



**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 & Syllabus in ELT	8810303005		T=2 P=1 ECTS=6.72	1	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
	.....		.....		Ahmad Munir, S.Pd., M.Ed., Ph.D.

Learning model	Project Based Learning
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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)																																	
	PLO-PO Matrix																																	
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px;">P.O</td> <td style="width: 100px;">PLO-10</td> </tr> </table>		P.O	PLO-10																														
	P.O	PLO-10																																
PO Matrix at the end of each learning stage (Sub-PO)																																		
<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px;">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>		P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

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.
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References	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>Richards, J.C. 2019. Curriculum Development in Language Teaching (second edition). Cambridge: CUP. Braine, G. (Ed.). 2014. Teaching English to the world: History, curriculum, and practice. New York: Routledge. Nation, I. S., &amp; Macalister, J. 2009. Language curriculum design. New York: Routledge. Brown, J. D. 1995. The elements of language curriculum: A systematic approach to program development. Boston: Heinle &amp; Heinle. Brown, H. D., &amp; Lee, H. 2015. Chapter 9 Curriculum and Course Design, Chapter 10 Lesson Planning in Teaching by Principles (pp.178-218). Melbourne: Pearson Education Australia. Dick, W. Carey, L. &amp; Carey, J. 2015. The systematic design of instruction (sixth edition). Boston: Pearson. Brown, A. H. &amp; Green, T.D. 2016. The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice (Third Edition). New York: Routledge. Moore, A. 2014. Understanding the School Curriculum: Theory, politics and principles. New York: Routledge. Hunkins, F. P., &amp; Ornstein, A. C. 2016. Curriculum: Foundations, principles, and issues. New York: Pearson Education. Jacobs, H.H. 2010. Curriculum 21: Essential education for a changing world. Virginia: ASCD. Musumeci, D. 2011. History of language teaching. In Long, M. H., &amp; Doughty, C. J. (Eds.). The handbook of language teaching (Vol. 63). New York: John Wiley &amp; Sons. 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.</li> </ol>
	<b>Supporters:</b>

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	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.	Explains the development of the English education curriculum in the world from translations of the Bible, literary works, syllabi and curricula		3 X 50 discussion			0%
2	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.	Explains the development of the English education curriculum in the world from translations of the Bible, literary works, syllabi and curricula		3 X 50 discussion			0%
3	Idem Meet 1	Explains the development of various English education curricula in Indonesia since Dutch colonialism to the Independent Curriculum		3 X 50 discussion			0%
4	idem Meet 3	idem Meet 3		idem Meet 3 3 X 50			0%
5	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).	Explains the latest English Language Education curriculum development theory		3 X 50 discussion			0%
6	idem Meet 5	idem Meet 5		idem Meet 5 3 X 50			0%

7	idem meet 6	Explain the processes in developing the English curriculum		idem Meet 6 3 X 50			0%
8	All above	All above		All above 3 X 50			0%
9	Idem Meet 7	Idem Meet 7		Idem Meet 7 3 X 50			0%
10	Idem Meet 7	Idem Meet 7		Idem Meet 7 3 X 50			0%
11	Idem Meet 6	Explains the 2013 curriculum tools and the independent curriculum for English subjects		Discussion 3 X 50			0%
12	Idem Meet 11	Idem Meet 11		Idem Meet 11 3 X 50			0%
13	3) Carry out a simulation of the development of the English education curriculum in Indonesia and its syllabus in accordance with the theory of development of the English education curriculum and the history of its development in Indonesia. literature.	Simulating the development of an English language education curriculum or syllabus for a certain level of education/program		3 X 50 Project			0%
14	Idem Meet 13	Idem Meet 13		Idem Meet 13 3 X 50			0%
15	Idem Meet 13	Idem Meet 13		Idem Meet 13 3 X 50			0%
16							0%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

#### 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.

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.