STRUKTUR KURIKULUM
PRODI PENDIDIKAN BAHASA INGGRIS ANGKATAN 2021

No	Kode MK	Nama Matakuliah	Nama Matakuliah (in English)	Kegiatan K	Kegiatan P	Status W	Status Pil	Sem Ke	Prasyarat
I		MK Pengembangan Kepribadian Nasional							
1		Pendidikan Pancasila	Pancasila	2		√		2	
2		Bahasa Indonesia	Bahasa Indonesia	2		√		2	
3		Pendidikan Agama	Religion	2		√		1	
4		Pendidikan Kewarganegaraan	Civics	2		√		3	
II		MK Pengembangan Kepribadian Institusional							
5		Literasi Digital	Digital Literacy	2		√		1*	
6		Pendidikan Jasmani dan Kebugaran	Physical and Fitness Education	2		√		2*	
III		MK Keahlian dan Keilmuan							
7		Essential Writing Skills	Essential Writing Skills	2		√		1	
8		Essential Reading Skills	Essential Reading Skills	2		√		1	
9		Listening for General Communication	Listening for General Communication	2		√		1	
10		Essential Speaking Skills	Essential Speaking Skills	2		√		1	
11		Essential English Grammar	Essential English Grammar	2		√		1	
12		Pronunciation Practice	Pronunciation Practice	2		√		1	
13		Introduction to literature	Introduction to literature	2		√		1	
14		Expository and Analytical Writing	Expository and Analytical Writing	3		√		2	
15		Active Reading	Active Reading	2		√		2	
16		Critical Listening	Critical Listening	2		√		2	
17		Public Speaking	Public Speaking	2		√		2	
18		Functional Grammar	Functional Grammar	2		√		2	
19		Introduction to Linguistics	Introduction to Linguistics	2		√		2	
20		ELT Methods	ELT Methods	4		√		2	
21		Argumentative Writing	Argumentative Writing	2		√		3	
22		Critical Reading	Critical Reading	2		√		3	
23		Academic Speaking	Academic Speaking	2		√		3	
24		Current Issues and Policies in Education	Current Issues and Policies in Education	2		√		3	
25		Introduction to SFL	Introduction to SFL	2		√		3	
26		Thesis Proposal Writing	Thesis Proposal Writing	2		√		4	
27		Reading for Research	Reading for Research	2		√		4	

No	Kode MK	Nama Matakuliah	Nama Matakuliah (in English)	Kegiatan		Status		Sem Ke	Prasyarat
				K	P	W	Pil		
28		Educational Technology in ELT	Educational Technology in ELT	2		√		4	
29		TEYL	TEYL	2		√		4	
30		Classroom Language	Classroom Language	2		√		4	
31		Second Language Acquisition	Second Language Acquisition	2		√		4	
32		ESP Program Design	ESP Program Design	3			√	5	
33		ESP Material development	ESP Material development	3			√	5	
34		ESP Assessment	ESP Assessment	2			√	5	
35		ESP Vocabulary Building	ESP Vocabulary Building	2			√	5	
36		ESP Course Management	ESP Course Management	2			√	5	
37		Games, songs and story telling	Games, songs and story telling	2			√	5	
38		LMS for ELT	LMS for ELT	2			√	5	
39		Intercultural Communication	Intercultural Communication	2			√	5	
IV		**MK Dasar Keahlian**							
40		Educational Research Methodology	Educational Research Methodology	3		√		3	
41		Qualitative & Quantitative Analyses	Qualitative & Quantitative Analyses	2		√		4	
42		Principles of Education	Principles of Education	2		√		1	
43		Learning theories	Learning theories	2		√		2	
44		School curriculum	School curriculum	2		√		3	
45		Syllabus design	Syllabus design	2		√		3	
46		Developing EFL Materials	Developing EFL Materials	2		√		4	
47		ELT Assessment	ELT Assessment	2		√		4	
48		Microteaching	Microteaching	2		√		4	
V		**MK Keahlian Berkarya**							
49		Pengalaman Lapangan Persekolahan	*School Based Experience*	20		√		6	
50		Skripsi	*Thesis*	6		√		8	
VI		**MK Berkehidupan Bermasyarakat**							
51		KKN-T	*Community Service*	20				7	

