



**UNIVERSITAS NEGERI SURABAYA
FACULTY OF LANGUAGES AND ART
ENGLISH LITERATURE STUDY PROGRAM**

**Document
Code**

LESSON PLAN

Course	Course Code	Course Cluster	Credit (sks)		Semester	Compilation Date
Essential Speaking Skill		English Skills	T = 1	P = 2	1	10 September 2022
AUTHORIZATION		Lesson Plan Developer	Course Cluster Coordinator			Head of Study Programme
		Asrori	Asrori			Dr. Himawan Adi Negoro
Capaian Pembelajaran (CP)	Programme Learning Outcomes (PLO)-Study Programme imposed on courses					
	PLO-10	Demonstrate skills in leadership and collaboration.				
	PLO-11	Demonstrate awareness of academic values, ethics and norms.				
	PLO-12	Show the characters of religious, smart, independent, honest, caring and strong.				
	Course Learning Outcomes (CLO)					
	CLO-1	Appreciate cultural diversities, views, and beliefs, as well as internalize academic values, norms and ethics when communicate with others .				
	CLO-2	Apply logical, critical, systematic, and innovative thinking to respond information from assigned readings and social issues.				
CLO-3	Participate actively in whole class and small group discussions by using social courtesies specific to group discussion, including: turn taking, listening to the speaker; making connections with the speaker; interrupting and responding appropriately, coping with disagreements and use a variety of appropriate verbal and non-verbal features which are equivalent to the intermediate levels of work to gain and regain attention, communicate ideas, cope with					

		disagreements and obtain feedback.
	CLO-4	Use graphic organisers to visualise the relationships between ideas, use search engines effectively to find support for opinions, and give oral presentations to a small audience.
	Lesson Learning Outcomes (LLO)	
	LLO 1	Being able to appreciate cultural diversities, views, and beliefs, as well as internalize academic values, norms and ethics when communicate with others .
	LLO 2	Being able to apply logical, critical, systematic, and innovative thinking to respond information from assigned readings and social issues.
	LLO 3	Being able to participate actively in whole class and small group discussions by using social courtesies specific to group discussion
	LLO 4	Being able to use graphic organisers to visualise the relationships between ideas, use search engines effectively to find support for opinions, and give oral presentations to a small audience
Brief description of the course	This course expose students to university classroom behaviors and daily interactions, including introductions, asking and answering questions, and interacting in basic conversation at pre-intermediate level. It also prepares students to participate actively in whole class and small group discussions by using social courtesies specific to group discussion, including: turn taking, listening to the speaker; making connections with the speaker; interrupting and responding appropriately, coping with disagreements and use a variety of appropriate verbal and non-verbal features which are equivalent to the intermediate levels of work to gain and regain attention, communicate ideas, cope with disagreements and obtain feedback. The topics in this course are introduced via articles which model academic rhetoric, provide topic-specific information, and contextualize language targets. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answer.	
Study Materials: Learning Materials	<ol style="list-style-type: none"> 1. Overview of the course, Group Discussion 2. Group discussion, problem solving, and analytical skills 3. Group discussion, problem solving, and analytical skills. 4. The affinity diagram and language functions. 5. The affinity diagram and language functions 6. The affinity diagram and language functions 7. The affinity diagram and language functions. 8. Decided topics 	

References		Main Reference					
		1. Kirkpatrick, B. 2004. <i>English for Social Interactions: Social Expressions</i> . Singapore: Learners Publishing, Ltd. 2. Learning Express. 2005. <i>Reasoning Skills Success in 20 Minutes A Day</i> . Learning Express, LLC. New York. 3. Denison, Charis. The Daily Dilemma. Available at http://www.goodcharacter.com/dilemma/dilemma8.html					
		Supplementary Reading					
		1. Gibson, Jamie. Elementary Problem Solving Manual. 2014. Available at http://www.jefferson.kyschools.us/Departments/AcademicsActivitiesAthletics/ProblemSolvingElem.pdf 2. 5. Ur, Penny. 1981. <i>Discussions That Work: Task-Centered Fluency Practice</i> . Cambridge ; New York : Cambridge University Press					
Lecturers		1. Asrori, SS., M.Pd. 2. Sueb, S.Pd., M.Pd. 3. Sumarniningsih, S.Pd., M.Pd. 4. Lisetyo Ariyanti, SS., M.Pd					
Matakuliah syarat		-					
Meeting-	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	To understand the concept of group discussion	To be able to: 1. explain the types of discussion 2. discuss the ways of organizing groupdiscussion	spoken	2x50 • Small Group Discussion, • lecturing, • question and answer Assignment		1. Kirkpatrick, B. 2004. <i>English for Social Interactions: Social Expressions</i> . Singapore: Learners Publishing, Ltd.	3%

