



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

**Document Code**

**LESSON PLAN**

Course	Course Code	Course Cluster	Credit (sks)	Semester	Compilation Date
<b>PUBLIC SPEAKING</b>	8820302176	Language Skill (Productive)	2	2	February 2023
<b>AUTHORIZATION</b>	<b>Lesson Plan Developer</b> Sueb, S.Pd., M.Pd.		<b>Course Cluster Coordinator</b> Eva Rahmawati, S.Pd., M.Pd.		<b>Head of Study Programme</b> Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.
<b>Learning Outcomes (CP)</b>	<b>Programme Learning Outcomes (PLO)-Study Programme imposed on courses</b>				
	PLO 1	Demonstrating oral competence equivalent to CEFR B2 level			
	PLO 3	Applying applied linguistic concepts in performing oral communication in English			
	PLO 8	Demonstrating visual and oral presentation skills to communicate knowledge			
	PLO 9	Participating in lifelong learning, professional development, and the development of ICT			
	<b>Course Learning Outcomes (CLO)</b>				
	CLO 1	Being responsible for performing purposive public speaking about various selected topics in relation with the spirits of nationalism and constitutions, respecting diversity and equality, norms and values, and social awareness.			
	CLO 2	Comprehending theories and procedures of the speech-making process to communicate the given topics and deliver the ideas orally, logically, and systematically, both in prepared and impromptu speeches.			
	CLO 3	Demonstrating fluent and comprehensive oral performance with proper context and proper visual aids of given topics and also sustaining intellectual curiosity on relevant topics based on the principles of lifelong learning.			
	CLO 4	Embracing the principles of empirical research to explore ideas and information of given topics through reading and writing current and relevant sources for comprehensive speech performances.			
	<b>Lesson Learning Outcomes (LLO)</b>				
	LLO 1	Understanding and identifying the structure and purposes of public speaking about selected topics			
	LLO 2	Demonstrating prepared oral competence in the form of informative speech			
	LLO 3	Demonstrating prepared oral competence in the form of demonstrative speech			
	LLO 4	Demonstrating prepared oral competence in the form of persuasive speech			
LLO 5	Demonstrating impromptu oral competence about given topics				

<b>Brief description of the course</b>	This course is designed to help the students prepare and deliver purposive speaking skills in the public both prepared and impromptu speeches. This course is mainly performance-based class activities, i.e. performing speeches, classroom discussion, speech analysis, and constructing speech matrices. This course covers some major competencies, e.g. the nature of prepared and impromptu speeches, stages of the speech-making process, verbal and non-verbal communication techniques, speech analysis through matrices, and effective presentation aids. By the end of the course, students are expected to have 5-7 speeches (informative speech, demonstrative speech, and persuasive speech) about selected topics.
<b>Study Materials: Learning Materials</b>	<ul style="list-style-type: none"> <li>• Teaching aids relevant to the language learning</li> <li>• Speech matrices</li> <li>• Presentation slides</li> </ul>
<b>References</b>	<b>Main reference:</b>
	<ol style="list-style-type: none"> <li>1) Steven A. Beebe, Susan J. Beebe. 2012. Public Speaking. An Audience-Centered Approach. 8th Ed. Pearson Education, Inc. Cummings,</li> <li>2) Martha Graves. 1992. Listen, Speak, Present; A Step by Step Presenter's Workbook. USA: Thomson &amp; Heinle.</li> <li>3) Sprague, J., Stuart, D., &amp; Bodary, D. 2010. The speaker's handbook (10th ed). Belmont, CA: Thomson/Wadsworth.</li> <li>4) Alberts, Jess K., Nakayama, Thomas K. &amp; Martin, Judith N. 2010. Communication in Society. Pearson Education, Inc.</li> </ol>
	<b>Supplementary reading:</b>
	Relevant videos about public speaking.
<b>Lecturer (s)</b>	Sueb, S.Pd., M.Pd.
<b>Course requirements</b>	Essential Speaking (Speaking I)

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form	In-person	Online (synchronous/asynchronous)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1-2	Understanding and identifying the structure and purposes of public speaking about selected topics	Being able to: <ul style="list-style-type: none"> <li>- Understand the structure of</li> </ul>	Group discussion		Online synchronous	1) Chapters 1-2 3) Chapter 1 4) Chapters 1-4	5



Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form	In-person	Online (synchronous/asynchronous)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		informative speech about selected topics					
6-8	Demonstrating prepared oral competence in the form of demonstrative speech	<p>Being able to:</p> <ul style="list-style-type: none"> <li>- Identify the structure and concept of demonstrative speech</li> <li>- Develop an informative speech outline/script by using the informative speech matrix</li> <li>- Utilize presentation aids, e.g. poster, <i>realia</i>, or slides to demonstrate a process</li> <li>- Demonstrate 5-minute demonstrative speech</li> </ul>	<p>Project: students are required to select one topic of making something or analyzing a process of an event/something</p> <p>(Note: demonstrative speech performance serves as the mid-term speech performance)</p>	<p>In-person (Brainstorming and discussion)</p> <p>In-person (Brainstorming, rehearsals, consultation, and discussion)</p> <p>In-person (Brainstorming, rehearsals, consultation, and discussion)</p>	<p>Online asynchronous (Submission and reflection)</p>	2) Chapter 5	30

