



Universitas Negeri Surabaya
Faculty of Languages and Arts
English Language Education Masters Study Program

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																				
Curriculum and Syllabus in ELT	8810302024		T=2	P=0	ECTS=4.48	1	August 14, 2023																																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																					
	Ahmad Munir, Ph.D		Ahmad Munir, Ph.D			Ahmad Munir, S.Pd., M.Ed., Ph.D.																																																																																																					
Learning model	Project Based Learning																																																																																																										
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																										
	PLO-10	Able to produce innovative and tested learning designs or models based on learning technology for general English or English for specific purposes																																																																																																									
	Program Objectives (PO)																																																																																																										
	PO - 1	Utilizing science and technology as a tool to access the history of the development of the school curriculum and syllabus for English subjects in Indonesia as well as accessing theories related to the development of the English education curriculum in Indonesia.																																																																																																									
	PO - 2	Mastering knowledge about the process of developing an English education curriculum in Indonesia and its syllabus, including: needs and situational analysis, stating goals and instructional objectives, choosing syllabus framework, providing for effective teaching and instructional materials development (the link between syllabus and audience).																																																																																																									
	PO - 3	Carry out a simulation of the development of the English education curriculum in Indonesia and its syllabus in accordance with the theory of English education curriculum development and the recent history of its development in Indonesia																																																																																																									
	PO - 4	Responsible for carrying out simulations for the development of the English language education curriculum in Indonesia and the syllabus in accordance with the theory of language and literature education curriculum development																																																																																																									
	PLO-PO Matrix																																																																																																										
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																											
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Short Course Description	This course is designed to make students have a comprehensive and holistic understanding about kinds and types of curricula or syllabus in language education, especially English. Finishing this course, the students are expected to understand how the curriculum or syllabus was developed and applied. The students are also required to critically analyze the changes of curriculum and syllabus to meet the development of theory of teaching and learning English and society demands. In addition, students are also able to identify issues about curriculum and syllabus from a national and global perspective for general English as well as English for special purposes. In this course, the students have the opportunity to develop his/her own language course as a final project of the semester. Lecture activities are carried out through group presentations, discussions, and workshops on development of language program syllabus. This course uses Project-Based Learning.																																																																																																										
References	Main :																																																																																																										

1. Richards, J.C. 2019. Curriculum Development in Language Teaching (second edition). Cambridge: CUP.
2. Braine, G. (Ed.). 2014. Teaching English to the world: History, curriculum, and practice. New York: Routledge
3. Nation, I. S., & Macalister, J. 2009. Language curriculum design. New York: Routledge.
4. Keputusan Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 008/H/Kr/2022 Tentang Capaian Pembelajaran Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah Pada Kurikulum Merdeka.
5. Brown, J. D. 1995. The elements of language curriculum: A systematic approach to program development. Boston: Heinle & Heinle.
6. Brown, H. D., & Lee, H. 2015. Chapter 9 Curriculum and Course Design, Chapter 10 Lesson Planning in Teaching by Principles (pp.178-218). Melbourne: Pearson Education Australia.
7. Dick, W. Carey, L. & Carey, J. 2015. The systematic design of instruction (sixth edition). Boston: Pearson.
8. Brown, A. H. & Green, T.D. 2016. The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice (Third Edition). New York: Routledge.
9. Moore, A. 2014. Understanding the School Curriculum: Theory, politics and principles. New York: Routledge.
10. Hunkins, F. P., & Ornstein, A. C. 2016. Curriculum: Foundations, principles, and issues. New York: Pearson Education.
11. Jacobs, H.H. 2010. Curriculum 21: Essential education for a changing world. Virginia: ASCD.
12. Musumeci, D. 2011. History of language teaching. In Long, M. H., & Doughty, C. J. (Eds.). The handbook of language teaching (Vol. 63). New York: John Wiley & Sons.

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.Explains the development of the English education curriculum in the world from translations of the Bible and literary works 2.Defining the syllabus and curriculum	Explains the development of the English education curriculum in the world from translations of the Bible and literary works	<p>Criteria:</p> <p>1.Explaining the development of the English language education curriculum in the world from the translation of the Bible, good literary works will get a score of 50</p> <p>2.Defining the syllabus and curriculum correctly will get a score of 50</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 discussion		<p>Material: History of language teaching Reference: <i>Musumeci, D. 2011. History of language teaching. In Long, M. H., & Doughty, C. J. (Eds.). The handbook of language teaching (Vol. 63). New York: John Wiley & Sons.</i></p> <p>Material: History of curriculum development Reference: <i>Richards, JC 2019. Curriculum Development in Language Teaching (second edition). Cambridge: CUP.</i></p>	2%