		<ol style="list-style-type: none"> 3. identify the task of each role in a group discussion 4. explain the discussion etiquette 				<ol style="list-style-type: none"> 2. Learning Express. 2005. <i>Reasoning Skills Success in 20 Minutes A Day</i>. Learning Express, LLC. New York. 3. Denison, Charis. <i>The Daily Dilemma</i>. Available at http://www.goodcharacter.com/dilemma/dilemma8.html 	
2	Group discussion, problem solving, and analytical skills	<ol style="list-style-type: none"> 1. demonstrate the stages of solving a problem• 2. demonstrate problem-solving skills in a group discussion• 3. develop analytical and problem-solving skills 	Spoken	2x50 <ul style="list-style-type: none"> • Small Group Discussion, • lecturing, • question and answer Assignment 		<ol style="list-style-type: none"> 1. Kirkpatrick, B. 2004. <i>English for Social Interactions: Social Expressions</i>. Singapore: Learners Publishing, Ltd. 2. Learning Express. 2005. <i>Reasoning Skills Success in 20 Minutes A Day</i>. Learning Express, LLC. New York. 3. Denison, Charis. <i>The Daily Dilemma</i>. Available at http://www.goodcharacter.com/dilemma/dilemma8.html 	3%
3	Decision making skills and language functions	<ol style="list-style-type: none"> 1. employ the theory of decision making• 	Spoken	2x50 <ul style="list-style-type: none"> • Small Group Discussion, • lecturing, • question and answer 		<ol style="list-style-type: none"> 1. Kirkpatrick, B. 2004. <i>English for Social Interactions: Social Expressions</i>. 	3%

		<ol style="list-style-type: none"> 2. identify the key steps in decision making• 3. identify some common cognitive biases• 4. use the correct language functions needed in a group discussion 		Assignment		<p>Singapore: Learners Publishing, Ltd.</p> <ol style="list-style-type: none"> 2. Learning Express. 2005. <i>Reasoning Skills Success in 20 Minutes A Day</i> . Learning Express, LLC. New York. 3. Denison, Charis. <i>The Daily Dilemma</i>. Available at http://www.goodcharacter.com/dilemma/dilemma8.html 	
4	The affinity diagram and language functions	<ol style="list-style-type: none"> 1. apply the procedure of affinity diagram in a group discussion 2. list the ideas of given topic 3. classify the ideas of given topic 4. highlight ideas in depth 5. take part in a group discussion 6. use the correct language functions needed 	Spoken	<p>2x50</p> <ul style="list-style-type: none"> • Small Group Discussion, • lecturing, • question and answer <p>• Project Based Learning (Giving essential questions, find the references for group discussion, having a group discussion and presentation</p> <p>Assignment</p> <ul style="list-style-type: none"> • have a group discussion • Listing the ideas of given topic • Classifying the ideas 		<ol style="list-style-type: none"> 1. Kirkpatrick, B. 2004. <i>English for Social Interactions: Social Expressions</i> . Singapore: Learners Publishing, Ltd. 2. Learning Express. 2005. <i>Reasoning Skills Success in 20 Minutes A Day</i> . Learning Express, LLC. New York. 3. Denison, Charis. <i>The Daily Dilemma</i>. Available at http://www.goodcharacter.com/dilemma/dilemma8.html 	3%

