							Document Code
	Universitas Negeri Surabaya **Faculty of Education,** **Bachelor of Primary School Teacher Education Study Program**						

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Balanced Literacy	8620603247		**T=3**	**P=0**	**ECTS=4.77**	5	August 3, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Maryam Isnaini Damayanti, Wahyu Sukartiningsih, Hendratno, Heru Subrata, Asri Susetyo Rukmi, Nurul Istiqfaroh	Maryam Isnaini Damayanti, S.Pd.,M.Pd.	Putri Rachmadyanti, S.Pd., M.Pd.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-6	Able to develop, maintain a network and establish effective communication with the academic community to support lifelong learning.
	PLO-7	Distinguish the characteristics of research types and apply them in designing, implementing and reporting research results through the publication of articles as the development of science in elementary schools.
	PLO-8	Apply the concept of basic skills knowledge and demonstrate integration in basic knowledge of study fields (mathematics, language, science, social studies, civics, arts, sports).
	Program Objectives (PO)	
	PO - 1	Students can demonstrate pedagogical knowledge and skills related to designing, implementing, evaluating literacy learning in elementary schools by utilizing ICT, local wisdom and research results
	PO - 2	Students can apply logical, critical, creative, systematic, innovative thinking in the context of developing science and technology for literacy learning in elementary school
	PO - 3	Students are able to develop, maintain networks and establish effective communication with the academic community to support lifelong learning
	PLO-PO Matrix	

P.O	PLO-6	PLO-7	PLO-8
PO-1			
PO-2			
PO-3			

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
PO-1																
PO-2																
PO-3																

Short Course Description	This course develops students' abilities to become more familiar with the basic concepts of literacy and multiliteracy in elementary school learning, literacy policies in elementary schools, components of balanced literacy learning, media for balanced literacy learning, and assessment in balanced literacy learning.

References	**Main :**

	1. Akmal. 2019. LITERASI Tanpa Batas. Yogyakarta: Deepublish. 2. Dewayani, Sofie dan Roosie Setiawan. 2018. Saatnya Bercerita: Mengenalkan Literasi Sejak Dini. Yogyakarta: PT Kanisius. 3. Dewayani, Sofie. 2017. Menghidupkan LITERASI di Ruang Kelas. Yogyakarta: PT Kanisius. 4. Priyatni, Endah Tri dan Nurhadi. 2017. Membaca Kritis dan Literasi Kritis. Tangerang: Tsmart. 5. Shihab, Najelaa dan Komunitas Guru Belajar. 2019. Literasi Menggerakkan Negeri. Tangerang: Literati. 6. Trelease, Jim. 2007. The Read – A Loud Handbook. Jakarta: Noura Book Publishing				

Supporters:	
1. Kemendikbud. (2016). Panduan gerakan literasi sekolah di sekolah dasar. Jakarta: Direktorat Jendral Pendidikan Dasar dan Menengah Kementrian Pendidikan dan Kebudayaan Republik Indonesia. 2. Tompkins, Gail E. (2010). Literacy for the 21st century a balanced approach. Boston: Allyn & Bacon/Pearson. 3. Kisyani. (2006). Membaca 2: Penerapan Formula Keterbacaan. Jakarta: Universitas Terbuka.	

Supporting lecturer	Putri Rachmadyanti, S.Pd., M.Pd. Dr. Nurul Istiq'faroh, M.Pd. Eva Amalia, M.Pd. Zulfin Rachma Mufidah, M.Pd. Maryam Isnaini Damayanti, S.Pd., M.Pd.

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	Explains the basic concepts of literacy, multiliteracy, in learning	1. Think about the concept of balanced literacy. 2. Map the idea of balanced literacy in elementary schools	**Criteria:** Attached **Forms of Assessment**: Participatory Activities, Project Results Assessment / Product Assessment	Approach: CTL Model: Cooperative Method: Lecture, question and answer, assignment, and discussion Strategy: Assign students, individually, to read literature from various sources and then discuss the results. Ended by making a mind map about balanced literacy and balanced literacy in elementary schools. 3 X 50	Google meet and Vinesa 3 x50	**Material:** balanced literacy in elementary schools **Reader:** *Akmal. 2019. LITERACY Without Borders. Yogyakarta: Deepublish.*	5%
2	Identifying literacy policies in elementary schools	1. Implementation of GLS at the familiarization stage 2. Implementation of GLS at the development stage 3. Implementation of GLS at the learning stage	**Criteria:** Attached **Form of Assessment**: Participatory Activities	Approach: CTL Model: Cooperative Method: Lecture, question and answer, assignment, discussion and presentation. Strategy: students collect discussion material independently, followed by discussing the results with the working group. 3 X 50	Google meet and Vinesa 3 X 50	**Material:** literacy learning in offline, online and blended classrooms. **Readers:** *Dewayani, Sofie and Roosie Setiawan. 2018. Time to Tell Stories: Introducing Literacy from an Early Age. Yogyakarta: PT Kanisius.*	0%