Keterangan:
- K : Jumlah SKS perkuliahan (sks total MK)
- Pr : Jumlah SKS Praktek (termasuk kegiatan belajar di lapangan)
- W : Matakuliah Wajib
- P : Matakuliah Pilihan

PENGATURAN MENGENAI BEBAN BELAJAR DAN KELULUSAN

Nilai Mata Kuliah Prasyarat Minimal	: D (maksimal 2 mata kuliah)
Jumlah SKS Mata Kuliah Wajib	:126 SKS
Jumlah SKS Mata Kuliah Pilihan yang tersedia	:18 SKS
Mahasiswa dinyatakan lulus apabila telah menempuh minimal 148 SKS dengan komposisi:	
Jumlah SKS Mata Kuliah Wajib	:130 SKS
Jumlah SKS Mata Kuliah Pilihan Minimal	:18 SKS

PAKET MATA KULIAH PILIHAN PRODI	
ESP Program Design	3
ESP Material development	3
ESP Assessment	2
ESP Vocabulary Building	2
ESP Course Management	2
Games, songs and story telling	2
LMS for ELT	2
Intercultural Communication	2
TOTAL SKS	18

KETENTUAN LAIN

1. Klausul tentang Rekognisi Pengalaman Lampau
2. Rekognisi pengalaman belajar masa lampau mahasiwa dapat diakui Prodi setara dengan matakuliah atau Capaian Pembelajaran tertentu, mengacu pada Permenristekdikti Nomor 26 Tahun 2016 tentang Rekognisi Pembelajaran Lampau, dengan mekanisme yang ditetapkan Rektor. Sebagai contoh, dengan mekanisme tertentu prestasi mahasiswa pada lomba level tertentu disetarakan dengan skripsi atau matakuliah lain (Peraturan Rektor Unesa nomor 10 Tahun 2019 tentang Pemberian Penghargaan Akademik Kepada Mahasiswa Berprestasi Universitas Negeri Surabaya).
3. Pengaturan lain dalam cakupan Prodi (TEP 525, ESC level 7)
4. Kegiatan pengembangan mahasiswa melalui kegiatan ekstrakurikuler dan SIPENA (min 450 poin)
5. dan lain-lain yang dianggap perlu.

IDENTITAS MATAKULIAH

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
1		Pendidikan Pancasila			
2		Bahasa Indonesia			
3		Pendidikan Agama			
4		Pendidikan Kewarganegaraan			
5		Literasi Digital			
6		Pendidikan Jasmani dan Kebugaran			
7		Essential Writing Skills	This course is a preliminary course in English Writing and is designed to help its participants master the fundamentals of Paragraph writing which integrates the process of writing, paragraph structure and principles of unity and coherence. Accordingly, the general discussion in this course includes the process of writing, narrative and descriptive paragraph structure and principles of unity and coherence. To accommodate the achievement of learning outcome, the course is conducted through lecturer's brief presentation, class discussion, and paragraph writing workshops with the aid of ICT and various kinds of useful teaching media. To support the aforementioned activities, peer review activities are incorporated during the in-class activities as well as additional	Students are able to; 1. internalize values, norms, and ethics which encompass academic integrity into their descriptive and narrative paragraphs (PLO 10, PLO 11, PLO 12) 2. practice logical, systematic and critical thinking skills in addition to being innovative to write descriptive and narrative paragraphs that meet the criteria of said paragraphs (PLO 7 & PLO 8) 3. properly structure and organize the sentences (topic sentence, supporting sentences, and concluding sentence) and paragraph following the language concepts required to write narrative and descriptive paragraphs that communicate the intended purposes (PLO 1)	1. Juzwiak, C. (2012). Stepping Stones: a Guided Approach to Writing Sentences and Paragraphs (2nd ed.). Boston: Bedford/St. Martin's. 2. Langan, J. (2010). Exploring Writing: Sentences and Paragraphs. 3. Oshima, A., & Hogue, A. (2007). Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc. 4. Savage, A., & Shafiei, M. (2007). Effective Academic Writing 1: The Paragraph. New York: Oxford University Press. 5. Zemach, D. E., & Islam, C. (2005). Paragraph Writing: from Sentence to Paragraph. Oxford: Macmillan Publishers Limited.