				<ul style="list-style-type: none"> of given topic • Highlighting ideas in depth • Taking part in a group discussion • Using the correct language functions needed 			
5	The affinity diagram and language functions	<ol style="list-style-type: none"> 1. apply the procedure of affinity diagram in a group discussion 2. list the ideas of given topic 3. classify the ideas of given topic 4. highlight ideas in depth 5. take part in a group discussion 6. use the correct language functions needed 	Spoken	<p>2x50</p> <ul style="list-style-type: none"> • Small Group Discussion, • lecturing, • question and answer • Project Based Learning (Giving essential questions, find the references for group discussion, having a group discussion and presentation <p>Assignment</p> <ul style="list-style-type: none"> • have a group discussion • Listing the ideas of given topic • Classifying the ideas of given topic • Highlighting ideas in depth • Taking part in a group 		<ol style="list-style-type: none"> 1. Kirkpatrick, B. 2004. <i>English for Social Interactions: Social Expressions</i>. Singapore: Learners Publishing, Ltd. 2. Learning Express. 2005. <i>Reasoning Skills Success in 20 Minutes A Day</i>. Learning Express, LLC. New York. 3. Denison, Charis. The Daily Dilemma. Available at http://www.goodcharacter.com/dilemma/dilemma8.html 	3%

				<ul style="list-style-type: none"> discussion Using the correct language functions needed 			
6	The T-chart and language functions	<ol style="list-style-type: none"> 1. apply the procedure of T-chart diagram in a group discussion 2. choose the ideas to compare 3. discuss ideas in depth 4. compare issues related the ideas discussed 5. Take part in a group discussion 6. use the correct language functions needed 	Spoken	2x50 <ul style="list-style-type: none"> - Small Group Discussion, - lecturing, - question and answer - Assignment 		<ol style="list-style-type: none"> 1. Kirkpatrick, B. 2004. <i>English for Social Interactions: Social Expressions</i>. Singapore: Learners Publishing, Ltd. 2. Learning Express. 2005. <i>Reasoning Skills Success in 20 Minutes A Day</i>. Learning Express, LLC. New York. 3. Denison, Charis. <i>The Daily Dilemma</i>. Available at http://www.goodcharacter.com/dilemma/dilemma8.html 	3%
7	The T-chart and language functions	<ol style="list-style-type: none"> 1. apply the procedure of T-chart diagram in a group discussion 2. choose the ideas to compare 3. discuss ideas in depth 4. compare issues related the ideas discussed 5. Take part in a group discussion 	Spoken	2x50 <ul style="list-style-type: none"> • Small Group Discussion, • lecturing, • question and answer Assignment		<ol style="list-style-type: none"> 1. Kirkpatrick, B. 2004. <i>English for Social Interactions: Social Expressions</i>. Singapore: Learners Publishing, Ltd. 2. Learning Express. 2005. <i>Reasoning Skills Success in 20 Minutes A Day</i>. Learning Express, LLC. New York. 3. Denison, Charis. <i>The Daily Dilemma</i>. 	3%

		6. use the correct language functions needed				Available at http://www.goodcharacter.com/dilemma/dilemma8.html	
8	Midterm Test						
9	SWOT analysis diagram and language function	<ol style="list-style-type: none"> 1. apply the procedure of SWOT analysis diagram in a group discussion 2. analyse the ideas of given topic 3. categorize the ideas based on whether it's a strengths or weakness 4. investigate all opportunities and threats that exist in the future 5. create an action plan• take part in a group discussion• 6. use the correct language functions needed 	Spoken	2x50 <ul style="list-style-type: none"> • Small Group Discussion, • lecturing, • question and answer <p>• Project Based Learning (Giving essential questions, find the references for group discussion, having a group discussion and presentation)</p> <p>Assignment</p> <ul style="list-style-type: none"> • Find a topic related to problems in education • Have a group discussion • Analyze the SWOT of the topic taken 		<ol style="list-style-type: none"> 1. Kirkpatrick, B. 2004. <i>English for Social Interactions: Social Expressions</i> . Singapore: Learners Publishing, Ltd. 2. Learning Express. 2005. <i>Reasoning Skills Success in 20 Minutes A Day</i> . Learning Express, LLC. New York. 3. Denison, Charis. The Daily Dilemma. Available at http://www.goodcharacter.com/dilemma/dilemma8.html 	3%
10	SWOT analysis diagram and language function	<ol style="list-style-type: none"> 1. apply the procedure of SWOT analysis diagram in a group discussion 	Spoken	2x50 <ul style="list-style-type: none"> • Small Group Discussion, • lecturing, • question and answer 		<ol style="list-style-type: none"> 1. Kirkpatrick, B. 2004. <i>English for Social Interactions: Social Expressions</i> . Singapore: Learners Publishing, Ltd. 	3%

