


# COURSE LEARNING PLAN

		UNIVERSITY OF BRAWIJAYA FACULTY OF ANIMAL SCIENCE DEPARTMENT OF ANIMAL SCIENCE UNDERGRADUATE STUDY PROGRAM OF ANIMAL SCIENCE LEARNING PLAN OF ODD SEMESTER OF 2020/2021		
Course	Code	Weight (credits)	Semester	Compilation Date
English	UBU60004	2-0	Odd/Even	July 27, 2020
Authorization	Course Coordinator	Ka PS S1		Vice Dean 1
		Dr. Herly Evanuarini, S.Pt., MP.		Dr. Ir. M. Halim Natsir, S.Pt. MP, IPM. ASEAN Eng.
Learning Outcomes (LO)	Study Program-LO			
	LO 4: Able to develop comprehensive insight and mindset according to the science and field of the animal industry LO 7: Able to demonstrate independent, quality, and measurable performance (both quality and quantity) effectively, efficiently, and sustainably. LO 8: Able to cooperate effectively and carry out a self-evaluation process towards the workgroup under their responsibility. LO 9: Able to communicate effectively the results of thoughts, concepts, implementation, and analysis orally and in writing in the environment, community, nation, state, and international world			
	Course-LO			
	1. Able to identify, elaborate, and produce the formation and use of words, phrases, independent clauses, equivalent compound sentences, basic sentence patterns, words and sentence forms and part of speech. 2. Able to make sentences in accordance with English grammar. 3. Able to make simple descriptive, narrative, and argumentative essays. 4. Skilled in doing pre-reading, scanning, skimming, and understanding grammar charts effectively, as discussed in basic grammar session to understand the relationship between discourse components and introduce various techniques to enrich vocabulary, including words in sentences. 5. Developing the main sentence or topic into a topic sentence or developing a paragraph.			
Brief Course Description	This course discusses and trains students to identify, elaborate and produce the formation and use of words, phrases, independent clauses, equivalent compound sentences, basic sentence patterns, words and sentence forms and parts of speech. This course trains students to make sentences in accordance with English grammar, make simple descriptive, narrative, and argumentative essays, doing pre-reading, scanning, skimming, and grammar charts, as discussed in basic grammar session to understand the relationships between discourse components and			

	introduce various techniques to enrich vocabulary, including words in sentences, and developing the main sentence or topic into a topic sentence or developing a paragraph.					
Class Rules		Outline of the rules that the students and lecturers should understand ( <b>The lecturers fill in this section</b> )				
Topics		<ol style="list-style-type: none"><li>1. Nouns, pronouns, and determiners</li><li>2. Tenses (present, past, and future)</li><li>3. Active and passive sentences</li><li>4. General reading</li><li>5. Writing: linking words, phrases and sentences into a coherent paragraph</li><li>6. Writing and reading comprehension-Poultry</li><li>7. Writing and reading comprehension-Sheep and goat</li><li>8. Writing and reading comprehension-Beef and dairy cattle</li><li>9. Writing and reading comprehension-Animal nutrition and feeding management</li><li>10. Writing and reading comprehension-Animal welfare and environmental management</li><li>11. Writing and reading comprehension-Livestock production systems</li><li>12. Writing: Instructions and laboratory works</li></ol>				
References		<b>The lecturers fill in this section</b>				
Learning Media		Software		Hardware		
		Video, internet, e-module, Google Meet, Zoom, VLM2, Google Classroom, WhatsApp		Projectors and screens, laptops, computers, smartphones, books, documents, whiteboards and stationary		
Teaching Team		<b>The lecturers fill in this section</b>				
Prerequisite Course		-				
Week	Sub-CLO	Indicator	Learning Materials / Topics	Learning Methods	Criteria & Form of Assessment	Weighted Score (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Identifying sentence components; nouns, pronouns and determiners (CLO 1)	Able to distinguish the various components of a sentence; nouns, pronouns, and determiners appropriately	Nouns, pronouns and determiners	Student-centered learning: -Lectures -Student interactive participation -Exercise by answering questions	The criteria refer to the evaluation rubric: -Accuracy in explaining concepts and identifying nouns,	