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			writing assignments outside the class-hours.	4. write narrative and descriptive paragraphs that communicate the intended purposes by incorporating the process of writing, the use of ICT, and principles of unity and coherence (PLO 3 & PLO 6)	
8		Essential Reading Skills	This course is designed to prepare students for non-fictional texts at pre-intermediate level by exploring a wide variety of strategies, including reading strategies for before, during and after reading (i.e. previewing, scanning, using context clues to clarify meaning, finding the main idea, summarizing, making inferences). Rich vocabulary instruction and practice that targets vocabulary from the Academic Word List (AWL) level 1-3, technical and cultural terms related to the topic discussed provide opportunities for students to improve their language proficiency and their ability to decode and process vocabulary. The topics in this course include engineering, business, technology, literature, meteorology, nutrition, geology, sociology, journalism, and medicine. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answer.	Students are able to; 1. Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend nonfiction texts at pre-intermediate level (PLO 10, PLO 11, PLO 12). 2. Apply logical, critical, systematic, and innovative thinking to respond to current pre-intermediate level reading passages (PLO 7). 3. Locate information, use context clues to supply meaning of vocabulary from the Academic Word List (AWL) level 1-3, technical and cultural terms related to the topic discussed, follow specific directions, follow a sequence, identify stated conclusion, and identify explicitly stated relationships and organizational patterns (PLO 1). 4. Make use of learning sources and IT to use search engines effectively, use interactive lab-based software, use an e-learning platform and write a guided summary of 8-10	1. Beatrice, S. M. & Linda, J. (1996). More Reading Power. London: Longman. 2. Zwier, L. J. (2009). Inside Reading 2: The Academic Word List In Context. Oxford: Oxford UP. 3. https://www.victoria.ac.nz/lals/resources/academicwordlist. Accessed on January 2019.

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				sentences that paraphrases the passages' main ideas and major details (PLO 3).	
9		Listening for General Communication	This course exposes students to different kinds of listening in English used in daily context. It is designed to practice basic skills of listening comprehension toward strategic and effective listeners. The students will go through the process of listening such as identifying general and specific information of various simple and short monologue and dialogue, discriminating the differences of intonation and stress which give clues to meaning, guessing meaning by context, identifying relevant points, rejecting irrelevant information, identifying inferred information, and summarizing. By the end of this course, the students will be able to understand listening materials which are probably be found in daily context.	Students are able to; 1. Comprehending and responding to simple and short oral text independently (PLO 8, 12). 2. Distinguishing literal and implied meaning in simple and short oral texts. (PLO 1, 3). 3. Applying listening strategies to facilitate comprehension on simple and short oral texts (PLO 3) 4. Presenting simple and short oral texts comprehension in group or class discussion using offline and online platforms (PLO 9, 11).	1. Real Listening and Speaking 3 and 4 2. Just Listening and Speaking (intermediate) 3. Headway pre-intermediate 4. TOEFL part A & B 5. Other related sources
10		Essential Speaking Skills	The lecture introduces the students with the concepts and techniques to discuss various actual topics which happen in the society in English. It also equips the students with the understanding and how to practice small group communication theory and skills in information-sharing and decision making discussion which emphasizes on the importance of the preciseness of pronunciation, stress, intonation and fluency.	Students are able to; 1. Be responsible for performing interpersonal and transactional communications and discussion based on various selected themes and conditions in relation with daily activities and survival ability in diverse community and building strong social interactions and awareness (PLO 10, PLO 11, PLO 12) 2. Understand the concepts of interpersonal and transactional	1. Gammidge, Mick. 2004. Speaking Extra. Cambridge University Press. 2. Learning Express. 2005. Reasoning Skills Success in 20 Minutes A Day. Learning Express, LLC. New York. 3. Daley, Patrick & Dahlie, Michael S. 2001. 50 Debate Prompts for Kids. USA:Scholastic. Inc. 4. Gibson, Jamie. Elementary Problem Solving Manual. 2014.