		<ol style="list-style-type: none"> 2. analyse the ideas of given topic 3. categorize the ideas based on whether it's a strengts or weakness 4. investigate all opportunities and threats that exist in the future 5. create an action plan• take part in a group discussion• 6. use the correct language functions needed 		<ul style="list-style-type: none"> • Project Based Learning (Giving essential questions, find the references for group discussion, having a group discussion and presentation <p>Assignment</p> <ul style="list-style-type: none"> • Find a topic related to problems in education • Have a group discussion <p>Analyze the SWOT of the topic taken</p>		<ol style="list-style-type: none"> 2. Learning Express. 2005. <i>Reasoning Skills Success in 20 Minutes A Day</i>. Learning Express, LLC. New York. 3. Denison, Charis. <i>The Daily Dilemma</i>. Available at http://www.goodcharacter.com/dilemma/dilemma8.html 	
11	Fishbone diagram and language functions	<ol style="list-style-type: none"> 1. apply the procedure of Fishbone diagram to solve problem 2. analyse the ideas of given topic 3. breakdown the ideas based on wheter it's a cause or problem 4. classify the ideas of given topic 5. discuss ideas in depth• create an action plan 6. take part in a group discussion 	Spoken	<p>2x50</p> <ul style="list-style-type: none"> • Small Group Discussion, • lecturing, • question and answer <p>Assignment</p>		<ol style="list-style-type: none"> 1. Kirkpatrick, B. 2004. <i>English for Social Interactions: Social Expressions</i>. Singapore: Learners Publishing, Ltd. 2. Learning Express. 2005. <i>Reasoning Skills Success in 20 Minutes A Day</i>. Learning Express, LLC. New York. 3. Denison, Charis. <i>The Daily Dilemma</i>. Available at http://www.goodcharacter.com/dilemma/dilemma8.html== 	3%

		7. use the correct language functions needed					
12	Fishbone diagram and language functions	<ol style="list-style-type: none"> 1. apply the procedure of Fishbone diagram to solve problem 2. analyse the ideas of given topic 3. breakdown the ideas based on whether it's a cause or problem 4. classify the ideas of given topic 5. discuss ideas in depth• create an action plan 6. take part in a group discussion 7. use the correct language functions needed 	Spoken	<p>2x50</p> <ul style="list-style-type: none"> • Small Group Discussion, • lecturing, • question and answer <p>• Project Based Learning (Giving essential questions, find the references for group discussion, having a group discussion and presentation)</p> <p>Assignment</p> <ul style="list-style-type: none"> • draw a procedure of fishbone diagram from the topic given • analyze whether the ideas belong to cause or problem • present it in front of the class 		<ol style="list-style-type: none"> 1. Kirkpatrick, B. 2004. <i>English for Social Interactions: Social Expressions</i> . Singapore: Learners Publishing, Ltd. 2. Learning Express. 2005. <i>Reasoning Skills Success in 20 Minutes A Day</i> . Learning Express, LLC. New York. 3. Denison, Charis. <i>The Daily Dilemma</i>. Available at http://www.goodcharacter.com/dilemma/dilemma8.html 	3%
13	Decided topics	<ol style="list-style-type: none"> 1. Decided topics 2. choose the fitting graphic organizer to cater a group discussion• 	Spoken	<p>2x50</p> <ul style="list-style-type: none"> • Small Group Discussion, • lecturing, • question and answer <p>Assignment</p>		<ol style="list-style-type: none"> 1. Kirkpatrick, B. 2004. <i>English for Social Interactions: Social Expressions</i> . Singapore: Learners Publishing, Ltd. 	3%