					<p>pronouns and determiners</p> <p>Assessment form: -Independent structured assignments to identify nouns, pronouns and determiners</p>	
2	Identifying types of tenses and using them appropriately in sentences (CLO 1 and 2)	<p>Able to explain sentence components appropriately.</p> <p>Able to distinguish and use tense rules (present, past and future) appropriately in composing sentences</p>	Tenses (present, past and future)	<p>Student-centered learning: Lectures</p> <p>Student interactive participation</p> <p>Exercise by answering questions</p>	<p>The criteria refer to the evaluation rubric: -Correct sentence structure -Accuracy of using tenses in composing sentences</p> <p>Assessment form: Quiz</p>	
3	Identifying active and passive sentences and using them appropriately in sentences (CLO 1 and 2)	Able to explain concepts and use active and passive voice appropriately	Active and passive sentences	<p>Student-centered learning: Lectures</p> <p>Student interactive participation</p> <p>Exercise by answering questions. The students are asked to</p>	<p>The criteria refer to the evaluation rubric: -Accuracy of using active and passive voice</p> <p>Form of assessment : Quiz</p>	

				make a resume and work on sample paragraphs composed of active and passive sentences.		
4	Skilled in pre-reading, scanning and skimming (CLO 4)	Able to determine the main idea in a paragraph	General reading	Student-centered learning: Lectures  Student interactive participation  Exercise by answering questions	The criteria refer to the evaluation rubric: -Accuracy of identifying ideas of a paragraph and drawing conclusions  Form of assessment : Quiz	
5,6,7	Skilled in composing various types of paragraphs in accordance with English grammar (CLO 2, 3, and 5)	Able to compose paragraph discussion and develop the main sentence or topic into topic sentences and develop the paragraph.	Writing: Linking words, phrases and sentences into a coherent paragraph	Student-centered learning: Lectures and coaching clinic for writing articles (descriptive/narrative/argumentative essays)  Structured assignments (individual) of writing one type of paragraph  Presentation and	The criteria refer to the evaluation rubric: -Accuracy in identifying paragraph types. -Accuracy in placing main and supporting ideas in paragraphs. -Accuracy of using grammar in writing paragraphs -Logical argument.	

				discussion of assignments	Form of assessment : Structured assignments (presentation of papers assessed by students and facilitated by lecturers)	
<b>MIDTERM EXAM</b>						
8	Skilled in digging up information from articles related to poultry in English and write the review (CLO 2, 3, 4, and 5)	Able to write reviews based on information collected from reading according to the topic of discussion	Writing and Reading Comprehension -Poultry	Student-centered learning: Group structured assignments (reading and writing reviews of articles)	<p>The criteria refer to the evaluation rubric:</p> <ul style="list-style-type: none"> <li>-Accuracy of drawing conclusions based on readings</li> <li>- Conveying ideas that are factual and logical</li> <li>-Accuracy of using grammar in writing reviews</li> </ul> <p>Form of assessment : Structured assignments (presentation of papers assessed by students and facilitated by lecturers)</p>	

9	Skilled in digging up information from articles related to poultry in English and write the review (CLO 2, 3, 4, and 5)	Able to write reviews based on information collected from reading according to the topic of discussion	Writing and Reading Comprehension -Sheep and goat	Student-centered learning: Group structured assignments (reading and writing reviews of articles)	The criteria refer to the evaluation rubric: -Accuracy of drawing conclusions based on readings - Conveying ideas that are factual and logical -Accuracy of using grammar in writing reviews  Form of assessment : Structured assignments (presentation of papers assessed by students and facilitated by lecturers)	
10	Skilled in digging up information from scientific articles related to poultry in English and write the review (CLO 2, 3, 4, and 5)	Able to write reviews based on information collected from reading according to the topic of discussion	Writing and Reading Comprehension -Beef and dairy cattle	Student-centered learning: Group structured assignments (reading and writing reviews of articles)	The criteria refer to the evaluation rubric: -Accuracy of drawing conclusions based on readings - Conveying ideas that are factual and logical -Accuracy of using	