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				communications and discussion systematically and contextually based on given themes and conditions for daily activities (PLO 3, PLO 6) 3. Engaging in intellectual communications and discussions actively of diverse views and contexts in daily bases (PLO 8, PLO 9) 4. Employ proper and correct transactional and interpersonal languages to show ideas in various themes and contexts to communicate fluently (PLO1)	
11		Essential English Grammar	Through this subject, students explore and practice various grammar structures covering parts of speech, phrases and clauses (dependent & independent clauses), parts of a sentence, Subject Verb Agreement, tenses, passive, and types of sentences. In addition, students will demonstrate the ability to enhance their written performances in various ways to support them in producing sentences and analyzing error in sentences (sentence fragments and run on sentences). All teaching learning activities are conducted through lecturing, discussion, and exercising many grammar practices.	Students are able to; 1. show responsibility by participating in class discussion and submitting assignments on time by making use of learning sources and IT. (PLO-11 PLO-12) 2. apply appropriate grammar in writing in various contexts. (PLO-8) 3. create well-formed sentences by using the concepts of sentences' syntax (PLO-1) 4. analyze, edit, or proof read to eliminate errors in grammar mechanics and sentence structures using standard English conventions to rewrite better compositions. (PLO-3)	1. Azar & Hagen, Betty Schramfer & Stacy A. 2016. Understanding and Using English Grammar: 5th edition. White Plains, NY: Pearson Education. 2. Holt, Rinehart, & Winston, 2005. Element of Language: Grammar, Usage, and Mechanics Language Skills Practice. 3. Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill. 4. Murphy, Raymond. 2011. English Grammar in Use. Cambridge: Cambridge University Press. 5. Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and

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					Advanced. New Jersey: Research & Education Association, Inc.
12		Pronunciation Practice	This subject aims to provide students with knowledge and skills of English Pronunciation. It covers the knowledge and practice of pronouncing the appropriate English sounds, stresses, and intonations used in words, phrases, and sentences in daily conversations. This subject will combine both theoretical and practical classroom activities. All teaching learning activities are conducted through lecturing, drilling, and practice.	Students are able to; 1. be responsible for using the appropriate English sounds, stresses, and intonations in daily conversations; and following the rules of conduct of the course (PLO 1, 3, 11). 2. choose appropriate English sounds, stresses, and intonations used in daily conversations; and conduct self and peer assessment (PLO 1, 3). 3. demonstrate English pronunciation used in daily conversation (PLO 1, 3, 8). 4. make use of learning materials and IT to support the teaching and learning process of English pronunciation subjects (PLO 9).	1. Baker, Ann., and Marshall, Leslie. (2006). Ship or Sheep?: An Intermediate Pronunciation Course (3rd ed.). Cambridge: Cambridge University Press. 2. Dauer, Rebecca M. (1992). Accurate English: A Complete Course in Pronunciation. USA: Prentice Hall Regents. 3. Marks, Jonathan. (2007). English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press 4. O'Connor, J.D. (1980). Better English Pronunciation (2nd ed.). Cambridge: Cambridge University Press.
13		Introduction to literature	Introduction to Literature is designed to introduce students with various genres of literature. This course trains students to enhance their skill to understand, critically analyze, and (hopefully!) enjoy the literary genres of the short story, poetry, the novel, and drama. Students will explore the basic concepts of literary technique, narrative, poetic, and dramatic structures. In addition, through assignments in class (quizzes, exams, essays, and discussions) students will learn how to intelligently	Students are able to; 1. Be responsible and having strong commitment in developing students' characters to master spoken and written English skills through literary works (PLO 11, 12) 2. Have critical, innovative, systematic thought, and self evaluation in mastering language skills through literary works (PLO 7) 3. demonstrate understandable literary analysis.in written and spoken English (PLO 1, 8)	1. Perrine, Laurence. (1984). Literature; structure, sound and sense. Harcourt brace jovanovich 2. Barnet, Sylvan & E.Cain, William. (2002). A Short Guide to Writing about Literature. Longman