2	<p>1.Explains the development of the English education curriculum in the world from translations of the Bible and literary works</p> <p>2.Defining the syllabus and curriculum</p>	<p>1.Explains the development of the English education curriculum in the world from translations of the Bible and literary works</p> <p>2.Defining the syllabus and curriculum</p>	<p>Criteria:</p> <p>1.Explaining the development of the English language education curriculum in the world from the translation of the Bible, good literary works will get a score of 50</p> <p>2.Defining the syllabus and curriculum correctly will get a score of 50</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 discussion		<p>Material: History of language teaching</p> <p>Reference: <i>Musumeci, D. 2011. History of language teaching. In Long, M. H., & Doughty, C. J. (Eds.). The handbook of language teaching (Vol. 63). New York: John Wiley & Sons.</i></p> <hr/> <p>Material: History of curriculum development</p> <p>Reference: <i>Richards, JC 2019. Curriculum Development in Language Teaching (second edition). Cambridge: CUP.</i></p>	2%
3	Explains the development of various English education curricula in Indonesia since Dutch colonialism to the Independent Curriculum	Explains the development of various English education curricula in Indonesia since Dutch colonialism to the Independent Curriculum	<p>Criteria:</p> <p>Explaining the development of various English education curricula in Indonesia since Dutch colonialism to the Independent Curriculum well will get a score of 100</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 discussion		<p>Material: ELT Curriculum in Indonesia</p> <p>Reference: <i>Braine, G. (Ed.). 2014. Teaching English to the world: History, curriculum, and practice. New York: Routledge</i></p>	3%
4	Explains the development of various English education curricula in Indonesia since Dutch colonialism to the Independent Curriculum	Explains the development of various English education curricula in Indonesia since Dutch colonialism to the Independent Curriculum	<p>Criteria:</p> <p>Explaining the development of various English education curricula in Indonesia since Dutch colonialism to the Independent Curriculum well will get a score of 100</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 discussion		<p>Material: ELT Curriculum in Indonesia</p> <p>Reference: <i>Braine, G. (Ed.). 2014. Teaching English to the world: History, curriculum, and practice. New York: Routledge</i></p>	3%

5	Explains the latest English Language Education curriculum development theory	Explains the latest English Language Education curriculum development theory	<p>Criteria: Explaining the theory of developing the latest English language education curriculum model well will get a score of 100</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 discussion		<p>Material: definition of curriculum</p> <p>Reference: <i>Brown, HD, & Lee, H. 2015. Chapter 9 Curriculum and Course Design, Chapter 10 Lesson Planning in Teaching by Principles (pp.178-218). Melbourne: Pearson Education Australia.</i></p> <hr/> <p>Material: Nation and MacCalister model</p> <p>References: <i>Nation, IS, & Macalister, J. 2009. Language curriculum design. New York: Routledge.</i></p> <hr/> <p>Material: Richards' model</p> <p>References: <i>Richards, JC 2019. Curriculum Development in Language Teaching (second edition). Cambridge: CUP.</i></p>	2%
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6	Explains the latest English Language Education curriculum development theory	Explains the latest English Language Education curriculum development theory	<p>Criteria: Explaining the Richards model of the latest English Education curriculum development theory well will get a score of 100</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 discussion		<p>Material: definition of curriculum</p> <p>Reference: <i>Brown, HD, & Lee, H. 2015. Chapter 9 Curriculum and Course Design, Chapter 10 Lesson Planning in Teaching by Principles (pp.178-218). Melbourne: Pearson Education Australia.</i></p> <hr/> <p>Material: Nation and MacCalister model</p> <p>References: <i>Nation, IS, & Macalister, J. 2009. Language curriculum design. New York: Routledge.</i></p> <hr/> <p>Material: Richards' model</p> <p>References: <i>Richards, JC 2019. Curriculum Development in Language Teaching (second edition). Cambridge: CUP.</i></p>	5%
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7	Explains the latest English Language Education curriculum development theory	Explains the latest English Language Education curriculum development theory	<p>Criteria: Explaining the latest English Language Education curriculum development theory well, other models will get a score of 100</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 discussion		<p>Material: definition of curriculum</p> <p>Reference: <i>Brown, HD, & Lee, H. 2015. Chapter 9 Curriculum and Course Design, Chapter 10 Lesson Planning in Teaching by Principles (pp.178-218). Melbourne: Pearson Education Australia.</i></p> <hr/> <p>Material: Nation and MacCalister model</p> <p>References: <i>Nation, IS, & Macalister, J. 2009. Language curriculum design. New York: Routledge.</i></p> <hr/> <p>Material: Richards' model</p> <p>References: <i>Richards, JC 2019. Curriculum Development in Language Teaching (second edition). Cambridge: CUP.</i></p>	5%
8	All indicators in meetings 1-7	Answering essay writing assignments	<p>Criteria: Answering the essay writing assignment correctly will get 100 points</p> <p>Form of Assessment : Test</p>	Written test 3 X 50		<p>Material: Curriculum development processes</p> <p>References: <i>Richards, JC 2019. Curriculum Development in Language Teaching (second edition). Cambridge: CUP.</i></p>	20%
9	Explains the latest English Language Education curriculum development theory	Explains the latest English Language Education curriculum development theory	<p>Criteria: Explaining the latest English Education curriculum development theory will get a score of 100</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	3 X 50 discussion		<p>Material: goals and objectives</p> <p>References: <i>Richards, JC 2019. Curriculum Development in Language Teaching (second edition). Cambridge: CUP.</i></p>	3%