					<p>grammar in writing reviews</p> <p>Form of assessment : Structured assignments (presentation of papers assessed by students and facilitated by lecturers)</p>	
11	<p>Skilled in digging up information from articles related to poultry in English and write the review (CLO 2, 3, 4, and 5)</p>	<p>Able to write reviews based on information collected from reading according to the topic of discussion</p>	<p>Writing and Reading Comprehension</p> <p>-Animal nutrition and feeding management</p>	<p>Student-centered learning:</p> <p>Group structured assignments (reading and writing reviews of articles)</p>	<p>The criteria refer to the evaluation rubric:</p> <ul style="list-style-type: none"> <li>-Accuracy of drawing conclusions based on readings</li> <li>- Conveying ideas that are factual and logical</li> <li>-Accuracy of using grammar in writing reviews</li> </ul> <p>Form of assessment : Structured assignments (presentation of papers assessed by students and</p>	

					facilitated by lecturers)	
12	Skilled in digging up information from articles related to poultry in English and write the review (CLO 2, 3, 4, and 5)	Able to write reviews based on information collected from reading according to the topic of discussion	Writing and Reading Comprehension -Animal welfare and environmental management	Student-centered learning: Group structured assignments (reading and writing reviews of articles)	<p>The criteria refer to the evaluation rubric:</p> <ul style="list-style-type: none"> <li>-Accuracy of drawing conclusions based on readings</li> <li>- Conveying ideas that are factual and logical</li> <li>-Accuracy of using grammar in writing reviews</li> </ul> <p>Form of assessment : Structured assignments (presentation of papers assessed by students and facilitated by lecturers)</p>	
13	Skilled in digging up information from articles related to poultry in English and write the review (CLO 2, 3, 4, and 5)	Able to write reviews based on information collected from reading according to the topic of discussion	Writing and Reading Comprehension -Livestock production systems	Student-centered learning: Group structured assignments (reading and writing reviews of articles)	<p>The criteria refer to the evaluation rubric:</p> <ul style="list-style-type: none"> <li>-Accuracy of drawing conclusions based on readings</li> <li>-Conveying ideas that</li> </ul>	



					<p>are factual and logical</p> <p>-Accuracy of using grammar in writing reviews</p> <p>Form of assessment : Structured assignments (presentation of papers assessed by students and facilitated by lecturers)</p>	
14	<p>Skilled in composing sentences related to laboratory work in English: Process, procedure, and instruction work (CLO 2, 3, and 5)</p>	<p>Able to organize processes in quality manuals, standard operating procedures and work instructions</p>	<p>Writing: Instructions and laboratory works</p>	<p>Student-centered learning: Lectures</p> <p>Exercise by making SOPs and work instructions</p>	<p>The criteria refer to the evaluation rubric: Ability to narrate work instructions according to correct grammar</p> <p>Form of assessment : Structured assignments (presentation of papers assessed by students and facilitated by lecturers)</p>	

## FINAL EXAM

1. **Activities in the classroom**

- a. Presentation of material and discussion by the lecturers
- b. Activities outside the classroom by doing assignments according to the topic provided to the students, then the students are required to submit the results of activities outside the classroom in accordance with the set schedule.
- c. The lecturers accept the completion of student assignments and carry out assessments and return for revisions if they require improvements,
- d. To improve writing skills in English, a training model is carried out. It discusses what was carried out together, so that improvements can be made together.
- e. Verification of learning outcomes by looking at the completeness of students' understanding of the topic.

2. **Handout and learning modules**

All material is entirely provided to the lecture participants before the meetings. The students are required to study each material before the meeting for the discussion of the material in class, so that the discussion in class is more focused on **confirmation** and **discussion** of what the students have learned themselves outside the classroom. The discussion of the material is focused on important parts of the material and details that are of interest to students (not limited to what is in the handouts and modules). This is intended to **increase student motivation and interest**. The students are encouraged to be **active** to find their own additional material for each material via the Internet. To make it easier for students to find existing materials, they are provided access to use Internet facilities in the Computer Lab and are provided a list of suggested links on the Internet.


3. **Assessment:**

- a. Individual assessment in accordance with the weighted score that has been determined includes:
  - i. Midterm Exam : 30%
  - ii. Final Exam : 30%
  - iii. Structured Assignment : 20%
  - iv. Quiz : 10%
  - v. Activeness / Discipline: 10%

b. Standard planned score conversion:

A	Total score $\geq 80$
B+	$75 \leq$ Total score $< 80$
B	$70 \leq$ Total score $< 75$
C+	$60 \leq$ Total score $< 70$
C	$50 \leq$ Total score $< 60$
D	$25 \leq$ Total score $< 50$
E	Total score $< 25$

