



**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																																																																																																				
Instructional Design	8810303012		T=2 P=1 ECTS=6.72	3	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 implement English language learning design																																																																																																							
	PO - 2	Mastering the relationship between the English education curriculum, English learning management, and English learning design as a basis for implementing English learning design																																																																																																							
	PO - 3	Making strategic decisions in implementing English learning design																																																																																																							
	PO - 4	Responsible and with a character of faith, intelligent, independent, honest, caring, and tough in completing tasks related to preparing English learning designs																																																																																																							
	PLO-PO Matrix																																																																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th colspan="4">PLO-10</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>				P.O	PLO-10				PO-1					PO-2					PO-3					PO-4																																																																															
	P.O	PLO-10																																																																																																							
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;"> <thead> <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> </thead> <tbody> <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> </tbody> </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	This course provides the students with theoretical and practical knowledge of the use of English in specific fields of science and technology; curriculum design; approaches, methods and techniques; types of authentic texts of different generic structures and language features; materials development; and principles in teaching and learning in GE and ESP contexts. In this course, the students have the opportunity to develop his/her own course as a final project of the semester. This course uses project-based learning.																																																																																																								
References	Main :																																																																																																								

1. 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
2. Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP
3. Kurikulum Merdeka 2022
4. Kurikulum MBKM perguruan tinggi

**Supporters:**

**Supporting lecturer**

Dr. Ali Mustofa, S.S., M.Pd.  
Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.  
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	To explain related terms: language curriculum, language program, syllabus, and design of language instruction and their links	To explain related terms: language curriculum, language program, syllabus, and design of language instruction and their links.	<p><b>Criteria:</b> To explain the links between curriculum and syllabus accurately will get 100 points</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Note taking for definitions of: language curriculum, language program, syllabus, and design of language instruction. Discussing links among language curriculum, language program, syllabus, and design of language instruction. 3 X 50		<p><b>Material:</b> definition of curriculum and syllabus</p> <p><b>References:</b> <i>Brown, HD, &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</i></p> <p><b>Material:</b> Curriculum development process sessions</p> <p><b>References:</b> <i>Richards, JC 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i></p>	5%
2	<p>1.To list syllabus models of English language teaching</p> <p>2.To explain popular syllabus models of English language teaching in Indonesia</p>	<p>1.To list syllabus models of English language teaching</p> <p>2.To explain popular syllabus models of English language teaching in Indonesia</p>	<p><b>Criteria:</b> Listing all 10 Sybbaus models will get 100 points</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Reading syllabus models and their features 3 X 50		<p><b>Material:</b> Syllabus models</p> <p><b>References:</b> <i>Richards, JC 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i></p>	5%

3	To explain the place of lesson planning in syllabus implementation	To explain the place of lesson planning in syllabus implementation	<p><b>Criteria:</b> Explain syllabus design and classroom implementation accurately will get 100 points</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Reading and discussion 3 X 50		<p><b>Material:</b> Lesson plan versus syllabus</p> <p><b>References:</b> <i>Brown, HD, &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</i></p>	5%
4	To develop syllabus for ELT at schools	To develop syllabus for ELT at schools	<p><b>Criteria:</b> Draft of syllabus of English subject in a school</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Reading curriculum and syllabus model 3 X 50		<p><b>Material:</b> CP element</p> <p><b>Library:</b> <i>Merdeka Curriculum 2022</i></p>	2%
5	Developing school syllabus (including language strands): learning outcomes and objectives	To develop learning outcomes into objects	<p><b>Criteria:</b> Developing accurately 4 objectives from a learning outcome will get 100 points</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Reading and workshop 3 X 50		<p><b>Material:</b> Learning outcomes and learning objectives</p> <p><b>Library:</b> <i>Merdeka Curriculum 2022</i></p>	3%
6	Developing school syllabus (including language strands): learning outcomes and objectives	To develop learning outcomes into objectives	<p><b>Criteria:</b> Developing accurately 4 objectives from a learning outcome will get 100 points</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Reading and workshop 3 X 50		<p><b>Material:</b> Learning outcomes and learning objectives</p> <p><b>Library:</b> <i>Merdeka Curriculum 2022</i></p>	3%
7	Developing university syllabus: learning outcomes and objectives	To develop learning outcomes into objectives in a university syllabus	<p><b>Criteria:</b> Developing accurately 4 objectives from a learning outcome will get 100 points</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Reading and workshop 3 X 50		<p><b>Material:</b> Learning outcomes and learning objectives</p> <p><b>Library:</b> <i>Merdeka Curriculum 2022</i></p>	2%