		<ol style="list-style-type: none"> 3. use graphic organizer in a group discussion 4. take part in a group discussion 5. use the correct language functions needed 				<ol style="list-style-type: none"> 2. Learning Express. 2005. <i>Reasoning Skills Success in 20 Minutes A Day</i>. Learning Express, LLC. New York. 3. Denison, Charis. <i>The Daily Dilemma</i>. Available at http://www.goodcharacter.com/dilemma/dilemma8.html 	
14	Decided topics	<ol style="list-style-type: none"> 1. Decided topics 2. choose the fitting graphic organizer to cater a group discussion• 3. use graphic organizer in a group discussion 4. take part in a group discussion 5. use the correct language functions needed 	Spoken	<p>2x50</p> <ul style="list-style-type: none"> • Small Group Discussion, • lecturing, • question and answer • Project Based Learning (Giving essential questions, find the references for group discussion, having a group discussion and presentation <p>Assignment</p> <ul style="list-style-type: none"> • make a group of four • decide the topic to discuss • use the fitting graphic organizer in group discussion 		<ol style="list-style-type: none"> 1. Kirkpatrick, B. 2004. <i>English for Social Interactions: Social Expressions</i>. Singapore: Learners Publishing, Ltd. 2. Learning Express. 2005. <i>Reasoning Skills Success in 20 Minutes A Day</i>. Learning Express, LLC. New York. 3. Denison, Charis. <i>The Daily Dilemma</i>. Available at http://www.goodcharacter.com/dilemma/dilemma8.html 	3%
15	Decided topics	<ol style="list-style-type: none"> 1. Decided topics 2. choose the fitting graphic organizer 	Spoken	<p>2x50</p> <ul style="list-style-type: none"> • Small Group Discussion, 		<ol style="list-style-type: none"> 1. Kirkpatrick, B. 2004. <i>English for Social Interactions:</i> 	3%

		<p>to cater a group discussion•</p> <ol style="list-style-type: none"> 3. use graphic organizer in a group discussion 4. take part in a group discussion 5. use the correct language functions needed 		<ul style="list-style-type: none"> • lecturing, • question and answer <p>Assignment</p>		<p><i>Social Expressions</i> . Singapore: Learners Publishing, Ltd.</p> <ol style="list-style-type: none"> 2. Learning Express. 2005. <i>Reasoning Skills Success in 20 Minutes A Day</i> . Learning Express, LLC. New York. 3. Denison, Charis. <i>The Daily Dilemma</i>. Available at http://www.goodcharacter.com/dilemma/dilemma8.html 	
16	Overview	All above	Spoken	<p>2x50</p> <ul style="list-style-type: none"> - Small Group Discussion, - lecturing, - question and answer - Assignment 	-	<p>Kirkpatrick, B. 2004. <i>English for Social Interactions: Social Expressions</i> . Singapore: Learners Publishing, Ltd.</p> <ol style="list-style-type: none"> 2. Learning Express. 2005. <i>Reasoning Skills Success in 20 Minutes A Day</i> . Learning Express, LLC. New York. 3. Denison, Charis. <i>The Daily Dilemma</i>. Available at http://www.goodcharacter.com/dilemma/dilemma8.html 	
Evaluasi Akhir Semester / Ujian Akhir Semester							

B. Assessment Blue-Print

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
Able to use one of the group discussion organizer in the discussion	Graphic Organizer	Language components mastery (fluency, accent, grammar, vocabulary, and comprehension)	Attached below	Attached below
Able to complete the assignment project to analyse data related with the situation and issues that happens in the society	Discussion (video recording)	Choose one social issue which you think that you can participate in solving the problem.	Attached below	Attached below
Able to perform the class presentation	Discussion (video recording)	Language components mastery (fluency, accent, grammar, vocabulary, and comprehension)	Attached below	Attached below