## ASSESSMENT RUBRIC

	UNIVERSITY OF BRAWIJAYA FACULTY OF ANIMAL SCIENCE DEPARTMENT OF ANIMAL SCIENCE UNDERGRADUATE STUDY PROGRAM OF ANIMAL SCIENCE		
Course	RESEARCH METHODOLOGY AND SCIENTIFIC WRITING (PEF60005)		
Score Level	PLO and CLO	Conversion	PLO Score
PLO 7: Able to demonstrate independent, quality, and measurable performance (both quality and quantity) effectively, efficiently, and sustainably. PLO 8: Able to cooperate effectively and carry out a self-evaluation process towards the workgroup under their responsibility. PLO 9: Able to communicate effectively the results of thoughts, concepts, implementation, and analysis orally and in writing in the environment, community, nation, state, and international world. CLO 1: Able to identify, elaborate, and produce the formation and use of words, phrases, independent clauses, equivalent compound sentences, basic sentence patterns, words and sentence forms and part of speech.			
Very Good (4)	Demonstrating the ability to identify, elaborate and produce the formation and use of words, phrases, independent clauses, equivalent compound sentences, basic sentence patterns, words and sentence forms and parts of speech.	80-100	1.00
Good (3)	Demonstrating the ability to identify, elaborate and produce the formation and use of words, phrases, independent clauses, equivalent compound sentences, basic sentence patterns, words and sentence forms.	70-79	0.75
Moderate (2)	Demonstrating the ability to identify words, phrases, independent clauses, basic sentence patterns, words and sentence forms.	60-69	0.5
Poor (1)	Demonstrating the ability to identify words, phrases and independent clauses.	<60	0.25
Score Level	PLO and CLO	Conversion	PLO Score
PLO 7: Able to demonstrate independent, quality, and measurable performance (both quality and quantity) effectively, efficiently, and sustainably. PLO 8: Able to cooperate effectively and carry out a self-evaluation process towards the workgroup under their responsibility. PLO 9: Able to communicate effectively the results of thoughts, concepts, implementation, and analysis orally and in writing in the environment, community, nation, state, and international world. CLO 2: Able to make sentences in accordance with English grammar.			

Very Good (4)	Demonstrating the ability to compose sentences in accordance with English grammar, including <b>all</b> of the following: 1) Arrangement of the correct compound sentences. 2) Use of the correct tenses. 3) Use of the correct gerund. 4) Use of the correct active and passive voice. 5) Use of the correct verbs and adverbs.	80-100	1.00
Good (3)	Demonstrating the ability to compose sentences in accordance with English grammar, including the following <b>four of five</b> aspects: 1) Arrangement of the correct compound sentences. 2) Use of the correct tenses. 3) Use of the correct gerund. 4) Use of the correct active and passive voice. 5) Use of the correct verbs and adverbs.	70-79	0.75
Moderate (2)	Demonstrating the ability to compose sentences in accordance with English grammar, including the following <b>three of five</b> aspects: 1) Arrangement of the correct compound sentences. 2) Use of the correct tenses. 3) Use of the correct gerund. 4) Use of the correct active and passive voice. 5) Use of the correct verbs and adverbs.	60-69	0.50
Poor (1)	Demonstrating the ability to compose sentences in accordance with English grammar, including the following <b>two of five</b> aspects: 1) Arrangement of the correct compound sentences. 2) Use of the correct tenses. 3) Use of the correct gerund. 4) Use of the correct active and passive voice. 5) Use of the correct verbs and adverbs.	<60	0.25
Score Level	PLO and CLO	Conversion	PLO Score
PLO 7: Able to demonstrate independent, quality, and measurable performance (both quality and quantity) effectively, efficiently, and sustainably.			