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			respond to the sometimes complicated concepts found in works of literature. The goal here is for students to be able to take skills of critical thought beyond engagement with literature only into their wider interactions with an increasingly complicated world, which of course will continue to be reflected in the human output of literary works.	4. use technology to improve students' insight into literature. (PLO 9)	
14		Expository and Analytical Writing	The course provides students with fundamental knowledge of essay writing that incorporates basics of critical thinking, analysis, and synthesis to compose various types of expository and analytical essays aiming to describe, explain, clarify, or present ideas. Emphasis is placed on the functionality of the essay, the implementation of the process of writing to develop content and organization, as well as the patterns of paragraph and essay development. The teaching – learning activities are conducted through brief presentations by the teacher, discussions that involve both students and teacher, and practices by the students in the form of essay writing workshops. Integrated into these activities are the in-class assignments and peer review activities in addition to extended essays developed outside of class.	Students are being able to: 1. internalize values, norms, and ethics which encompass academic integrity, leadership, empathy, respect towards diversity and originality in ideas into their individual or collaborative expository and analytical essays with the emphasis on the selection of topics and language use. (PLO 10, PLO 11, & PLO 12) 2. independently practice the basics of logical, systematic and critical thinking skills in developing content or discussion in addition to being innovative in topic selection to compose communicative essays that meet the criteria of expository and analytical essays. (PLO 7 & PLO 8) 3. write properly structured and organized sentences (thesis statements, topic sentences, supporting sentences, and concluding sentences), paragraphs,	1. Bailey, S. (2015). Academic Writing A Handbook for International Students. 2. Kirszner, L. G., & Mandell, S. R. (2009). Writing First: Practice in Context with Readings (Fourth Edi). Boston: Bedfort/St. Martin's. 3. Oshima, A., & Hogue, A. (2007). Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc. 4. Zemach, D. E., & Ghulldu, L. A. (2011). Writing Essays: from Paragraph to Essay. London: Macmillan Publishers Limited.

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				and essays which demonstrates CEFR's B2 level of English writing proficiency following the language concepts and patterns of essay development required to write expository and analytical essays with the emphasis on their ability to communicate the intended purposes. (PLO 1) 4. compose expository and analytical essays that communicate the intended purposes by incorporating the process of writing, the use of ICT, and principles of unity and coherence in effective, creative and learner – centered learning activities. (PLO 3 & 6)	
15		Active Reading	This course is designed to give students the opportunity to explore intermediate level authentic academic sources as well popular publications and decode rhetorical structures such as causation, comparison and contrast, definition, classification, and flavored vs. unflavored opinions. Vocabulary practices that target vocabulary from the Academic Word List (AWL) level 4-7, technical and cultural terms related to the topic discussed provide opportunities for students to interact with academic texts and help them acquire vital academic vocabulary. Topics covered in this course include physiology, psychology, film studies,	Students are able to; 1. Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend nonfiction texts at intermediate level (PLO 10, PLO 11, PLO 12). 2. Apply logical, critical, systematic, and innovative thinking to respond to current intermediate level reading passages (PLO 7). 3. Comprehend nonfiction texts at intermediate level, decode rhetorical structures such as causation, comparison and contrast, definition, classification,	1. http://www2.open.ac.uk/students/skillsforstudy/active-reading.php. Accessed on January 2019. 2. Richmond, Kent & Cheryl Boyd Zimmerman. 2007. Inside Reading 4 Student Book Pack: The Academic Word List in Context.Hong Kong; Oxford University Press. 3. Wyatt, Rawdon. 2012. Check Your English Vocabulary for IELTS. Great Britain; A & C Black Publishers Ltd. 4. Beatrice, S. M. & Linda, J. 1996. More reading power. London: Longman. 5. https://www.victoria.ac.nz/lals/resources/academicwordlist. Accessed on January 2019.

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			neuroscience, anthropology, robotics and many more. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answer.	and favored vs. unfavored opinions from authentic academic sources as well popular publications, and use context clues to supply meaning of vocabulary from the Academic Word List (AWL) level 4-7, technical and cultural terms related to the topic discussed (PLO 1) 4. Make use of learning sources and IT to use search engines effectively, use interactive lab-based software, use an e-learning platform and write a main point summary independently (PLO 3).	
16		Critical Listening	This course provides the students with listening practices in which they learn identifying general and specific information of long non-authentic and authentic materials which contain particular issues in various forms (for example, talk show, debate, and speech), guessing meaning by context, identifying relevant points, identifying inferred information & organization of ideas, assuming, summarizing, note taking, and giving values of the issues in upper intermediate and pre-advanced level. As argument is one main elements of critical thinking, students will also be guided to show their critical thinking towards the topics and the listening materials used. Students will be led to understand the listening text and express their analysis and comments on	Students are able to; 1. Comprehend and respond to long oral text independently (PLO 8, 12). 2. Distinguish literal and implied meaning in long oral texts. (PLO 1, 3). 3. Apply listening strategies to facilitate comprehension on long oral texts (PLO 3) 4. Present comprehension of long oral texts in group or class discussion using offline and online platforms (PLO 9, 11).	1. Barral, Irene and Rogers, John. 2011. Lifestyle: English for work, socializing, and travel. Upper-Intermediate. Pearson Longman 2. Soars, John and Liz. 2014. New Headway upper intermediate. Oxford University Press 3. Open Forum 4. Authentic Materials 6. Reader's Digest Audio book

