	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
Literacy in Education		8811102098				T=2	P=0	ECTS=4.48	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
	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	In this course various things about literacy and the practices that accompany it are studied, starting from reflection on literacy skills, discussion of multimodal literacy, literacy as a social practice, new literacy studies, multimodal literacy, literacy learning, local and global literacy, multiliteracies, literacy and identity, as well as the implications of the School Literacy Movement for the National Curriculum.

References	**Main :**	

1. Pahl, K & Rowsell, J. 2010. Literacy in Education . London: Routledge
2. Street, B & Leftstein, A. 2000. Literacy: An Advanced Sourcebook. London: Routledge.
3. Dewayani, S. & Retnaningdyah, P. 2017 . Suara dari Marjin: Literasi sebagai Praktik Sosial . Bandung: Rosda.
4. Laksono, Kisyani & Retnaningdyah, P. 2017. Strategi Literasi dalam Pembelajaran. Jakarta: kKmendikbud.
5. Barton, D. & Hamilton, M. 2000. Situated Literacies . London: Routledge.
6. Wiedarti, Pangesti & Laksono, Kisyani. 2018. Desain Induk GLS. Jakarta: Kemndikbud.

	Supporters:	

Supporting lecturer	Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., 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. Students understand lecture procedures. 2. Students understand the role of literacy in education	Students can create a mind map of the role of literacy in education	**Criteria:** 1. Attendance and activeness in online lectures 2. Assignment collection	questions and answers, discussion 2 X 50			0%
2	Students understand the role of the School Literacy Movement (GLS) in education in Indonesia	Students can explain the role of GLS. Students can create a mind map regarding the role of GLS	**Criteria:** 1. Attend and be active in online lectures. 2. Collect assignments.	discussion and assignment 2 X 50			0%
3	Students understand literacy as a social practice (Introduction to Kate Pahl and Jennifer Rowsell's book)	Students are able to explain literacy as a social practice	**Criteria:** Attend and be active in online lectures	discussion and assignment 2 X 50			0%
4	Students understand new literacy studies (Chapter I of the book "Literacy and Education")	Students are able to explain "new literacy". Students are able to create a mind map for chapter I	**Criteria:** Attend and be active in online lectures	Discussion and assignment 2 X 50			0%
5	Students understand multimodal literacy (Part 2 of the book "Literacy and Education")	Students are able to explain multimodal literacy Students are able to create a mind map part 2 of the book "Literacy and Education"	**Criteria:** 1. Attend and be active in online lectures 2. Collecting tasks (mind map)	Presentations, discussions, assignments 2 X 50			0%
6	Students understand texts for children (part 3 of the book "Literacy and Education"	Students are able to explain texts to children Students are able to create a mind map for part 3 of the book "Literacy and Education"	**Criteria:** 1. Attend and be active in online lectures 2. Collecting tasks (mind map)	Presentations, discussions, assignments 2 X 50			0%
7	Students understand how to bridge local and global literacy (Part 4 of the book "Literacy and Education")	Students are able to explain local and global literacy. Students can create. mind map part 4 of the book Literacy and Education.	**Criteria:** 1. Attend and be active in online lectures 2. Collecting tasks (mind map)	Presentations, discussions, assignments 2 X 50			0%

8	Students understand literacy and identity (part 5 in the book "Literacy and Education")	Students are able to explain literacy and identity. Students are able to create a mind map for part 5 of the book "Literacy and Education"	**Criteria:** 1. Attend and be active in online lectures 2. Collecting tasks (mind map)	Presentations, discussions, assignments. 2 X 50			0%
9	UTS	UTS	**Criteria:** 1. DESCRIPTION 2. MAXIMUM SCORE 3. SCORE 4. 1 5. Suitability of the topic to the assigned chapter 6. 10 7. 2 8. Suitability of the topic to the journal or scientific meeting 9. 10 10. 3 11. Systematic suitability of reference patterns 12. 10 13. 4 14. Contents of articles/papers 15. 30 16. 5 17. Article/paper language 18. 20 19. 6 20. Minimum number of libraries (6) 21. 10 22. 6 23. Conformity of bibliographic notes and bibliography 24. 10	UTS 2 X 50			0%
10	Students understand the role of new literacies in curriculum and education (Part 6 of the Literacy and Education Book")	Students are able to explain the role of new literacy in the curriculum and education. Students are able to create a mind map for part 6 of the Literacy and Education book	**Criteria:** 1. Attend and be active in online lectures 2. Collecting tasks (mind map)	Presentation, discussion, assignment 2 X 50			0%
11	Students understand good literacy questions	Students are able to compose good literacy questions	**Criteria:** Attend and be active in online lectures	discussion, assignment 2 X 50			0%

12	Students understand literacy assessments	Students actively discuss the topics discussed. Students revise the questions they have created	**Criteria:** Attend and be active in online lectures	Presentation and discussion 2 X 50			0%
13	Students understand the topics for UAS	Students discuss actively about the topics discussed. Students are able to determine the UAS topic	**Criteria:** Attend and be active in online lectures	Presentation and discussion 2 X 50			0%
14	Students understand the topics for UAS	Students discuss actively about the topics discussed. Students are able to determine the UAS topic	**Criteria:** Attend and be active in online lectures	Presentation and discussion 2 X 50			0%
15	Students understand the topics for the UAS	Students discuss actively about the topics discussed. Students are able to determine the UAS topic	**Criteria:** Attend and be active in online lectures	Presentation and discussion 2 X 50			0%
16	UAS	UAS	**Criteria:** 1. DESCRIPTION 2. MAXIMUM SCORE 3. SCORE 4. 1 5. Suitability of the topic to the assigned chapter 6. 10 7. 2 8. Suitability of the topic to the journal or scientific meeting 9. 10 10. 3 11. Systematic suitability of reference patterns 12. 10 13. 4 14. Contents of articles/papers 15. 30 16. 5 17. Article/paper language 18. 20 19. 6 20. Minimum number of libraries (6) 21. 10 22. 6 23. Conformity of bibliographic notes and bibliography 24. 10	UAS 2 X 50			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.