



Universitas Negeri Surabaya
Faculty of Economics and Business,
Master of Economics Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
ECONOMIC LITERACY STUDY	8710302093	Compulsory Study Program Subjects	T=1	P=0	ECTS=2.24	3	May 22, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Susanti, S.Pd., M.Si		Dr. Norida Canda Sakti, M.Si			Dwi Yuli Rakhmawati, S.Si., M.Si., Ph.D.	

Learning model	Case Studies
-----------------------	--------------

Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																					
	PLO-12	Faithful to God Almighty and able to uphold human values in carrying out duties based on religion, morals and ethics																																																																																																				
	Program Objectives (PO)																																																																																																					
	PO - 1	Utilizing science and technology as a tool for developing literacy																																																																																																				
	PO - 2	Mastering the concept of literacy development as a social practice and literacy in learning																																																																																																				
	PO - 3	Make strategic decisions in designing literacy research in accordance with applicable procedures and codes of ethics																																																																																																				
	PO - 4	Be responsible and show ownership of the character of faith, intelligence, independence, honesty, caring, and toughness in completing assignments, quizzes, and tests related to literacy in education																																																																																																				
	PLO-PO Matrix																																																																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-12</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> </tr> </table>	P.O	PLO-12	PO-1		PO-2		PO-3		PO-4																																																																																											
	P.O	PLO-12																																																																																																				
PO-1																																																																																																						
PO-2																																																																																																						
PO-3																																																																																																						
PO-4																																																																																																						
PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	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																	PO-4																
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																																																																																																						
PO-4																																																																																																						

Short Course Description	In this course various things about literacy and the practices that accompany it are studied, starting from reflection on literacy skills, discussion of multimodal literacy, literacy as a social practice, new literacy studies, multimodal literacy, literacy learning, local and global literacy, multiliteracies, literacy and identity, as well as the implications of the School Literacy Movement for the National Curriculum
---------------------------------	---

References	Main :
	<ol style="list-style-type: none"> 1. Pahl, K & Rowsell, J. 2010. Literacy in Education. London: Routledge 2. Street, B & Leftstein, A. 2000. Literacy: An Advanced Sourcebook. London: Routledge 3. Dewayani, S. & Retnaningdyah, P. 2017. Suara dari Marjin: Literasi sebagai Praktik Sosial. Bandung: Rosda 4. Laksono, Kisyani & Retnaningdyah, P. 2017. Strategi Literasi dalam Pembelajaran. Jakarta: Kemendikbud 5. Barton, D. & Hamilton, M. 2000. Situated Literacies. London: Routledge 6. Wiedarti, Pangesti & Laksono, Kisyani. 2018. Desain Induk GLS. Jakarta: Kemndikbud
	Supporters:

