

 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
Design of Language and Literature Pedagogy	8811100256		T=3	P=0	ECTS=6.72	2	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	This course provides knowledge and skills about language and literature (English) learning design in schools and colleges. The material coverage includes theories, concepts and aspects of language and literature (English) learning design as well as various syllabus models and implementation plans for (English) language and literature learning according to the curriculum, approaches and models of (English) language and literature learning in schools and colleges through discussion activities, training, presentations, simulations, or independent study to produce material summaries, papers, or scientific articles that are presented in discussion forums/seminars or published in journals.						
	References	Main :					<ol style="list-style-type: none"> 1. Brown, J. D. 1995. The elements of language curriculum: A systematic approach to program development . Boston: Heinle & Heinle. Nation, I. S., & Macalister, J. 2009. Language curriculum design . New York: Routledge. 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. Woodward, Tessa. 2001. Planning Lessons and Courses: Designing sequences of work for the language classroom . Cambridge: Cambridge University Press. Purgason, K.T. 2014. Lesson planning in second/foreign language teaching. In Brinton, D.M. & Celce-Murcia, M., 2014. Teaching English as a second or foreign language (pp. 362-379) . Boston: Heinle Cengage, National Geographic Learning. Richards, J.C. & Bohlke, D. 2011. Creating effective language lessons . Cambridge, UK: Cambridge University Press. Kathleen, G., 2000. Designing Language Courses: A Guide for Teachers . Boston: Heinle & Heinle. Dubin, F. & Olstain, E. 1986. Course Design: Developing programs and materials for language learning. Cambridge: CUP.
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	Mastering the relationship between the language and literature education curriculum, language and literature learning management, and language and literature learning design as a basis for implementing language and literature (English) learning design.	To explain related terms: language curriculum, language program, syllabus, and design of language instruction and their links.		3 X 50			0%
2	Mastering the relationship between the language and literature education curriculum, language and literature learning management, and language and literature learning design as a basis for implementing language and literature (English) learning design.	To list syllabus models of English language teaching To explain popular syllabus models of English language teaching in Indonesia		3 X 50			0%
3	Idem Meet 2	To explain the place of lesson planning in syllabus implementation		3 X 50			0%
4	1) Utilizing science and technology as a tool to implement language and literature (English) learning design. 2) Mastering the relationship between the language and literature education curriculum, language and literature learning management, and language and literature learning design as a basis for implementing language and literature (English) learning design. 3) Make strategic decisions in implementing language and literature (English) learning designs.	To develop lesson plans for ELT at schools		3 X 50			0%
5	Idem Meet 4	Idem Meet 4		3 X 50			0%
6	Idem Meet 4	Idem Meet 4		3 X 50			0%

7	Responsible and with a character of faith, intelligent, independent, honest, caring and tough in completing tasks related to preparing language and literature (English) learning designs.	Accountable for the results of the lesson plan in the form of a presentation		3 X 50			0%
8	all from Meet 1-7	all from Meet 1-7		3 X 50			0%
9	1) Utilizing science and technology as a tool to implement language and literature (English) learning design. 2) Mastering the relationship between the language and literature education curriculum, language and literature learning management, and language and literature learning design as a basis for implementing language and literature (English) learning design. 3) Make strategic decisions in implementing language and literature (English) learning designs.	To develop a language program		3 X 50			0%
10	Idem Meet 9	Idem Meet 9		3 X 50			0%
11	Idem Meet 9	Idem Meet 9		3 X 50			0%
12	Idem Meet 9	Idem Meet 9		3 X 50			0%
13	Idem Meet 9	Idem Meet 9		3 X 50			0%
14	Idem Meet 9	To disseminate the developed language program		3 X 50			0%
15				3 X 50			0%
16	All meets 1-15	All meets 1-15		3 X 50			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.

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.