



HAMZANWADI UNIVERSITY
FACULTY OF LANGUAGES, ARTS AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

Document Code

SEMESTER LEARNING PLAN (SLP)

COURSE		Course Code	Course Cluster	Credits		SEMESTER	Date
PLP 1				T=2	P=0		
Authorization		Course Syllabus Developer	Course Cluster Coordinator		Coordinator of study program		
		(Muhammad Husnu))			(Muhammad Husnu)		
Program Learning Outcomes (PLOs)	Program Learning Outcomes (PLOs) Mapped to the Course.						
	CPL-1	Demonstrates religious values, upholds humanitarian principles, morals, and academic ethics, and integrates Islamic values into linguistic, pedagogical, and professional practices grounded in social responsibility					
	CPL-2	Able to use general and academic English equivalent to B2 CEFR level orally and in writing for academic and professional communication effectively, accurately, critically, and adaptively in multicultural and digital environments at local, regional, and global levels.					
	CPL-5	Able to design, implement, evaluate, and develop adaptive, inclusive, and technology-based English language teaching based on pedagogical, psychological principles, and national quality standards.					
	CPL-8	Able to collaborate, communicate effectively, demonstrate leadership, conduct self-reflection and self-evaluation, and take responsibility for individual and team performance in professional contexts.					
	CPL-9	Able to integrate emerging educational technologies critically, creatively, and ethically to enhance the quality of English language teaching.					
	Course Learning Outcomes (CLOs)						
	CLO 1	Analyse the organizational structure and culture of schools.					
	CLO 2	Identify students' learning characteristics and classroom dynamics.					
	CLO 3	Analyse teaching strategies used by teachers in classroom learning.					
	CLO 4	Analyse learning materials and teaching media used in schools.					
	CLO 5	Analyse assessment practices in classroom learning.					

	CLO 6	Produce a school observation report as the result of field study.
	Sub-Course Learning Outcomes (Sub-CLOs)	
	Sub-CLO 1.1	Students are able to explain the structure and management of schools.
	Sub-CLO 1.2	Students are able to observe school culture and learning environment.
	Sub-CLO 2.1	Students are able to identify students' learning characteristics.
	Sub-CLO 2.2	Students are able to analyze teaching strategies used by teachers.
	Sub-CLO 3.1	Students are able to analyze learning materials and teaching media.
	Sub-CLO 3.2	Students are able to analyze classroom assessment practices.
	Sub-CLO 3.3	Students are able to write a school observation report.
Course description	PLP 1 is an introductory field-based course designed to provide students with early exposure to the school environment and its academic culture. In this course, students conduct structured observations of school management, classroom practices, teacher roles, and student characteristics. The course aims to develop students' initial understanding of real teaching contexts, foster professional attitudes, and build reflective skills as prospective teachers. Through this experience, students are expected to connect theoretical knowledge from coursework with actual practices in schools as a foundation for subsequent teaching practicum.	
Learning material	Introduction to school environment School management and organizational structure School culture and learning environment Students' characteristics and classroom interaction Teaching strategies used in classroom learning Learning materials and teaching media Classroom assessment practices School observation report writing	
References	Primary source/core textbook	
	1. Ralph W. Tyler (20William F. Pinar (2012). What is Curriculum Theory? New York: Routledge. 2. William F. Pinar (2012). <i>What is Curriculum Theory?</i> New York: Routledge. 3. Jack C. Richards (2013). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press. 4. Hilda Taba (1962). Curriculum Development: Theory and Practice. New York: Harcourt Brace.	
	Additional learning resource	
	1. David Nunan (2004). Task-Based Language Teaching. Cambridge: Cambridge University Press. 2. Tomlinson Brian (2011). Materials Development in Language Teaching. Cambridge: Cambridge University Press. 3. Kementerian Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia (2022). Panduan Implementasi Kurikulum Merdeka.	

	4. Kementerian Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia (2022). Capaian Pembelajaran Bahasa Inggris SMP.
Lecturer	MUHAMMAD HUSNU
Prerequisite	-

W e e k-	Sub-Course Learning Outcomes (Sub-CLOs)	Scoring		Learning experience (Teaching Methods, Learning Activities Student Tasks and time allocation)		Learning Material [Reference]	Grading Weight (%)
		Indicator	Criteria & Type	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to explain the objectives and procedures of PLP 1.	Students understand PLP guidelines.	Participation and discussion.	Course orientation, lecture and discussion	Online discussion forum.	PLP guidelines; school field practice concepts	5
2	Students are able to explain school organizational structure.	Students identify school structure.	Assignment.	Lecture and discussion.	Online reading and reflection.	School management and organization.	5
3	Students are able to observe school culture and learning environment.	Students describe school culture.	Observation report.	School observation activity.	Online reflection report.	School culture and environment.	5
4	Students are able to identify students' learning characteristics.	Students explain student characteristics.	Observation report.	Classroom observation.	Online observation notes submission.	Student characteristics in learning.	5
5	Students are able to analyze classroom learning processes.	Students describe teaching activities.	Observation report.	Classroom observation and discussion.	Online discussion forum.	Teaching and learning process.	5
6	Students are able to analyze teaching strategies used by teachers.	Students identify teaching strategies.	Observation report.	Observation and group discussion.	Online reflection.	Teaching strategies.	5

7	Students are able to analyze classroom management practices.	Students explain classroom management.	Observation report.	Observation and analysis.	Online discussion.	Classroom management.	5
8	Students are able to evaluate teaching strategies used in classrooms.	Students analyze teaching effectiveness.	Midterm assignment.	Discussion and reflection.	Online report submission.	Teaching strategy evaluation.	10
9	Students are able to identify learning materials used in teaching.	Students analyze teaching materials.	Observation report.	Observation and discussion.	Online task submission.	Learning materials in teaching.	5
10	Students are able to analyze teaching media used by teachers.	Students explain use of teaching media.	Observation report.	Observation activity.	Online reflection.	Teaching media.	5
11	Students are able to analyze classroom assessment practices.	Students identify assessment techniques.	Observation report.	Observation and discussion.	Online assignment.	Classroom assessment.	5
12	Students are able to analyze interaction between teacher and students.	Students explain classroom interaction.	Observation report.	Observation and analysis.	Online reflection.	Classroom interaction.	5
13	Students are able to organize observation data.	Students classify observation results.	Project draft.	Workshop on report preparation.	Online consultation.	Observation data analysis.	5
14	Students are able to write school observation reports.	Students produce report draft.	Project assignment.	Report writing workshop.	Online feedback session.	Observation report writing.	10
15	Students are able to finalize the PLP observation report.	Students complete final report.	Project submission.	Report revision and consultation.	Online submission.	Final report preparation.	10
16	Students are able to present observation findings.	Students present observation results.	Presentation assessment.	Presentation and evaluation.	Online presentation.	School observation presentation.	10

Assessment Weighting	100%
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