3	Understanding the components of balanced literacy learning for elementary school students	1. Definition of balanced literacy 2. Components of balanced literacy 3. Scope of balanced literacy	**Criteria:** Attached **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Explanations, questions and answers, discussions and assignments 3 X 50	Google meet and Vinesa	**Material:** Components and scope of balanced literacy **References:** *Shihab, Najelaa and the Learning Teacher Community. 2019. Literacy Moves the Country. Tangerang: Literati.*	5%
4	Applying how to teach reading aloud and dissecting words through a big book in a balanced literacy strategy	1. Understanding reading aloud 2. Steps to reading aloud and dissecting words using a big book 3. Practice reading aloud	**Criteria:** Attached **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Explanations, questions and answers, discussions and assignments 3 X 50		**Material:** reading aloud and dissecting words through a big book in a balanced literacy strategy **Reader:** *Ministry of Education and Culture. (2016). Guide to school literacy movements in elementary schools. Jakarta: Directorate General of Primary and Secondary Education, Ministry of Education and Culture of the Republic of Indonesia.*	5%
5	Identify and apply ways to teach guided reading in balanced literacy	1. Definition of guided reading 2. Steps to teach guided reading in balanced literacy	**Criteria:** Attached **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Explanations, questions and answers, discussions and assignments 3 X 50	Google meet and Vinesa 3 x 50	**Material:** guided reading in balanced literacy **Reader:** *Dewayani, Sofie. 2017. Activating LITERACY in the Classroom. Yogyakarta: PT Kanisius.*	5%
6	Identify and apply ways to teach reading together in a balanced literacy strategy	Able to explain the characteristics of scientific learning. Able to organize/design scientific learning in Indonesian	**Criteria:** attached **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	DI (Direct Instructions) 3 X 50 model		**Material:** reading together on balanced literacy **Readers:** *Shihab, Najelaa and the Learning Teacher Community. 2019. Literacy Moves the Country. Tangerang: Literati.*	5%
7	Identify and apply ways to teach independent reading in a balanced literacy strategy	1. Definition of independent reading 2. Steps to teach independent reading in balanced literacy	**Criteria:** attached **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Explanations, questions and answers, discussions and assignments 3 X 50	Google meet and Vinesa 3 X 50	**Material:** independent reading in a balanced literacy strategy **Reader:** *Shihab, Najelaa and the Learning Teacher Community. 2019. Literacy Moves the Country. Tangerang: Literati.*	5%

8	UTS		**Form of Assessment** : Test	3 X 50			15%
9	Students can analyze the readability of discourse in literacy learning	1. The concept of readability 2. Measuring the level of readability 3. Analysis of book readability	**Criteria:** Attached **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Explanations, questions and answers, discussions and assignments 3 X 50	Google meet and Vinesa 3 x 50	**Material:** text readability **Reference:** *Kisyani. (2006). Reading 2: Application of the Readability Formula. Jakarta: Open University.*	5%
10	Identifying and applying interactive writing in balanced literacy strategies	1. Understanding interactive writing 2. Steps to teaching interactive writing in balanced literacy	**Criteria:** Attached **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Explanations, questions and answers, discussions and assignments 3 X 50	Google meet and Vinesa 3 x 50	**Material:** interactive writing on balanced literacy **Reference:** *Ministry of Education and Culture. (2016). Guide to school literacy movements in elementary schools. Jakarta: Directorate General of Primary and Secondary Education, Ministry of Education and Culture of the Republic of Indonesia.*	5%
11	Identify and apply guided writing in balanced literacy strategies	1. Understanding guided writing 2. Steps to teaching guided writing in balanced literacy	**Criteria:** Attached **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Explanations, questions and answers, discussions and assignments 3 X 50	Google meet and Vinesa 3 x 50	**Material:** guided writing on balanced literacy **Readers:** *Dewayani, Sofie and Roosie Setiawan. 2018. Time to Tell Stories: Introducing Literacy from an Early Age. Yogyakarta: PT Kanisius.*	5%
12	Analyze and apply shared writing in a balanced literacy strategy	1. Understanding writing together 2. Steps to teaching writing together in balanced literacy	**Criteria:** Attached **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Explanations, questions and answers, discussions and assignments 3 X 50		**Material:** writing together on balanced literacy **References:** *Tompkins, Gail E. (2010). Literacy for the 21st century a balanced approach. Boston: Allyn & Bacon/Pearson.*	5%
13	Identifying and applying independent writing in a balanced literacy strategy	1. Understanding independent writing; 2. Steps to teach independent writing in balanced literacy	**Criteria:** Attached **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Explanations, questions and answers, discussions and assignments 3 X 50	Google meet and Vinesa 3 x 50	**Material:** Independent writing **References:** *Tompkins, Gail E. (2010). Literacy for the 21st century a balanced approach. Boston: Allyn & Bacon/Pearson.*	5%

14	developing media for balanced literacy learning	Development of big book media 2. Development of balanced literacy supplement books	**Criteria:** Attached **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Explaining Evaluation Tools in Indonesian Language Learning in Elementary Schools 3 X 50	Google meet and Vinesa 3 X 50	**Material:** balanced literacy media **References:** *Tompkins, Gail E. (2010). Literacy for the 21st century a balanced approach. Boston: Allyn & Bacon/Pearson.*	5%
15	developing assessment tools for balanced literacy learning	Development of assessment tools for balanced literacy learning	**Criteria:** Attached **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Explanations, questions and answers, discussions and assignments 3 X 50	Google meet and Vinesa 3 X 50	**Material:** Development of assessment tools for balanced literacy learning. **References:** *Shihab, Najelaa and the Learning Teacher Community. 2019. Literacy Moves the Country. Tangerang: Literati.*	5%
16	UAS	UAS	**Form of Assessment** : Test				20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	32.5%
2.	Project Results Assessment / Product Assessment	32.5%
3.	Test	35%
		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.