<ol style="list-style-type: none"> Hariyati.2021. Literasi Keuangan dan Tetap Survive Secara Ekonomi Selama Pandemi (PKM FEB Unesa Dana PNBPNB 2021) Subroto W.T. dan Hakim L. 2019. Analisis Gaya Belajar dan Literasi Visual Mahasiswa terhadap Hasil Pembelajaran Ekonomi Mikro (Penelitian Kompetitif Dana PNBPNB Unesa 2019) Harti, Susanti, Sakti N.C., dan Wulandari S.S. 2021. Pengaruh Orientasi Pasar terhadap Kinerja Usaha melalui Literasi Digital pada Usaha Kecil Menengah di Surabaya (Penelitian Dasar Program Pascasarjana Unesa Dana PNBPNB 2021) 							
Supporting lecturer		Prof.Dr. Waspodo Tjipto Subroto, M.Pd. Dr. Norida Canda Sakti, M.Si. Dr. Harti, M.Si. Prof. Dr. Susanti, S.Pd., M.Si.					
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	Students understand the role of literacy in education	Students can create a mind map of the role of literacy in education	<p>Criteria: Non test: Students understand the role of literacy in education</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Questions and answers, discussion 2 X 50	Questions and answers, discussion 2 X 50	<p>Material: The role of literacy in education References: <i>Pahl, K & Rowsell, J. 2010. Literacy in Education. London: Routledge</i></p>	3%
2	Students understand the role of the School Literacy Movement (GLS) in education in Indonesia	<ol style="list-style-type: none"> Students can explain the role of GLS Students can create a mind map regarding the role of GLS 	<p>Criteria: Non test: Students understand the role of the School Literacy Movement (GLS) in education in Indonesia</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Discussion, assignment 2 X 50	Discussion, assignment 2 X 50	<p>Material: The Role of the School Literacy Movement (GLS) in Education in Indonesia Reference: <i>Street, B & Leftstein, A. 2000. Literacy: An Advanced Sourcebook. London: Routledge</i></p>	3%
3	Students understand literacy as a social practice (Introduction to Kate Pahl and Jennifer Rowsell's book)	Students are able to explain literacy as a social practice	<p>Criteria: Non test: Students understand literacy as a social practice (Introductory part of Kate Pahl and Jennifer Rowsell's book)</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Discussion, assignment 2 X 50	Discussion, assignment 2 X 50	<p>Material: Literacy as a social practice (Introductory part of Kate Pahl and Jennifer Rowsell's book) References: <i>Dewayani, S. & Retnaningdyah, P. 2017. Voices from the Margins: Literacy as a Social Practice. Bandung: Rosda</i></p>	3%
4	Students understand new literacy studies (Chapter I of the book Literacy and Education)	<ol style="list-style-type: none"> Students are able to explain new literacy Students are able to make a mind map for chapter I 	<p>Criteria: Non test: Students understand the new literacy study (Chapter I of the book Literacy and Education)</p> <p>Form of Assessment : Participatory Activities</p>	Discussion, assignment 2 X 50	Discussion, assignment 2 X 50	<p>Material: New literacy study (Chapter I of the book Literacy and Education) References: <i>Laksono, Kisyani & Retnaningdyah, P. 2017. Literacy Strategies in Learning. Jakarta: Ministry of Education and Culture</i></p>	3%

5	Students understand multimodal literacy (Part 2 of the Literacy and Education Book)	<ol style="list-style-type: none"> 1. Students are able to explain multimodal literacy 2. Students are able to make a mind map for part 2 of the Literacy and Education Book 	<p>Criteria: Non test: Students understand multimodal literacy (Part 2 of the Literacy and Education Book)</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentations, discussions, assignments 2 X 50	Presentations, discussions, assignments 2 X 50	<p>Material: Multimodal literacy (Part 2 of the Literacy and Education Book)</p> <p>References: <i>Barton, D. & Hamilton, M. 2000. Situated Literacies. London: Routledge</i></p>	3%
6	Students understand texts for children (part 3 of the book Literacy and Education)	<ol style="list-style-type: none"> 1. Students are able to explain texts to children 2. Students are able to make a mind map for part 3 of the Literacy and Education book 	<p>Criteria: Non-tets: Students understand texts for children (part 3 of the Literacy and Education book)</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Presentations, discussions, assignments 2 X 50	Presentations, discussions, assignments 2 X 50	<p>Material: Text for children (part 3 of the book Literacy and Education)</p> <p>Library: <i>Wiedarti, Pangesti & Laksono, Kisyani. 2018. GLS Master Design. Jakarta: Ministry of Education and Culture</i></p>	3%
7	Students understand how to bridge local and global literacy (Part 4 of the Literacy and Education Book)	<ol style="list-style-type: none"> 1. Students are able to explain local and global literacy 2. Mamou students make. mind map part 4 of the book Literacy and Education 	<p>Criteria: Non test: Students understand how to bridge local and global literacy (Part 4 of the Literacy and Education Book)</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Presentations, discussions, assignments 2 X 50	Presentations, discussions, assignments 2 X 50	<p>Material: Local and global literacy (Part 4 of the Literacy and Education Book)</p> <p>References: <i>Subroto WT and Hakim L. 2019. Analysis of Students' Learning Style and Visual Literacy on Microeconomics Learning Outcomes (2019 Unesa PNB Fund Competitive Research)</i></p>	3%
8	Midterm Exam (UTS)	Midterm Exam (UTS)	<p>Criteria: Midterm Exam (UTS)</p> <p>Form of Assessment : Test</p>	Midterm Exam (UTS) 2 X 50	Midterm Exam (UTS) 2 X 50	<p>Material: -</p> <p>Library:</p>	20%
9	Students understand literacy and identity (section 5 in the book Literacy and Education)	<ol style="list-style-type: none"> 1. Students are able to explain literacy and identity 2. Students are able to make a mind map for part 5 of the Literacy and Education book 	<p>Criteria: Non test: Understanding literacy and identity (part 5 in the book Literacy and Education)</p> <p>Form of Assessment : Participatory Activities</p>	Presentations, discussions, assignments 2 X 50	Presentations, discussions, assignments 2 X 50	<p>Material: Literacy and identity (part 5 in the book Literacy and Education)</p> <p>References: <i>Harti, Susanti, Sakti NC, and Wulandari SS 2021. The Influence of Market Orientation on Business Performance through Digital Literacy in Small and Medium Enterprises in Surabaya (Basic Research for the Unesa Dana Postgraduate Program PNB 2021)</i></p>	3%

