| | UNIVERSITAS NEGERI SURABAYA<br>FACULTY OF LANGUAGES AND ART<br>ENGLISH LANGUAGE EDUCATION STUDY PROGRAM | Document Code |
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## LESSON PLAN

| Course | Course Code | Course Cluster | Credit (sks) | Semester | Compilation Date |
|---|---|---|---|---|---|
| ESP Course Management | | | 2 | | |

| AUTHORIZATION | Lesson Plan Developer | Course Cluster Coordinator | Head of Study Programme |
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| | Fahri | | |

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| **Learning Outcomes (CP)** | **Programme Learning Outcomes (PLO)-Study Programme imposed on courses** | |
| | PLO 4 | Planning, implementing, and evaluating English learning effectively and creatively. |
| | PLO 6 | Creating products related to English language learning. |
| | PLO 9 | Participating in lifelong learning, career development activities and keeping up with technological developments. |
| | PLO 10 | Demonstrating leadership and collaboration skills. |
| | PLO 11 | Demonstrating awareness of values, ethics, norms related to academic |
| | **Course Learning Outcomes (CLO)** | |
| | CLO 1 | Utilizing any available resources to broaden the students' knowledge of the concepts and principles of entrepreneurship which covers the benefits and drawbacks of entrepreneurship, the diversity of entrepreneurship, the development of creative ideas in entrepreneurship, and how start a business. |
| | CLO 2 | Communicate the concepts and principles of language course management that includes service marketing and service quality, human resource management, recruiting, selecting and working with teachers, how to support and monitor the teachers' professional development and how to observe and asses the teacher. |
| | CLO 3 | Make required decision related the concepts and principles of entrepreneurship and language course management |
| | CLO 4 | Being responsible for the implementation of the concepts and principles of entrepreneurship and language course management when starting the business |
| | **Lesson Learning Outcomes (LLO)** | |
| | LLO 1 | To describe and explain what entrepreneurship is, the benefits and the drawbacks of entrepreneurship |
| | LLO 2 | To describe and explain the diversity of entrepreneurship and the first few steps of starting a business |
| | LLO 3 | To explain the development of creative ideas in entrepreneurship |
| | LLO 4 | To describe the requirements needed to start a business |

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| | LLO 5 | To describe how to manage a language course |
| | LLO 6 | To explain and describe service marketing and service quality |
| | LLO 7 | To explain human resource management |
| | LLO 8 | To describe and explain about recruiting, selecting and working with teachers |
| | LLO 9 | To explain how to support and monitor the teachers' professional development |
| | LLO 10 | To explain how to observe and asses the teacher |
| | LLO 11 | To discuss how to do performance management |
| | LLO 12 | To discuss the role of course design, needs analysis and assessment of language learning |
| | LLO 13 | To analyse learning resources and technology |
| | LLO 14 | To make business Planning |
| **Brief description of the course** | ESP Course Management equips and informs the students on how to become an entrepreneur, especially a course entrepreneur in this case a strong language course entrepreneur and has brilliant business ideas or ideas that can later become a business field. Students are also expected to be able to understand and observe situations and conditions that occur around them which can shape them into successful entrepreneurs and can create jobs for others. This course is an implementation of various theories taught in entrepreneurship, especially entrepreneurship in the field of language course implementation so that students are expected to become new entrepreneurs who have ideas, creativity and innovation that will be implemented into new business fields. Classroom activities will be dominated by classroom discussion, presentation, question and answer, and case studies. | |
| **Study Materials: Learning Materials** | ESP Management Book | |
| **References** | **Main reference:** | |
| | 1. Scarborough, N. M and Cornwall, J. R. 2016. Essentials of Entrepreneurship and Small Business Management. Pearson Education Limited.<br>2. Saiman, L. 2009. Kewirausahaan: Teori, Praktik dan Kasus-kasus. Salemba Empat.<br>3. Rossner, R. 2017. Language Course Management. Oxford. Oxford University Press. | |
| | **Supplementary reading:** | |
| | | |
| **Lecturer (s)** | Fahri,<br>Him'mawan Adi Nugroho | |
| **Course requirements** | | |

