th></tr>
<tr><td>1</td><td>CLO-2</td><td>PLO-2</td><td>5</td></tr>
<tr><td>2</td><td>CLO-2</td><td>PLO-2</td><td>5</td></tr>
<tr><td>3</td><td>CLO-2</td><td>PLO-2</td><td>5</td></tr>
<tr><td>4</td><td>CLO-2</td><td>PLO-2</td><td>5</td></tr>
<tr><td>5</td><td>CLO-2</td><td>PLO-2</td><td>5</td></tr>
<tr><td>6</td><td>CLO-2</td><td>PLO-2</td><td>5</td></tr>
<tr><td>7</td><td>CLO-2</td><td>PLO-2</td><td>4</td></tr>
<tr><td>8</td><td>CLO-2</td><td>PLO-2</td><td>15</td></tr>
<tr><td>9</td><td>CLO-3</td><td>PLO-3</td><td>4</td></tr>
<tr><td>10</td><td>CLO-3</td><td>PLO-3</td><td>5</td></tr>
<tr><td>11</td><td>CLO-3</td><td>PLO-3</td><td>4</td></tr>
<tr><td>12</td><td>CLO-3</td><td>PLO-3</td><td>5</td></tr>
<tr><td>13</td><td>CLO-1</td><td>PLO-1</td><td>4</td></tr>
<tr><td>14</td><td>CLO-4</td><td>PLO-4</td><td>10</td></tr>
<tr><td>15</td><td>CLO-3</td><td>PLO-3</td><td>4</td></tr>
<tr><td>16</td><td>CLO-3</td><td>PLO-3</td><td>15</td></tr>
</table>

Final index is defined as follow:

</td></tr>
</table>

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	<table><tr><th>Index</th><th>Converted Score</th><th>Score Range</th></tr><tr><td>A</td><td>4.00</td><td>$85 \leq A \leq 100$</td></tr><tr><td>A-</td><td>3.75</td><td>$80 \leq A- < 85$</td></tr><tr><td>B+</td><td>3.50</td><td>$75 \leq B+ < 80$</td></tr><tr><td>B</td><td>3.00</td><td>$70 \leq B < 75$</td></tr><tr><td>B-</td><td>2.75</td><td>$65 \leq B- < 70$</td></tr><tr><td>C+</td><td>2.50</td><td>$60 \leq C+ < 65$</td></tr><tr><td>C</td><td>2.00</td><td>$55 \leq C < 60$</td></tr><tr><td>D</td><td>1.00</td><td>$40 \leq D < 55$</td></tr><tr><td>E</td><td>0.00</td><td>$0 \leq E < 40$</td></tr></table>
Forms of Media	Fully online delivery through an online learning platform; digital slides, audio/video materials, and digital presentation tools (Canva)
Literature	1. Iswati, H.D., Anam, S., & Asningtias, S. (2024). English for Higher Education. Surabaya: Penerbit Airlangga. 2. Educational Testing Service. (n.d.). TOEFL ITP® test content. https://www.ets.org/toefl/itp/test-content.html 3. Educational Testing Service. (n.d.). Prepare for the TOEFL ITP® tests. https://www.ets.org/toefl/itp/prepare.html 4. Phillips, D. (2001). Longman complete course for the TOEFL test: Preparation for the computer and paper tests. Pearson Education. 5. Columbia College. (n.d.). Finding the main idea. https://www.ccis.edu/academic-resources/main-idea 6. Cuesta College. (n.d.). Reading comprehension: Main idea and supporting details. https://www.cuesta.edu/student-support/ssc/study-guides/reading-comp/307-read-main-idea.html 7. British Council. (n.d.). Reading. https://learnenglish.britishcouncil.org/free-resources/reading 8. Purdue Online Writing Lab. (n.d.). Quoting, paraphrasing, and summarizing. https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html 9. Purdue Online Writing Lab. (n.d.). Paragraphs and paragraphing. https://owl.purdue.edu/owl/general_writing/academic_writing/paragraphs_and_paragraphing/index.html 10. Baldwin, A. (2023). College success concise. OpenStax, Rice University. 11. United Nations. (n.d.). The 17 Sustainable Development Goals. https://sdgs.un.org/goals 12. Canva Design School. (n.d.). Presenting in Canva.
Note	Based on the regulation of the minister of education and culture of Indonesia number 3 of 2020 concerning national higher education standards, it is state 1 CU equals to 170 minutes per week. Therefore, in one semester (16 weeks, including midterm a final exam) 1 CU = 170 X 16 = 2.720 minutes or 45.3 hours.

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	Therefore, workhours in 144 CU x 45.3 hours = 6.523,2 hours. Unesa decided that 1 ECTS with 144 CU, 6.523,2/229 ECTS = 28.48 hours, so that 1 CU = 1.59 ECTS