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			it. By the end of this course, the students are expected to be able to show upper intermediate listening skill and adequate analysis on the listening topics as well as answer the listening comprehension questions in standardized tests like TOEFL and IELTS.		
17		Public Speaking	This subject helps students prepare and deliver special occasion speech, extemporaneous speaking, and impromptu speaking. It covers the nature of extemporaneous and impromptu speeches, the stages of the speech-making process, and variety of verbal and non verbal techniques in speech delivery effectively. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.	1. Make use of learning sources and IT in applying the stages of the speech-making process to communicate the idea and deliver the message orally, both in extemporaneous and impromptu speeches (PLO 1) 2. Possess knowledge of the stages of the speech-making process to communicate the idea and deliver the message orally, both in extemporaneous and impromptu speeches (PLO 3, PLO 6) 3. make a right decision in applying the stages of the speech-making process to communicate the idea and deliver the message orally, both in extemporaneous and impromptu speeches (PLO 7, PLO 8, PLO 9) 4. Be responsible for applying the stages of the speech-making process to communicate the idea and deliver the message orally, both in extemporaneous and impromptu speeches (PLO 10, PLO 11, PLO 12)	1. Cummings, Martha Graves. 1992. Listen, Speak, Present; A Step By Step Presenter's Workbook. USA: Thomson & Heinle. 2. Sprague, J., Stuart, D., & Bodary, D. 2010. The speaker's handbook (10th ed). Belmot, CA: Thomson/Wadsworth. 3. Steven A. Beebe, Susan J. Beebe.2012. Public Speaking : An Audience-Centered Approach, 8th Ed. Pearson Education, Inc. 4. Alberts, Jess K., Nakayama, Thomas K. & Martin, Judith N. 2010. Communication in Society. Pearson Education, Inc.

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18		Functional Grammar	This course focuses on further practices of the forms, meanings and usage of grammatical structures of English. It builds competency in the English verb tense system and provides more advanced clause structure, such as adjective clause, noun clause, and adverb clauses. Students will apply these concepts in writing more accurately and effectively with the grammar skills necessary for success in professional and academic situations. It emphasizes on the need to analyse and explain grammatical structure and usage as well as the ability to analyse the students' own writing. All teaching and learning activities are conducted through lecturing, discussing and exercising.	Students are able to: 1. show responsibility by participating in class discussion and submitting assignment on time by making use of learning sources and IT (PLO 9, 11) 2. apply appropriate grammar writing in various context. (PLO 1, 8) 3. create well-formed sentences using the concepts of sentences' syntax and to enrich their knowledge of grammar (PLO 1) 4. analyze, edit, or proof read to eliminate errors in grammar mechanics and sentence structures using standard English conventions to rewrite better compositions. (PLO 1)	1. Azar, Betty Schramfer. 2002. Understanding and Using English Grammar. White Plains, NY:Pearson Education 2. Eastwood, John.2002. Oxford Practice Grammar. Oxford:Oxford University Press. 3. Hewings, Martin. 2013. Advanced English Grammar in Use:third edition.Cambridge: Cambridge University Press. 4. Steer, Jecelyn. 1998. Advanced English Grammar. Boston: Heinle&Heinle
19		Introduction to Linguistics	This course is designed to discuss the origin of language and introduces the basic concept of linguistic branches and their functions. The lecture is initiated with the explanation on the study of sound that covers sound production, three labels of phoneme. The following lectures address a more complex field, namely: linguistics as a scientific study of language, characteristics of language, phonology, morphology, syntax, semantics, language change, pragmatics, and sociolinguistics.	Students are able to: 1. Be responsible and having strong commitment in developing students' characters to master spoken and written English skills (PLO 11, 12) 2. Have critical, innovative, systematic thought, and self evaluation in mastering language skills and using them in a real context (PLO 1, 7) 3. Be able to demonstrate understandable and accepted spoken and written English skills contextually (PLO 1, 8)	1. Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language. (9th ed.). Australia: Wadsworth, Cengage Learning. 2. Yule, G. 2010. The Study of Language. (4th ed.). Cambridge: Cambridge University Press.