| Meeting | LLO | Assessment | | Learning Mode, Learning Method, Assignment, (Time Allotment) | | Learning materials (References) | Assessment weight (%) |
|---|---|---|---|---|---|---|---|
| | | Indicator | Criteria & Form (Written/spoken) | Offline | Online (sync/async) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | To describe and explain what entrepreneurship is, the benefits and the drawbacks of entrepreneurship | • Able to describe what entrepreneurship is<br>• Able to explain the benefits and the drawbacks of entrepreneurship | | Discussion, lecture, question-answer<br>• Discussing what entrepreneurship is and why it is important to learn about entrepreneurship<br>• Discussing the benefits and the drawbacks of entrepreneurship | | [1] | |
| 2 | To describe and explain the diversity of entrepreneurship and the first few steps of starting a business | • Able to describe the diversity of entrepreneurship<br>• Able to explain the steps of starting a business | | Discussion, lecture, question-answer, assignment<br>• Discussing the diversity of entrepreneurship<br>• Discussing the steps of starting a business | | [1], [2] | |

| Meeting | LLO | Assessment | | Learning Mode, Learning Method, Assignment, (Time Allotment) | | Learning materials (References) | Assessment weight (%) |
|---|---|---|---|---|---|---|---|
| | | Indicator | Criteria & Form (Written/spoken) | Offline | Online (sync/async) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 3 | To explain the development of creative ideas in entrepreneurship | • Able to describe the relationship between creativity, innovation and entrepreneurship<br>• Able to explain about creativity process | | Discussion, lecture, question-answer, assignment<br>• Discussing the relationship between creativity, innovation and entrepreneurship<br>• Discussing the creativity process and how to improve it | | [1] | |
| 4 | To describe the requirements needed to start a business | • Able to describe the business strategy<br>• Able to describe the elements of starting a business | | Discussion, lecture, question-answer, assignment<br>• Discussing the strategies needed to be successful in doing a business<br>• Discussing the important elements to start a business | | [2] | |

| Meeting | LLO | Assessment | | Learning Mode, Learning Method, Assignment, (Time Allotment) | | Learning materials (References) | Assessment weight (%) |
|---|---|---|---|---|---|---|---|
| | | Indicator | Criteria & Form (Written/spoken) | Offline | Online (sync/async) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 5 | To describe how to manage a language course | Able to describe what a language course management is | | Discussion, lecture, question-answer, assignment<br>• Discussing the nature of a language course<br>• Discussing what a language course is<br>• Discussing how to manage a language course | | [3] | |
| 6 | To explain and describe service marketing And service quality | Able to describe the concepts of service marketing and service quality | | Discussion, lecture, question-answer, assignment<br>• Discussing what a service marketing is<br>• Discussing what a service quality is | | [3] | |
| 7 | To explain human resource management | Able to describe human resource management | | Discussion, lecture, question-answer, assignment | | [3] | |

| Meeting | LLO | Assessment | | Learning Mode, Learning Method, Assignment, (Time Allotment) | | Learning materials (References) | Assessment weight (%) |
|---|---|---|---|---|---|---|---|
| | | Indicator | Criteria & Form (Written/spoken) | Offline | Online (sync/async) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| | | | | • Discussing what human resource management is | | | |
| 8 | To describe and explain about recruiting, selecting and working with teachers | • Able to describe how to recruit teachers<br>• Able to describe how to select teachers<br>• Able to describe how to work with selected teachers<br>• Able to identify the teachers' requirements | | Discussion, lecture, question-answer, assignment<br>• Discussing how to recruit teachers<br>• Discussing how to select teachers<br>• Discussing how to work with selected teachers | | [3] | |
| 9 | Mid-term test | | | | | | 20% |
| 10 | To explain how to support and monitor the teachers' professional development | Use reflective practice | | Discussion, lecture, question-answer, assignment<br>• Identifying the kind of support for the teachers' professional development | | [3] | |

| Meeting | LLO | Assessment | | Learning Mode, Learning Method, Assignment, (Time Allotment) | | Learning materials (References) | Assessment weight (%) |
|---|---|---|---|---|---|---|---|
| | | Indicator | Criteria & Form (Written/spoken) | Offline | Online (sync/async) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| | | | | • Explaining how to monitor the teachers' activity | | | |
| 11 | To explain how to observe and asses the teacher | • Able to explain the importance of observing an assessing the teachers<br>• Able to identify the points in observing and assessing the teachers | | Discussion, lecture, question-answer, assignment<br>• Identifying the points for observing and assessing the teachers<br>• Presenting the result of identification | | [3] | |
| 12 | To discuss how to do performance management | Use reflective practice | | Discussion, lecture, question-answer, assignment<br>• Discussing and explaining the factors which influence performance management | | [3] | |