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form	In-person	Online (synchronous/asynchronous)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
9-13	Demonstrating prepared oral competence in the form of persuasive speech	Being able to: <ul style="list-style-type: none"> <li>- Understand the concept of persuasive speech</li> <li>- Identify the structure and concept of persuasive speech</li> <li>- Develop an informative speech outline/script by using the informative speech matrix</li> <li>- Employ refutation strategies in a demonstrative speech</li> <li>- Demonstrate 7-minute persuasive speech</li> </ul>	Case-study of persuading audience about selected topics	In-person (Brainstorming, rehearsals, consultation, and discussion)  In-person  In-person	Online asynchronous (reflection)	2) Chapter 6	15
14-15	Demonstrating impromptu oral	Being able to:	Peer/group performance			2) Chapter 3	15

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form	In-person	Online (synchronous/asynchronous)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	competence about given topics	<ul style="list-style-type: none"> <li>- Understand strategies to develop an impromptu speech</li> <li>- Demonstrate 2-minute impromptu speech and response of a given topic</li> </ul>		In-person  In-person			
16	Final performance	Demonstrating the 7-minute persuasive speech in the form of advocacy	Individual performance (case study of selected topics for advocacy)		Online asynchronous (submission and reflection)		30

➤ **Assessment Blue-print**

**Mid-Term**

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
Being able to demonstrate a 5-minute	Individual performance	Students will work individually explaining the procedures of making something or the process of something by using presentation aids, e.g. posters, presentation slides, or <i>realia</i> .	The evaluation of the demonstrative speech includes: 1. Clarity (30%) = relevance of the topic	20

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
demonstrative speech			2. Methods (30%) = the strategy used by the students to explain the step-by-step of the procedures 3. Style (20%) = language used and student's strategy to utilize the presentation aids	

### Final-Term

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
Being able to demonstrate a 7-minute persuasive speech	Individual performance (case study)	Students will work individually to advocate the emerging social and/or academic issues through persuasive speech. In addition, students are encouraged to employ refutation strategy to support their persuasion.	The evaluation of the persuasive speech in the form of advocacy will be evaluated based on the following aspects: 1. Matter (30%) = relevance of the topic, critical analysis and argumentation, and genuine premises 2. Methods (30%) = strategy used by the students to address the argumentation in a good structure 3. Manner (20%) = language used, gestures, and tone	30

Head of Study Program:

**Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.**

Course developer and lecturer:

**Sueb, S.Pd., M.Pd.**

## REFLECTIVE PRACTICE

Before we proceed to the next material, answer the following questions for reflection.

Course : \_\_\_\_\_

Material : \_\_\_\_\_

Instructor : \_\_\_\_\_

<b>Aspects</b>	<b>Information and questions</b>	<b>Reflection</b>
Context	What's one important thing you learned in classes? (e.g. topics, skills, activities, etc.)	
Learning	Did you feel prepared for the lesson? Why or why not?	
Results	What did you learn from the previous material?	
Action	What would help make today's lesson more effective?	
Internalization	How do you relate the materials/topics to your daily life?	



## REFLECTIVE JOURNAL

Before we proceed to the next material, answer the following questions for reflection.

Course : Public Speaking

Material : Demonstrative Speech

Instructor : Sueb, S.Pd., M.Pd.

<b>Aspects</b>	<b>Information and questions</b>	<b>Reflection</b>
Context	What's one important thing you learned in classes? (e.g. topics, skills, activities, etc.)	<i>Structure is very important. When you want to explain something, tell it in a good structure, step by step, and clear analyses.</i>
Learning	Did you feel prepared for the lesson? Why or why not?	<i>Not really. I had to search for detail information. Maybe I know about the topic, but it's different when you come to detail step by step.</i>
Results	What did you learn from the previous material?	<i>Strategy to demonstrate something and the use of appropriate media</i>
Action	What would help make the class more effective?	<i>More modelling</i>
Internalization	How do you relate the materials/topics to your daily life?	<i>When you explain something, always explain detail steps!</i>

## REFLECTIVE JOURNAL

Before we proceed to the next material, answer the following questions for reflection.

Course : Public Speaking

Material : Final performance / persuasive speech

Instructor : Sueb, S.Pd., M.Pd.

Aspects	Information and questions	Reflection
Context	What's one important thing you learned in classes? (e.g. topics, skills, activities, etc.)	<i>There are many issues which need our attention and we have to let people know about it. We never talked about global warming before even though it happens everywhere</i>
Learning	Did you feel prepared for the lesson? Why or why not?	<i>Yes. For now, I did research the topic to get the data, news, etc.</i>
Results	What did you learn from the previous material?	<i>How to create a strong argument</i>
Action	What would help make the class more effective?	<i>Some topics are too complex, or maybe sensitive</i>
Internalization	How do you relate the materials/topics to your daily life?	<i>We can speak up and invite more people to follow our actions.</i>