	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
Innovation in language and literature pedagogy		8811102208		T=2	P=0	ECTS=4.48	2	July 18, 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 that is charged to the course
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course provides insight, knowledge and skills in developing innovation in language and literature learning which includes the concept of innovation, definition of innovation, history of language and literature learning innovation, level of innovation in language and literature learning, approach/method level, design (syllabus), procedures (techniques). in the classroom), language and literature learning materials and media, searching for examples of language and literature learning innovations, the process of adapting innovations, and creating innovations through literature study activities, searching for examples of innovations on the internet and in the field as well as innovation development projects at the desired level .

References	Main :
	1. Hall, David, & Hewings, Ann. 2001. *Innovation in English language teaching: A reader* . London: Ruthledge. Hyland, Ken., & Wong, Lillian L. C. 2016. *Innovation and Change in English Language Education* . London: Routledge. Waters, Alan. 2014. Managing innovation in English language education: A research agenda. *Language Teaching* , 47, pp 92-110 doi:10.1017/S0261444813000426 Aims and scope. 2017. Jurnal: *Innovation in Language Learning and Teaching* . Laman: http://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=rill20 Artikel-artikel dalam jurnal *Innovation in Language Learning and Teaching* . Laman: http://www.tandfonline.com/loi/rill20
	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	Have knowledge of the concepts, scope and examples of the latest innovations in language and literature learning	Explains the concept of language and literature learning innovation	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect	LectureDiscussion 2 X 50			0%
2	idem meeting 1	Explain the scope of language and literature learning innovations	**Criteria:** idem meeting 1	LectureDiscussion 2 X 50			0%
3	idem meeting 1	Explain examples of innovations in language and literature learning at the level of approach/method, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning	**Criteria:** idem meeting 1	Presentation 2 X 50			0%
4	develop language and literature learning innovations at the level of approaches/methods, design (syllabus), procedures (classroom techniques), language and literature learning materials and media	Designing language and literature learning innovations at the approach/method level based on examples of innovations that have been read	**Criteria:** 4: the application of concepts, scope and examples in the innovation design is precise and written in a logical flow 3: the application of the concept of scope and examples in the innovation design is forced and written less convincingly 2: the choice of application of the concept of scope and examples in the innovation design is incorrect and written with less convincing1: the choice of application of the scope concept, and examples in the innovation design are inappropriate and written illogically	2 X 50 Workshop			0%
5	idem meeting 4	Designing language and literature learning innovations at the design level (syllabus)	**Criteria:** idem meeting 4	2 X 50 Workshop			0%
6	Idem meeting 4	Designing language and literature learning innovations at the procedural level (techniques in the classroom)	**Criteria:** Idem meeting 4	Idem meeting 4 2 X 50			0%
7	idem meeting 4	Designing language and literature learning innovations at the learning material level	**Criteria:** Idem meeting 4	Idem meeting 4 2 X 50			0%
8	Same as meetings 1 and 4	All indicators meet 1-7	**Criteria:** Idem Meeting 1	Test 2 X 50			0%
9	Idem meeting 4	Designing language and literature learning innovations at the learning media level	**Criteria:** idem meeting 4	2 X 50 Workshop			0%

| 10 | develop language and literature learning innovations at the level of approaches/methods, design (syllabus), procedures (classroom techniques), language and literature learning materials and media | Developing innovative plans for language and literature learning at the level of approach/method, design (syllabus), procedures (classroom techniques), materials and media for selected language and literature learning into real form | **Criteria:**
1.4: application of the innovation plan to develop the innovation appropriately and written in a logical flow
2.3: the implementation of the innovation design into the development of the innovation is forced and written less convincingly
3.2: the choice of implementing the innovation design to develop the innovation is incorrect and written less convincingly
4.1: the choice of application of the innovation design to develop the innovation is incorrect and written illogically | 10 X 50 Workshop | | | 0% |
| 11 | develop language and literature learning innovations at the level of approaches/methods, design (syllabus), procedures (classroom techniques), language and literature learning materials and media | Developing innovative plans for language and literature learning at the level of approach/method, design (syllabus), procedures (classroom techniques), materials and media for selected language and literature learning into real form | **Criteria:**
1.4: application of the innovation plan to develop the innovation appropriately and written in a logical flow
2.3: the implementation of the innovation design into the development of the innovation is forced and written less convincingly
3.2: the choice of implementing the innovation design to develop the innovation is incorrect and written less convincingly
4.1: the choice of application of the innovation design to develop the innovation is incorrect and written illogically | 10 X 50 Workshop | | | 0% |

| 12 | develop language and literature learning innovations at the level of approaches/methods, design (syllabus), procedures (classroom techniques), language and literature learning materials and media | Developing innovative plans for language and literature learning at the level of approach/method, design (syllabus), procedures (classroom techniques), materials and media for selected language and literature learning into real form | **Criteria:**
1.4: application of the innovation plan to develop the innovation appropriately and written in a logical flow
2.3: the implementation of the innovation design into the development of the innovation is forced and written less convincingly
3.2: the choice of implementing the innovation design to develop the innovation is incorrect and written less convincingly
4.1: the choice of application of the innovation design to develop the innovation is incorrect and written illogically | 10 X 50 Workshop | | | 0% |
| 13 | develop language and literature learning innovations at the level of approaches/methods, design (syllabus), procedures (classroom techniques), language and literature learning materials and media | Developing innovative plans for language and literature learning at the level of approach/method, design (syllabus), procedures (classroom techniques), materials and media for selected language and literature learning into real form | **Criteria:**
1.4: application of the innovation plan to develop the innovation appropriately and written in a logical flow
2.3: the implementation of the innovation design into the development of the innovation is forced and written less convincingly
3.2: the choice of implementing the innovation design to develop the innovation is incorrect and written less convincingly
4.1: the choice of application of the innovation design to develop the innovation is incorrect and written illogically | 10 X 50 Workshop | | | 0% |

No	Sub-PO	Learning Materials	Assessment Criteria & Indicators	Form of Learning			Weight
14	develop language and literature learning innovations at the level of approaches/methods, design (syllabus), procedures (classroom techniques), language and literature learning materials and media	Developing innovative plans for language and literature learning at the level of approach/method, design (syllabus), procedures (classroom techniques), materials and media for selected language and literature learning into real form	**Criteria:** 1.4: application of the innovation plan to develop the innovation appropriately and written in a logical flow 2.3: the implementation of the innovation design into the development of the innovation is forced and written less convincingly 3.2: the choice of implementing the innovation design to develop the innovation is incorrect and written less convincingly 4.1: the choice of application of the innovation design to develop the innovation is incorrect and written illogically	10 X 50 Workshop			0%
15	Communicate the results of the development of innovations in language and literature learning at the level of approach/method, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning	Presenting the results of developing language and literature learning innovations at selected levels which have become real products	**Criteria:** idem Meetings 1, 4, 10-14	Presentation 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.