	Universitas Negeri Surabaya **Faculty of Languages and Arts** **Doctoral Study Program in Language and Literature Education**			**Document Code**	

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Language and Literature Learning Pedagogy	8800102100		**T=2**	**P=0**	**ECTS=5.04**	1	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Ahmad Munir, Ph.D.	Dr. Oikurema Purwati, M.Appl. Ling.	Dr. Suhartono, M.Pd.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-8	Able to develop new scientific theories/concepts/ideas based on managing research data and information and contribute to the development of science and technology by paying attention to humanities values, scientific methodology and developments in the academic world
	PLO-12	Able to solve science and technology problems in the field of language and literature education through interdisciplinary, multidisciplinary and transdisciplinary approaches
	PLO-15	Mastering the policies and management of language and literature learning
	Program Objectives (PO)	
	PO - 1	Utilizing science and technology to plan and implement language and literature learning in accordance with didactics and methods in the field of language and literature education as well as based on research in the field of language and literature; and skilled in managing and developing research in the field of language and literature education, as well as in the field of language and literature that is beneficial to society and science
	PO - 2	Mastering theoretical concepts of language and literature and their application in language and literature learning; and master the concept of language and literature education curriculum development and its tools
	PO - 3	Make strategic decisions in the context of solving problems in the field of language and literature education, as well as in the field of language and literature by applying humanities values based on scientific studies of information and data and being able to increase the capacity to become independent learners in the field of language and literature education, as well as in the field of language and literature
	PLO-PO Matrix	

P.O	PLO-8	PLO-12	PLO-15
PO-1			
PO-2			
PO-3			

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																

	Short Course Description	Use of relevant theories and research results to design, develop and create creative and innovative language and literature learning pedagogical models in order to solve contemporary language and literature learning problems according to didactical and methodical principles of language and literature learning as alternative language and literature learning pedagogical models. The topics of this course include the philosophical foundations of language and literature learning, approaches and methods of language and literature learning, didactics and methods of language and literature learning, developments and predictions of future trends in language and literature learning through independent study, presentations, discussions, or publications with The final product is a paper/article.

	References	**Main :**	

1. [1] Renandya, W. A., & Widodo, H. P. (Eds.). 2016. English language teaching today: Linking theory and practice (Vol. 5). London: Springer. [2] Brown, H. D., & Lee, H. 2015. Teaching by Principles . Melbourne: Pearson Ed Australia. [3] Hall, G. (Ed.). 2016. The Routledge handbook of English language teaching . New York: Routledge. [4] Carrió-Pastor, M.L. ed., 2018. Teaching language and teaching literature in virtual environments . Springer. [5] Voss, E. & Kostka, I. 2019. Flipping Academic English Language Learning Experiences from an American University . Singapore: Springer. [6] Pegrum, M. 2014. Mobile Learning Languages, Literacies and Cultures . London: Palgrave Macmillan [7] Crandall, J.J. & Bailey, K.M. eds., 2018. Global perspectives on language education policies . New York: Routledge. [8] Lazar, G. 1993. Literature in language teaching. Cambridge: Cambridge University Press. [9] Beyer, C. ed. 2018. Teaching Crime Fiction . New York: Springer. [10] Curtis, C. 2019. How to Teach English Novels, non-fiction and their artful navigation . New York: Crown House Publishing [11] Hall, G. 2005. Literature in Language Education. London: Palgrave Macmillan [12] Coombe, C., Anderson, N.J. and Stephenson, L. eds., 2020. Professionalizing your English language teaching . Springer International Publishing. [13] Baratta, A. and Baratta, 2019. World Englishes in English language teaching . Cham: Palgrave Macmillan.

		Supporters:	

	Supporting lecturer	Ahmad Munir, S.Pd., M.Ed., Ph.D.	

Week-	Final abilities of each learning stage (Sub-PO)		Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
			Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)		(3)	(4)	(5)	(6)	(7)	(8)
1	1. Utilizing science and technology to plan and implement language and literature learning in accordance with didactics and methodology in language and literature education and based on research in language and literature education; and skillful in managing and developing research in language and literature education and in language and literature which is beneficial to society and science 2. Mastering the theoretical concepts of language and literature and their application in language and literature pedagogy; and mastering the concept of language and		To explain trends of the 21st Century language and literature pedagogy		2 X 50			0%

		literature education curriculum development and its tools						
		3. Taking strategic decisions in solving problems of language and literature education and in language and literature by applying humanistic values based on scientific studies of information and data and being able to increase the capacity to become independent learners in the fields of language and literature education and in language and literature.						
		4. Being responsible when working in the field of language and literature education and language and literature independently, intelligently, honestly, committed, sincerely, and being sincere in developing students' attitudes, values and skills.						

2	1. Utilize science and technology to plan and implement language and literature learning in accordance with didactics and methods in the field of language and literature education as well as based on research in the field of language and literature; and skilled at managing and developing research in the field of language and literature education, as well as in the field of language and literature that is beneficial to society and science 2. Mastering theoretical concepts of language and literature and their application in language and literature learning; and master the concept of developing a language and literature education curriculum and its tools 3. Make strategic decisions in the context of solving problems in the field of language and literature education, as well as in the field of language and literature by applying humanities values based on scientific studies of information and data and being able to increase the capacity to become an independent learner in the field language and literature education, as well as the field of language and literature.	To explain the implications of changes in the users and use on English language and literature pedagogy		Discussion 2 X 50			0%
3		To explain what drives the changes of methodology of English language and literature pedagogy in the history		DISCUSSION 2 X 50			0%
4	idem meet 2 and 3	To explain the current methodology of English language and literature pedagogy		Discussion 2 X 50			0%
5	idem meet 2-4	To explain methodology of English language and literature pedagogy that uses technology		Discussion 2 X 50			0%

No							
6	Idem meet 1-5	To explain the role of government policy in determining the methodology of English language and literature pedagogy		Discussion 2 X 50			0%
7	idem Meet 1-6	To explain the relationship between the teaching of language and the technology of literature		Discussion 2 X 50			0%
8	Idem meets 1-7	To propose an innovative model of English language and literature pedagogy in an academic paper (outlining)		Project 2 X 50			0%
9	idem meet 8	To propose an innovative model of English language and literature pedagogy in an academic paper (collecting quotes)		Project 2 X 50			0%
10	All learning outcomes	To propose an innovative model of English language and literature pedagogy in an academic paper (drafting)		Project 2 X 50			0%
11	Idem meet 10	Idem meet 10		idem meet 10 2 X 50			0%
12	idem meet 11	idem meet 11		idem meet 11 2 X 50			0%
13	idem meet 12	idem meet 12		idem meet 12 2 X 50			0%
14	idem meet 13	idem meet 13		idem meet 13 2 X 50			0%
15	idem meet 15	idem meet 15		idem meet 15 2 X 50			0%
16	All learning outcomes	All above		submit article to journal 2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.