PLO 8: Able to cooperate effectively and carry out a self-evaluation process towards the workgroup under their responsibility. PLO 9: Able to communicate effectively the results of thoughts, concepts, implementation, and analysis orally and in writing in the environment, community, nation, state, and international world. CLO 3: Able to make simple descriptive, narrative, and argumentative essays.			
Very Good (4)	Demonstrating the ability to arrange descriptive, narrative, and argumentative essays.	80-100	1.00
Good (3)	Demonstrating the ability to arrange descriptive and narrative essays.	70-79	0.75
Moderate (2)	Demonstrating only the ability to arrange a descriptive essay.	60-69	0.50
Poor (1)	Demonstrating only the ability to arrange an essay, but cannot determine its type.	<60	0.25
Score Level	PLO and CLO	Conversion	PLO Score
PLO 7: Able to demonstrate independent, quality, and measurable performance (both quality and quantity) effectively, efficiently, and sustainably. PLO 8: Able to cooperate effectively and carry out a self-evaluation process towards the workgroup under their responsibility. PLO 9: Able to communicate effectively the results of thoughts, concepts, implementation, and analysis orally and in writing in the environment, community, nation, state, and international world. CLO 4: Skilled in doing pre-reading, scanning, skimming, and understanding grammar charts effectively, as discussed in basic grammar session to understand the relationship between discourse components and introduce various techniques to enrich vocabulary, including words in sentences.			
Very Good (4)	Skilled in doing pre-reading, scanning, skimming, and understanding grammar charts effectively, as discussed in basic grammar session to understand the relationship between discourse components and introduce various techniques to enrich vocabulary, including words in sentences.	80-100	1.00
Good (3)	Skilled in doing pre-reading, scanning, skimming, and understanding grammar charts, as discussed in the basic grammar session to understand the relationship between discourse components.	70-79	0.75
Moderate (2)	Skilled in doing pre-reading, scanning, skimming, and understanding grammar charts moderately, as discussed in basic grammar session, but only part of the information from the reading can be understood.	60-69	0.50

Poor (1)	Less skilled in doing pre-reading, scanning, skimming, and understanding grammar charts, as discussed in basic grammar session, that is marked by a limited understanding of the relationship between discourse components.	<60	0.25
PLO 4: Able to develop comprehensive insight and mindset according to the science and field of the animal industry. PLO 7: Able to demonstrate independent, quality, and measurable performance (both quality and quantity) effectively, efficiently, and sustainably. PLO 8: Able to cooperate effectively and carry out a self-evaluation process towards the workgroup under their responsibility. PLO 9: Able to communicate effectively the results of thoughts, concepts, implementation, and analysis orally and in writing in the environment, community, nation, state, and international world. CLO 5: Developing the main sentence or topic into a topic sentence or developing a paragraph.			
Very Good (4)	Skilled in developing the main sentence or topic into a topic sentence or developing a coherent paragraph.	80-100	1.00
Good (3)	Skilled in developing the main sentence or topic into a topic sentence or developing a paragraph, but it is less coherent.	70-79	0.75
Moderate (2)	Skilled in developing the main sentence or topic moderately into a topic sentence or developing a paragraph, but it is less coherent and there are few grammatical errors.	60-69	0.50
Poor (1)	Less skilled in developing the main sentence or topic into a topic sentence or developing a paragraph, but it is incoherent and many grammatical errors are found.	<60	0.25

Formula to Calculate PLO Score:  $\frac{Level\ Skor}{\sum level\ skor} \times \frac{\sum CP-MK}{\sum CP-PS} \frac{Level\ Skor}{\sum level\ skor} \times \frac{\sum CP-MK}{\sum CP-PS}$




### CLO Score Calculation

Assessed components	Component Weights	CLO Weight on the Score				
		CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Midterm Exam	0.30	0.20	0.30	0.30	0.20	
Final exam	0.30	0.20	0.20	0.20	0.20	0.20
Structured assignments	0.20		0.25	0.25	0.25	0.25
Quiz	0.10	0.50			0.50	
Activeness/discipline	0.10	0.20	0.20	0.20	0.20	0.20

### PLO Score Calculation

CLO	CLO Score	CLO weight	PLO			
			PLO 4	PLO 7	PLO 8	PLO 9
CLO 1				0.30	0.30	0.40
CLO 2				0.30	0.30	0.40
CLO 3				0.30	0.30	0.40
CLO 4				0.30	0.30	0.40
CLO 5			0.20	0.20	0.20	0.40