C. Grading Rubric

Individual Score Rubric

Element of Evaluation	Excellent	Good	Fair	Unsatisfactory
Behavior	20 Points	15 Points	10 Points	5 Points
	Student almost never displays disruptive behavior during group meetings.	Student rarely displays disruptive behavior during group meetings.	Student occasionally displays disruptive behavior during group meetings.	Student almost always displays disruptive behavior during group meetings.
Level of Engagement	20 Points	15 Points	10 Points	5 Points
	Student always has something to contribute to his group discussion by sharing ideas, asking questions, or making plans.	Student usually has something to contribute to his group discussion by sharing ideas, asking questions, or making plans.	Student rarely has something to contribute to his group discussion by sharing ideas, asking questions, or making plans.	Student never has something to contribute to his group discussion by sharing ideas, asking questions, or making plans.
Listening Skill	20 Points	15 Points	10 Points	5 Points
	Student listens when others talk and incorporates or builds off of the ideas of others.	Student listens when others talk.	Student does not listen when others talk.	Student does not listen when others talk and often interrupts when others speak.
Preparation	20 Points	15 Points	10 Points	5 Points
	Student is almost always prepared to meet with group members and ready to share his research and findings to the group.	Student is usually prepared to meet with group members and ready to share his research and findings to the group.	Student is rarely prepared to meet with group members and ready to share his research and findings to the group.	Student is never prepared to meet with group members and ready to share his research and findings to the group.
Stylistics	20 Points	15 Points	10 Points	5 Points
	Student makes few grammatical or stylistic errors	Student makes few grammatical or stylistic errors	Student makes few obvious grammatical or stylistic errors and those errors interfere with content	Student makes few obvious grammatical or stylistic errors and those errors make understanding impossible
Total Points				

Group Collaboration Rubric

Element of Evaluation	Excellent	Good	Fair	Unsatisfactory
	20 Points	15 Points	10 Points	5 Points
Participation	Group member participated fully and was always on task in class.	Group member participated most of the time and was on task most of the time.	Group member participated but wasted time regularly and/or was rarely on task.	Group member did not participate, wasted time, or worked on unrelated material.
	20 Points	15 Points	10 Points	5 Points
Leadership	Group member assumed leadership in an appropriate way when necessary by helping the group stay on track, encouraging group participation, posing solutions to problems, and having a positive attitude.	Group member sometimes assumed leadership in an appropriate way.	Group member usually allowed others to assume leadership or often dominated the group.	Group member did not assume leadership or assumed it in a non-productive manner.
	20 Points	15 Points	10 Points	5 Points
Listening	Group member listened carefully to others' ideas.	Group member usually listened to others' ideas.	Group member sometimes did not listen to others' ideas.	Group member did not listen to others and often interrupted them.
	20 Points	15 Points	10 Points	5 Points
Cooperation	Group member treated others respectfully and shared the work load fairly.	Group member usually treated others respectfully and shared the work load fairly.	Group member sometimes treated others disrespectfully and/or did not share the work load fairly.	Group member often treated others disrespectfully and/or did not share the work load fairly.
	20 Points	15 Points	10 Points	5 Points
Time Management	Group member completed assigned tasks on time.	Group member usually completed assigned tasks on time and did not hold up progress on the task completion	Group member often did not complete assigned tasks on time, and often held up completion of the task.	Group member did not complete most of the assigned tasks on time and often forced the group to make last-minute adjustments and changes to accommodate missing work.
Total Points				

Graphic Organizer Rubric

Element of Evaluation	Excellent 25 Points	Good 20 Points	Fair 15 Points	Unsatisfactory 10 Points
Organization	<ul style="list-style-type: none"> Sequence of information is difficult to follow. The sequence of the organizer is unclear. 	<ul style="list-style-type: none"> Sequence of information is somewhat disorganized. The sequence of the organizer is difficult to follow in places. 	<ul style="list-style-type: none"> Sequence of information is logical and easy to follow. The sequence of the organizer is difficult to follow in places. 	<ul style="list-style-type: none"> Sequence of information is logical, well ordered, and interesting. The sequence of the organizer is intuitively clear and makes sense throughout the flow.
Conceptual Summarization	<ul style="list-style-type: none"> The amendments are not complete. The student demonstrates lack of conceptual understanding. The student fails to explain concepts in her/his own words. 	<ul style="list-style-type: none"> Most amendments are complete & explained. The student demonstrates a basic level of conceptual understanding. Some of the concepts are explained using original writing. 	<ul style="list-style-type: none"> Each amendment is complete and concisely explained. The student demonstrates conceptual understanding through the application level. Most concepts are explained using original writing. 	<ul style="list-style-type: none"> Each amendment is complete, concisely, yet thoroughly explained. The student demonstrates a thorough conceptual understanding through the analysis/ synthesis level using original writing.
Grammar & Spelling	Work has 4 or more spelling errors &/or grammatical errors.	Work has 3 spelling errors &/or grammatical errors.	Work has 1 or 2 spelling errors &/or grammatical errors.	Work has no spelling errors &/or grammatical errors.
Design	Graphic Organizer is balanced in form while making appealing use of space with design appropriate to the content.	<ul style="list-style-type: none"> Graphic Organizer is a neatly executed. Most components designed being appropriate to the content. 	<ul style="list-style-type: none"> Execution appears hastily constructed. Graphic Organizer demonstrates some designs appropriate to the content. 	<ul style="list-style-type: none"> Execution appears sloppy. Graphic Organizer lacks a design appropriate to the content.
Total Points				