8	<p>1.To develop syllabus for ELT at schools</p> <p>2.To develop syllabus for ELT at university</p>	To develop syllabus for ELT at schools and universities	<p><b>Criteria:</b> Submitting the developed syllabus for ELT at schools and universities will get 100 points</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Written test 3 X 50		<p><b>Material:</b> Syllabus examples</p> <p><b>References:</b> <i>Richards, JC 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i></p> <p><b>Material:</b> Guide to preparing the MBKM curriculum</p> <p><b>Literature:</b> <i>MBKM curriculum for universities</i></p>	20%
9	<p>1.To develop a language program</p> <p>2.To pan for a language program syllabus (including commercial English courses), needs-based</p>	Producing plan for language developing program syllabus	<p><b>Criteria:</b> Producing plan for language developing program syllabus will get 100 points</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Reading-discussion 3 X 50		<p><b>Material:</b> Examples of language program syllabus</p> <p><b>Reference:</b> <i>Richards, JC 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i></p>	5%
10	To determine goals, objectives and program structure	Producing need analysis data collection to be converted into goals	<p><b>Criteria:</b> Producing need analysis data collection to be converted into goals will get 100 points</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Doing needs analysis research 3 X 50		<p><b>Material:</b> need analysis and goals</p> <p><b>References:</b> <i>Richards, JC 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i></p>	5%
11	To determine materials and assessment for the syllabus of language program	Producing materials and assessment for the syllabus	<p><b>Criteria:</b> Producing materials and assessment for the syllabus will get 100 points</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Developing syllabus 3 X 50		<p><b>Material:</b> need analysis and goals</p> <p><b>References:</b> <i>Richards, JC 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i></p>	2%
12	To determine materials and assessment for the syllabus of language program	Producing materials and assessment for the syllabus	<p><b>Criteria:</b> Producing materials and assessment for the syllabus will get 100 points</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Developing syllabus 3 X 50		<p><b>Material:</b> need analysis and goals</p> <p><b>References:</b> <i>Richards, JC 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i></p>	2%

13	to develop hybrid syllabus for language program at university	Drafting hybrid syllabus	<p><b>Criteria:</b> Complete drafting of hybrid syllabus for language program at university will get 100 points</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Developing hybrid syllabus 3 X 50		<p><b>Material:</b> University program <b>References:</b> <i>Richards, JC 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i></p> <p><b>Material:</b> RPS OBE <b>Library:</b> College MBKM curriculum</p>	3%
14	to develop hybrid syllabus for language program at university	Drafting hybrid syllabus	<p><b>Criteria:</b> Complete drafting of hybrid syllabus for language program at university will get 100 points</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Developing hybrid syllabus 3 X 50		<p><b>Material:</b> University program <b>References:</b> <i>Richards, JC 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i></p> <p><b>Material:</b> RPS OBE <b>Library:</b> College MBKM curriculum</p>	3%
15	to develop hybrid syllabus for language program at university	Drafting hybrid syllabus	<p><b>Criteria:</b> Complete drafting of hybrid syllabus for language program at university will get 100 points</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Developing hybrid syllabus 3 X 50		<p><b>Material:</b> University program <b>References:</b> <i>Richards, JC 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i></p> <p><b>Material:</b> RPS OBE <b>Library:</b> College MBKM curriculum</p>	5%
16	<ol style="list-style-type: none"> <li>To develop syllabus for ELT at schools</li> <li>To develop syllabus for ELT at university</li> <li>To develop a commercial angle program</li> </ol>	Submitting all syllabus of English for school, university and commercial language programs	<p><b>Criteria:</b> Submitting all syllabus of English for school, university and commercial language program will get 100 points</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Submission of portfolio 3 X 50		<p><b>Material:</b> examples of syllabus <b>Reference:</b> <i>Richards, JC 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i></p>	30%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	5%
2.	Project Results Assessment / Product Assessment	50%
3.	Practice / Performance	45%
		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** ability in the process and student learning outcomes are specific and measurable statements that identify the ability 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.