

 UNESA	Universitas Negeri Surabaya Faculty of Languages and Arts Master's Program in Language and Literature Education					Document Code	
SEMESTER LEARNING PLAN							
Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Current Language-Literature Pedagogy	8811103241		T=3	P=0	ECTS=6.72	1	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Dr. Titik Indarti, M.Pd.	
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program which is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">P.O</div>					
Short Course Description	<p>This course discusses the foundations of advanced language and literature learning (21st Century) facilitating students to develop research and write research results in the form of scientific articles which are presented in discussion forums/seminars or published in indexed national and international journals. The material coverage includes concepts and theories of language and technology, curriculum development concepts and curriculum components regarding language and literature, as well as the latest language and literature learning theories which include: autonomous learning and professional development. Learning in this course is presented through discussions, training, presentations, simulations, or independent study to produce material summaries and papers.</p>						
	References	Main :					
<ol style="list-style-type: none"> 1. Renandya, W. A., & Widodo, H. P. (Eds.). 2016. English language teaching today: Linking theory and practice . London: Springer. 2. Hall, G. (Ed.). 2016. The Routledge handbook of English language teaching . New York: Routledge. 3. Cummins, J., & Davison, C. (Eds.). 2007. International handbook of English language teaching . London: Springer Science & Business Media. 4. Brown, H. D., & Lee, H. 2015. Teaching by Principles . Melbourne: Pearson Ed Australia. 5. Larsen-Freeman, Diane & Anderson, M. 2011. Techniques and Principles in Language Teaching (Third Edition) . Oxford: Oxford University Press. 6. Field, K. 2004. Issues in modern foreign languages teaching . London: Routledge. 7. Kachru, B., Kachru, Y., & Nelson, C. (Eds.). 2009. The handbook of world Englishes . London: John Wiley & Sons. 8. Nunan, David. 2010. Teaching English to Young Learners . Anaheim: Anaheim University Press. 9. Alsagoff, L., McKay, S. L., Hu, G., & Renandya, W. A. (Eds.). 2012. Principles and practices for teaching English as an international language . New York: Routledge. 10. Marlina, R. & Giri, R. A. 2014. The pedagogy of English as international language: Perspectives from scholars, teachers, and students . New York: Springer. 							
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 and learning skills in the 21st century such as critical thinking, communication, collaboration and creativity as tools to help in the language and literature learning process 2) Mastering the foundations of language and literature learning and developments regarding curriculum, learning methodology, development of learning materials & media as well as assessment of language and literature learning through activities reviewing available references 3) Applying linguistic theory and language and literature learning theory, literacy concepts and strategies, as well as the concept of 'autonomous learning' and its assessment in language and literature learning. Responsible and characterized by faith, intelligence, independence , honest, caring and tough in completing tasks related to the application of language learning foundations, developing research in language and literature learning and the profession as an educator	Explain the learning outcomes of this course		Lecture Discussion 3 X 50			0%
2	Mastering the basics of language and literature learning and developments regarding curriculum, learning methodology, development of learning materials & media as well as assessment of language and literature learning through reviewing available references	Explaining trends in 21st Century language and literature learning		3 X 50			0%

3	Mastering the basics of language and literature learning and developments regarding curriculum, learning methodology, development of learning materials & media as well as assessment of language and literature learning through reviewing available references	Explain the implications of the World Englishes and EIL paradigms for language and literature learning		3 X 50			0%
4	idem meet 3	Explains recent changes in language and literature learning objectives and their implications for language and literature learning methods		3 X 50			0%
5	Mastering the basics of language and literature learning and developments regarding curriculum, learning methodology, development of learning materials & media as well as assessment of language and literature learning through activities reviewing available references Applying linguistic theory and language and literature learning theory, literacy concepts and strategies, as well as the concept of 'autonomy learning' and its assessment in language and literature learning	Explain the latest changes in language and literature learning approaches and their implications for language and literature learning activities in the classroom		3 X 50			0%
6	Applying linguistic theory and language and literature learning theory, literacy concepts and strategies, as well as the concept of 'autonomous learning' and its assessment in language and literature learning	Explain the latest changes in learning the field of study with English language learning and its implications for language and literature learning activities in the classroom		3 X 50			0%
7	idem meet 1-6	all indicators in meet 1-6		3 X 50			0%

8	Utilizing science and technology and learning skills in the 21st century such as critical thinking, communication, collaboration and creativity as tools to help in the language and literature learning process Applying linguistic theory and language and literature learning theory, literacy concepts and strategies, as well as the concept of 'autonomous learning' and its assessment in language and literature learning	Explain the latest changes in English language learning curriculum design and their implications for language and literature learning activities in the classroom		3 X 50			0%
9	Mastering the basics of language and literature learning and developments regarding curriculum, learning methodology, development of learning materials & media as well as assessment of language and literature learning through activities reviewing available references Applying linguistic theory and language and literature learning theory, literacy concepts and strategies, as well as the concept of 'autonomy learning' and its assessment in language and literature learning	Explain the latest changes in English language learning assessment and their implications for language and literature learning activities in the classroom		3 X 50			0%
10	idem meet 9	Explains the concept and application of learning English for children and teenagers using children's and youth literature.		3 X 50			0%
11	idem meet 10	Explains the concept of integrating learning technology in English learning at school		3 X 50			0%
12	idem meet 8	Explains the concept of integrating literacy learning technology through English language learning in schools		idem meet 11 3 X 50			0%

13	Applying linguistic theory and language and literature learning theory, literacy concepts and strategies, as well as the concept of 'autonomous learning' and its assessment in language and literature learning	Explaining the concepts of culture and gender in learning English at school		idem meet 12 3 X 50			0%
14	idem meet 13	Explains the concept of independent learning in learning English at school		idem meet 13 3 X 50			0%
15	Responsible and with a character of faith, intelligent, independent, honest, caring and tough in completing tasks related to the application of language learning foundations, developing research in language and literature learning and the profession as an educator	Explains the concept of changing the role of teachers in learning English at school		3 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

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** 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.
- 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.