10	Explains the latest English Language Education curriculum development theory	Explains the latest English Language Education curriculum development theory and the development of learning objectives	<p>Criteria: Explaining the latest English Education curriculum development theory, developing learning objectives well will get a score of 100</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Discussion 3 X 50		<p>Material: needs analysis</p> <p>Bibliography: <i>Richards, JC 2019. Curriculum Development in Language Teaching (second edition). Cambridge: CUP.</i></p>	3%
11	Explains the 2013 curriculum tools and the independent curriculum for English subjects	Explains the 2013 curriculum tools and the independent curriculum for English subjects	<p>Criteria: Explaining the 2013 curriculum tools and the independent curriculum for English subjects in the form of learning steps and assessments well will get a score of 100</p> <p>Form of Assessment : Practice / Performance</p>	Discussion 3 X 50		<p>Material: AF Phase</p> <p>Library: <i>Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 008/H/Kr/2022 concerning Learning Achievements in Early Childhood Education, Basic Education Levels and Secondary Education Levels In the Independent Curriculum.</i></p>	5%
12	Explains the 2013 curriculum tools and the independent curriculum for English subjects	Explains the 2013 curriculum tools and the independent curriculum for English subjects	<p>Criteria: Explaining the 2013 curriculum tools and the independent curriculum, English subjects will get a score of 100</p> <p>Form of Assessment : Participatory Activities</p>	3 X 50 discussion		<p>Material: CP phase Af</p> <p>Reference: <i>Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 008/H/Kr/2022 concerning Learning Achievements in Early Childhood Education, Basic Education Levels and Education Levels Intermediate in the Independent Curriculum.</i></p>	2%

13	Simulating the development of an English language education curriculum or syllabus for a particular level of education/program	Simulating the development of an English language education curriculum or syllabus for a particular level of education/program	<p>Criteria: Producing an English education syllabus for a certain level of education/program gets a score of 100</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 Project		<p>Material: syllabus form</p> <p>Reference: <i>Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 008/H/Kr/2022 concerning Learning Achievements in Early Childhood Education, Basic Education Levels and Secondary Education Levels In the Independent Curriculum.</i></p> <p>Material: example of syllabus</p> <p>References: <i>Richards, JC 2019. Curriculum Development in Language Teaching (second edition). Cambridge: CUP.</i></p>	5%
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14	Simulating the development of an English language education curriculum or syllabus for a particular level of education/program	Simulating the development of an English language education curriculum or syllabus for a particular level of education/program	<p>Criteria: Producing an English education syllabus for a certain level of education/program gets a score of 100</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 Project		<p>Material: syllabus form</p> <p>Reference: <i>Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 008/H/Kr/2022 concerning Learning Achievements in Early Childhood Education, Basic Education Levels and Secondary Education Levels In the Independent Curriculum.</i></p> <hr/> <p>Material: example of syllabus</p> <p>References: <i>Richards, JC 2019. Curriculum Development in Language Teaching (second edition). Cambridge: CUP.</i></p>	5%
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15	Simulating the development of an English language education curriculum or syllabus for a particular level of education/program	Simulating the development of an English language education curriculum or syllabus for a particular level of education/program	<p>Criteria: Producing an English education syllabus for a certain level of education/program gets a score of 100</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 Project		<p>Material: syllabus form</p> <p>Reference: <i>Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 008/H/Kr/2022 concerning Learning Achievements in Early Childhood Education, Basic Education Levels and Secondary Education Levels In the Independent Curriculum.</i></p> <p>Material: example of syllabus</p> <p>References: <i>Richards, JC 2019. Curriculum Development in Language Teaching (second edition). Cambridge: CUP.</i></p>	5%
16	All indicators in confluence 1-15	Submit a complete syllabus	<p>Criteria: Submitting the complete syllabus will get 100 marks</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Submission of syllabus		<p>Material: syllabus form</p> <p>References: <i>Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 008/H/Kr/2022 concerning Learning Achievements in Early Childhood Education, Basic Education Levels and Secondary Education Levels In the Independent Curriculum.</i></p>	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	5%
2.	Project Results Assessment / Product Assessment	30%
3.	Practice / Performance	45%
4.	Test	20%
		100%

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.