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				4. Be able to use technology to master the theoretical concept of language to be able to solve language problems in the right procedure through science approach (PLO 9)	
20		ELT Methods	The course is designed to enable students to recognize, compare, analyze, select, and use appropriate methods and techniques to teach English language skills and components. It provides the students with the knowledge concerning the history of English teaching method as well as that concerning the concepts of how to teach the language skills and components. The teaching learning activities are conducted through presentations by the teacher, T-S discussions, S-S discussions, practices by the students, and field works.	Students are able to: 1. make use of IT to communicate the concept of ELT methods and the generating possible techniques as well as to develop it based on the latest theory (PLO 1, 4, 8, 9) 2. Master the concept of various kinds of ELT methods and techniques so as to be able to recognize, compare and analyze them (PLO 2, 7) 3. determine which method should be appropriately referred to for teaching a certain language skill or component (PLO 2, 7, 12) 4. Be responsible for making a written summary on the concept just discussed as a reflection of the understanding a concept (PLO 11, 12)	1. Larsen-Freeman, Diane. 2011. Techniques and Principles in Language Teaching (2nd ed). Oxford: Oxford University Press. 2. Richards, Jack C and Theodore S. Rogers. 1986. Approaches and Methods in Language Teaching : A Description and Analysis. Cambridge: Cambridge University Press. 3. Harmer, Jeremy. 2007. The Practice of Language Teaching (4th ed). England: Pearson Education Ltd. 4. Abbot, Gary. 1981. The Teaching of English as an International Language . A Practical Guide. Glasgow: Williams Collins and Sons. 5. Brown, Douglas. 2000. Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed). New York: Addison Wesley Longman. 6. Permendikbud No. 22 tahun 2016.
21		Argumentative Writing	A skill on how to write expository and argumentative essays in unity and coherence by applying acceptable language features and having content rich in order to be able to communicate in written form. It is started by	Students are able to: 1. internalize values, norms, and ethics which encompass academic integrity, respect towards diversity and originality in ideas into individual and collaborated works	1. Coe, Norman et al. (1986). Writing Skills. London: Cambridge University Press. 2. Kiszner, Laurie G. Dan Stephen R. Mandell. (1983). Patterns for College Writing: A Rhetorical

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			understanding the concept of the essay and identifying the model of the text, then constructing the essay. All teaching-learning activities are conducted through lecturing,	and performance of the course. (PLO 10, PLO 11, & PLO 12) 2. practice logical, systematic and critical thinking skills in addition to being innovative to write argumentative essays that meet the intended functions, criteria of unity and coherence in their individual work. (PLO 7, PLO 8, & PLO 9) 3. write properly structured and organized sentences, paragraphs, and essays which demonstrates CEFR's B2 level of English writing proficiency following the language concepts required to write argumentative essays that communicate awareness of academic – related issues. (PLO 1) 4. produce argumentative essays that communicate the intended purposes by incorporating the process of writing, the use of supporting ICT and principles of unity and coherence in effective, creative and learner – centred learning activities. (PLO 3 & PLO 6)	Reader and Guide. New York: St. Martin's. 3. Oshima, Alice and Hogue, Ann. (1999). Writing Academic English. New York: Longman. 4. Bailey, S. (2011). Academic writing: A handbook for international students (Third ed.). Oxon: Routledge.
22		Critical Reading	This course is designed to provide students with opportunities to apply their mastery of a wide variety of critical reading strategies, including speed reading, marking and charting the text, note taking, finding underlying assumption (both stated and unstated),	Students are able to; 1. Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend nonfiction texts at	1. Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan. 2. Fairbairn, G. J., & Fairbairn, S. A. 2001. Reading at university: A