## LECTURE PORTFOLIO

		<b>UNIVERSITY OF BRAWIJAYA</b> <b>FACULTY OF ANIMAL SCIENCE</b> <b>DEPARTMENT OF ANIMAL SCIENCE</b> <b>UNDERGRADUATE STUDY PROGRAM OF ANIMAL SCIENCE</b>		
Course: English		Code: UBU60004	RMK: Compulsory Course in University	Semester:
Lecturers	1.			
<b>Introduction</b> This course discusses and trains students to identify, elaborate and produce the formation and use of words, phrases, independent clauses, equivalent compound sentences, basic sentence patterns, words and sentence forms and parts of speech. This course trains students to make sentences in accordance with English grammar, make simple descriptive, narrative, and argumentative essays, doing pre-reading, scanning, skimming, and grammar charts, as discussed in basic grammar session to understand the relationships between discourse components and introduce various techniques to enrich vocabulary, including words in sentences, and developing the main sentence or topic into a topic sentence or developing a paragraph.				
1	<b>Objectives</b> After taking this course, the students will: <ol style="list-style-type: none"><li>1. Able to identify, elaborate, and produce the formation and use of words, phrases, independent clauses, equivalent compound sentences, basic sentence patterns, words and sentence forms and part of speech.</li><li>2. Able to make sentences in accordance with English grammar.</li><li>3. Able to make simple descriptive, narrative, and argumentative essays.</li><li>4. Skilled in doing pre-reading, scanning, skimming, and understanding grammar charts effectively, as discussed in basic grammar session to understand the relationship between discourse components and introduce various techniques to enrich vocabulary, including words in sentences.</li><li>5. Developing the main sentence or topic into a topic sentence or developing a paragraph.</li></ol>			
2	<b>Learning Strategies</b> The learning strategies carried out in the lectures include lectures, discussions, structured assignments, quizzes, group presentations			
3	<b>Lecture Management</b> <ol style="list-style-type: none"><li>1) Lecture: 100 minutes/meeting (14 meetings)</li><li>2) Structured assignments/quizzes/activeness</li><li>3) Attendance: 80% of total attendance</li></ol> The role of the lecturers: providing lectures, facilitating discussions, providing assignment instructions, giving assessment for quizzes and exams  The role of the students: attending lectures and practicum, doing assignments, discussing, being the moderator of the discussion and evaluating the presentation of their friends			
4	<b>Lecture Contents</b>			

	<ol style="list-style-type: none"> <li>1. Nouns, pronouns, and determiners</li> <li>2. Tenses (present, past, and future)</li> <li>3. Active and passive sentences</li> <li>4. General reading</li> <li>5. Writing: linking words, phrases and sentences into a coherent paragraph</li> <li>6. Writing and reading comprehension-Poultry</li> <li>7. Writing and reading comprehension-Sheep and goat</li> <li>8. Writing and reading comprehension-Beef and dairy cattle</li> <li>9. Writing and reading comprehension-Animal nutrition and feeding management</li> <li>10. Writing and reading comprehension-Animal welfare and environmental management</li> <li>11. Writing and reading comprehension-Livestock production systems</li> <li>12. Writing: Instructions and laboratory works</li> </ol>
5	<b>Lecture Participants</b> 
6	<b>Attendance Percentage</b> Lecturer attendance percentage: 100% Student attendance percentage: min. 80%
7	<b>Evaluation System</b> Midterm exams: 30% Final exams: 30% Structured assignments: 20% Quiz: 10% Activeness/Discipline: 10%
8	<b>Class Observation</b> (explain important and interesting things that were encountered during the lecture) <i>Example:</i> <ol style="list-style-type: none"> <li>1. 100% of students attended and followed the quiz using Google Form at the 3<sup>rd</sup> meeting (proof of response attached)</li> <li>2. 5 students (Name and NIM) answered the lecturer questions correctly as a reflection of the lectures at each meeting (proof of student's name and NIM attached)</li> <li>3. Distribution (graph) of student feedback (pre-test: student interest in the topic/method of lectures and post-test)</li> <li>3. etc.</li> </ol>
9	<b>Learning Outcomes</b> (explain the achievement of the objectives that have been set, also include the learning achievements that can be explained) A narrative explanation of the actual achievement
10	<b>Obstacles</b> (provide an overview of the main obstacles in the learning process) <i>Example:</i> <ol style="list-style-type: none"> <li>1. When the course material was delivered online, some students had difficulty accessing the internet.</li> <li>2. The size of the lecture delivery recording was too large because the lecture duration was too long.</li> </ol>
11	<b>Score Distribution</b> (provide the score distribution following the learning achievements of this course) <i>Example:</i> Graph of the distribution of final scores (the number of students obtaining A, B, C D...)

	Graph of CLO and PLO scores achieved
12	<b>Conclusion</b>
	Narrate about the success of facilitating students to achieve learning outcomes
13	<b>Improvement Recommendations</b>
	Example: LO-x was difficult to achieve so it needs to be revised
	<b>Appendices:</b>
	<ol style="list-style-type: none"> <li>1. Student assignments and records of the evaluation process</li> <li>2. Attendance list</li> <li>3. PowerPoint assignments, documentation of presentation implementation and assessment form</li> </ol> etc.