Expectations for Class Participation

Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a “3”.

Grade	Criteria
1	<ul style="list-style-type: none"> • Present, not disruptive. • Tries to respond when called on but does not offer much. • Demonstrates very infrequent involvement in discussion.
2	<ul style="list-style-type: none"> • Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. • Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). • Does not offer to contribute to discussion, but contributes to a moderate degree when called on. • Demonstrates sporadic involvement.
3	<ul style="list-style-type: none"> • Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. • Offers interpretations and analysis of case material (more than just facts) to class. • Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing involvement.
4	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). • Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. • Demonstrates ongoing very active involvement.

Catatan :

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.

STUDENT'S REFLECTIVE PRACTICE

Course : Essential Speaking Skill
Lecturer : Asrori, M.Pd.
Class : 2022B
Meeting : 4
Students' Name : Elvita Suci Nurul Hidayati

Stage	Probing questions	Student's Reflective Note
Context	What was the topic? What were the activities?	<ul style="list-style-type: none"> • The affinity diagram and the language functions • I had a group discussion on applying the procedure of affinity diagram. The lecture gave a topic to discuss and we were asked to make affinity diagram on the topic
Action	What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)	<ul style="list-style-type: none"> • We had a group discussion consisting on 3 students. We talked about a topic given and made affinity diagram • We chose the action because it really helped me working in a group where I could share the ideas and correct each other • We were also focusing on the language functions used. We correct each other
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected? What are the implications of my actions on	<ul style="list-style-type: none"> • Yes I did quite well with the group • I could take a lesson where I could manage myself while working with other people

	<p>myself/others/similar situations in the</p> <p>future? Could different actions have given me the same result?</p> <p>Is there a way I could improve my results or actions?</p>	
Learning	<p>What did I learn from the experience?</p> <p>Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience?</p> <p>Should I change anything about the way I do things? What?</p>	<ul style="list-style-type: none">• I learned a lot how to prepare finishing a topic and apply a certain way through affinity diagram• Yes I do

STUDENT'S REFLECTIVE PRACTICE

Course : Essential Speaking Skill
Lecturer : Asrori, M.Pd.
Class : 2022B
Meeting : 9
Students' Name : Mufidatul Agustin

Stage	Probing questions	Student's Reflective Note
Context	What was the topic? What were the activities?	<ul style="list-style-type: none"> • SWOT Analysis diagram and the language functions • The activities were having group discussion and talking about SWOT analysis on a topic
Action	What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)	<ul style="list-style-type: none"> • I did a discussion in group. Analyzed a topic using • Because it is really useful for my life • We also gave feedback each other on language functions
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected? What are the implications of my actions on	<ul style="list-style-type: none"> • Yes I did • It is really useful for my life because I can analyze everything using SWOT

	<p>myself/others/similar situations in the</p> <p>future? Could different actions have given me the same result?</p> <p>Is there a way I could improve my results or actions?</p>	
Learning	<p>What did I learn from the experience?</p> <p>Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience?</p> <p>Should I change anything about the way I do things? What?</p>	<ul style="list-style-type: none">• I learned a lot how to prepare finishing a topic and apply a certain way through affinity diagram• Yes I do

2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Teknik penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. **PB**=Proses Belajar, **PT**=Penugasan Terstruktur, **KM**=Kegiatan Mandiri.

I. Portofolio Penilaian & Evaluasi Ketercapaian CPL Mahasiswa

Catatan: CLO = Courses Learning Outcomes, LLC = Lesson Learning Outcomes