10	Students understand the role of new literacies in curriculum and education (Part 6 of the Literacy and Education Book)	1.Students are able to explain the role of new literacy in the curriculum and education 2.Students are able to make a mind map for part 6 of the Literacy and Education book	Criteria: Non test: Understanding the role of new literacy in curriculum and education (Part 6 of the Literacy and Education Book) Form of Assessment : Participatory Activities, Practice/Performance	Presentations, discussions, assignments 2 X 50	Presentations, discussions, assignments 2 X 50	Material: New literacy in curriculum and education (Part 6 Literacy and Education Book) References: <i>Pahl, K & Rowsell, J. 2010. Literacy in Education. London: Routledge</i>	3%
11	Students understand the role of new literacies in curriculum and education (Part 6 of the Literacy and Education Book)	1.Students are able to explain the role of new literacy in the curriculum and education 2.Students are able to make a mind map for part 6 of the Literacy and Education book	Criteria: Non test: Understanding the role of new literacy in curriculum and education (Part 6 of the Literacy and Education Book) Form of Assessment : Participatory Activities, Practice/Performance	Presentations, discussions, assignments 2 X 50	Presentations, discussions, assignments 2 X 50	Material: New literacy in curriculum and education (Part 6 Literacy and Education Book) References: <i>Pahl, K & Rowsell, J. 2010. Literacy in Education. London: Routledge</i>	3%
12	Students understand literacy questions well	Students are able to compose good literacy questions	Criteria: Non test: Students understand literacy questions well Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Discussion, assignment 2 X 50	Discussion, assignment 2 X 50	Material: Students understand good literacy questions. Reference: <i>Street, B & Leftstein, A. 2000. Literacy: An Advanced Sourcebook. London: Routledge</i>	7%
13	Students understand literacy questions well	Students are able to compose good literacy questions	Criteria: Non test: Students understand literacy questions well Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Discussion, assignment 2 X 50	Discussion, assignment 2 X 50	Material: Students understand good literacy questions. Reference: <i>Street, B & Leftstein, A. 2000. Literacy: An Advanced Sourcebook. London: Routledge</i>	3%
14	Students understand literacy assessments	1.Students discuss actively about the topics discussed. 2.Students revise the questions they have created	Criteria: Non test: Students understand the literacy assessment Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Presentation, discussion 2 X 50	Presentation, discussion 2 X 50	Material: Students understand literacy assessment Reference: <i>Laksono, Kisyani & Retnaningdyah, P. 2017. Literacy strategies in learning. Jakarta: Ministry of Education and Culture</i>	3%

15	Students understand literacy assessments	1. Students discuss actively about the topics discussed. 2. Students revise the questions they have created	Criteria: Non test: Students understand the literacy assessment Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Presentation, discussion 2 X 50	Presentation, discussion 2 X 50	Material: Students understand literacy assessment Reference: <i>Laksono, Kisyani & Retnaningdyah, P. 2017. Literacy strategies in learning. Jakarta: Ministry of Education and Culture</i>	7%
16	FINAL SEMESTER EXAMINATION (UAS)	FINAL SEMESTER EXAMINATION (UAS)	Criteria: FINAL SEMESTER EXAMINATION (UAS) Form of Assessment : Test	FINAL SEMESTER EXAMINATION (UAS) 2 X 50	FINAL SEMESTER EXAMINATION (UAS) 2 X 50	Material: - Library:	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	26.33%
2.	Project Results Assessment / Product Assessment	11.33%
3.	Portfolio Assessment	9.33%
4.	Practice / Performance	3%
5.	Test	50%
		99.99%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.