| Meeting | LLO | Assessment | | Learning Mode, Learning Method, Assignment, (Time Allotment) | | Learning materials (References) | Assessment weight (%) |
|---|---|---|---|---|---|---|---|
| | | Indicator | Criteria & Form (Written/spoken) | Offline | Online (sync/async) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 13 | To discuss the role of course design, needs analysis and assessment of language learning | • Able to identify the role of course design, needs analysis and assessment of language learning<br>• Able to decide the suitable course design and assessment of language learning | | Discussion, lecture, question-answer, assignment<br>• Identifying the important role of course design, needs analysis and assessment of language learning<br>• Discussing in group on the course design and the assessment of language learning which will be used in a language course | | [3] | |
| 14 | To analyse learning resources and technology | • Able to identify any possibilities of learning resources and technology<br>• Able to decide the most suitable learning | | Discussion and presentation.<br>• Analyzing the examples of language courses' learning resources and technology to | | [3] | |

| Meeting | LLO | Assessment | | Learning Mode, Learning Method, Assignment, (Time Allotment) | | Learning materials (References) | Assessment weight (%) |
|---|---|---|---|---|---|---|---|
| | | Indicator | Criteria & Form (Written/spoken) | Offline | Online (sync/async) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| | | resources and technology for a language course | | identify the types of language learning resources that be used<br>• Identifying any possibilities of other learning resources and technology<br>• Evaluating the strengths and weaknesses of the learning resources available and technology used<br>• Presenting the results in front of the class | | | |
| 15 | To make business Planning | Able to learn how to make business plan | | Discussion, lecture, question-answer, assignment<br>• Creating a business plan | | | |
| 16 | Final-term test | | | | | | 30% |

- **Assessment Blue-print**

**Mid-Term**

| Indicators | Assessment | | | |
|---|---|---|---|---|
| | **Forms** | **Items** | **Rubric/ scoring** | **Weight (%)** |
| To describe briefly the concepts of entrepreneurship<br><br>To explain the relationship of creative ideas and entrepreneurship | Written test | 1. Using your own words, describe your understanding on the following terms:<br>a. Entrepreneurship:<br>b. The benefits and the drawbacks of entrepreneurship:<br>c. Creative ideas:<br>d. Language course management:<br>e. Service marketing and service quality:<br>f. Human resource management<br>g. Performance management:<br>h. Learning resources and technology for a language course:<br><br>2. Do you think that teachers of a language course still need to develop themselves professionally? How can they do that? | Maximum score will be obtained when all questions are perfectly answered and completed with appropriate example or justification. | 20% |

**Final-Term**

| Indicators | Assessment | | | |
|---|---|---|---|---|
| | **Forms** | **Items** | **Rubric/ scoring** | **Weight (%)** |
| To explain how to support and monitor teachers' professional development.<br>. | Written test | Answer all questions<br>1. What explanations can you offer on the importance of supporting and monitoring teachers' professional development?<br>2. How do you support and monitor teachers' professional development?<br>3. Do you think that instructions on certain grammatical points durable? | Maximum score will be obtained when all questions are perfectly answered | 30% |

| Indicators | Assessment | | | |
|---|---|---|---|---|
| | **Forms** | **Items** | **Rubric/ scoring** | **Weight (%)** |
| | | | and completed with appropriate example or justification. | |
| To analyze the importance of learning resources and technology.<br><br>To analyze and evaluate critically on the role of course design, needs analysis and language learning | Report | 1. How important is learning resources and technology for a language course in terms of<br>(a) teaching and learning process<br>(b) students' learning interest<br>2. How can a good course design and a careful needs analysis can guarantee the success of a language course?<br>3. Explain some possible explanation that makes language learning assessment plays an important role in a language course? | Maximum score will be obtained when students show in-depth analysis on the texts by following the guided questions provided. | |

- **Rubric**

**Assessment Rubric for Presentation**

| Score | Rubric |
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| 4 | The presentation is delivered in a cohesive way with appropriate tone and stress, demonstrates a good understanding of topics, is supported by PPT media in accordance with media criteria, accurately answers the questioner, and is able to create suggestions for improvement. |

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| 3 | The presentation is delivered in a cohesive way with appropriate tone and stress, but lacking in some understanding of concepts, is supported by PPT media in accordance with media criteria, answers from the questioner are generally correct, and is able to create suggestions for improvement |
| 2 | The presentation is done, but it is not cohesive and/or demonstrates a lack of understanding of several concepts, it is assisted by PPT media but does not meet the standards of the media, the questioner's answers are often inaccurate, and able to create suggestions for improvement. |
| 1 | The presentation was delivered; however, it was not cohesive and/or demonstrated a lack of understanding of many concepts, was not supported by ppt material, the questioner's response was incorrect, and the presenter was unable to develop suggestions for improvement. |