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			identifying argument and author' position, justifying argument, summarizing and writing response of written academic texts at upper intermediate level using CER (claim, evidence and reasoning). It also gives the students chances to practice using targeted vocabulary from the Academic Word List (AWL) level 7-10. The topics in this course include literacy, sociology, pedagogy, and many more. Along the course, students are involved in various activities designed to help them practice and improve their critical reading skills, including: responding to upper-intermediate academic texts by having individual presentation, group and class discussion, and composing summaries of written academic texts. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.	upper-intermediate level (PLO 10, PLO 11, PLO 12). 2. Utilize library sources and apply logical, critical, systematic, and innovative thinking to respond to current intermediate reading passages (PLO 7, PLO 8, PLO 9) 3. Apply wide variety of critical reading strategies, adjusting reading speed, marking and charting the text, note taking, finding underlying assumption (both stated and unstated), identifying argument and author' position, justifying argument, summarizing and writing response of written academic texts at upper intermediate level using CER (claim, evidence and reasoning) and use context clues to supply meaning of vocabulary from the Academic Word List (AWL) level 8-10 as well as technical and cultural terms related to the topic discussed (PLO 1, PLO 2). 4. Make use of learning sources and IT to use search engines effectively, use interactive lab-based software, use an e-learning platform and write a key points summary independently (KK1, KK2).	guide for students. Buckingham: Open University Press. 3. Online Newspaper articles: in The Guardian, The New York Times. 4. Papers and proceedings from reputable sources.
23		Academic Speaking	This subject is specifically designed to give students the necessary skills and confidence to deliver professional and	Students are able to; 1. Make use of learning sources and IT in delivering professional and	1. Taylor, H.M. and A.G. Mears. 1978. The Right Way to Conduct Meetings, Conferences, and

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			articulate presentations for academic and professional forums where English is the medium of communication, such as conferences, seminars, poster presentation, etc. The emphasis put on variety, language skills and the balance between input and practice throughout the course will help students become more confident, autonomous and competent speakers of English. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.	articulate presentations for academic and professional forums where English is the medium of communication. (PLO 1) 2. Possess knowledge of the rules and techniques in delivering professional and articulate presentations for academic and professional forums where English is the medium of communication. (PLO 3, PLO 6) 3. make a right decision in delivering professional and articulate presentations for academic and professional forums where English is the medium of communication. (PLO 7, PLO 8, PLO 9) 4. Be responsible for applying the rules and techniques in delivering professional and articulate presentations for academic and professional forums where English is the medium of communication. (PLO 10, PLO 11, PLO 12)	Discussions. London: Cox & Wayman, Ltd. 2. Dignen, Bob. 1999. English for presentations. York: York Associates 3. Osborn, R.P. & Osborn, S. (1994). Public Speaking. Boston: Houghton Mifflin
24		Current Issues and Policies in Education	This course is designed to explore current issues and policies in education, especially in Indonesia. Information technology, multicultural, socio-cultural, environment, health and their relation to education are examples of issues to raise. In the meantime, policies in education and their implication will also be discussed in this course. The course	Students are able to; 1. Be responsible and having strong commitment in developing students' characters to understand trends in education.(PLO 12) 2. Have critical, innovative, systematic thought, and self evaluation in coping with problems in education (PLO 7)	1. Academic Language and Literacy Development (2012). Writing proposal in education. Clayton: Faculty of Education. 2. Kimberley, N., & Crosling, G. (2012). Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.

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			is delivered through lecture, presentation, and discussion.	3. demonstrate awareness into implication of policies in education (PLO 2, 11) 4. use technology to improve students' insight into education (PLO 9)	3. Podorova, A. 2012. Effective presentation: Strategies and ideas. Winter School 2012. Faculty of education, Monash University. 4. Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's. 5. Thomson Reuters. 2011. Endnote X4 Help. 6. Various research papers of the students' choice. 7. Video containing a session in an academic forum.
25		Introduction to SFL	The course provides an introduction to the functional study of language, the study of what language does, not of how it is structured. This covers comparison of formal and functional approaches to language, definition of systemic functional linguistics, fundamental concepts in a functional approach to language, such as genre and register; metafunctions (experiential, interpersonal and textual); and the grammatical devices that are used to encode those metafunctions (systems of Transitivity, Mood and Theme). The course will consist of lectures and in-class exercises that will focus on analysis of texts collected by the students (both spoken and written). Assignments will also analyse texts using	Students are able to; 1. Develop responsibility and attitude as members of society in understanding meaning of language from its contexts (PLO 11) 2. understand the functional approach to language, and will have learnt the basic constructs in systemic functional linguistics and analyses of texts from different perspectives beyond a simple identification of patterns and labelling of text structures. (PLO 2) 3. Develop critical skills in making a descriptive account of the analysis, and in explaining how SFL tools contribute to a better understanding of language phenomena. (PLO 7)	1. Eggins, Suzanne (1994) An Introduction to Systemic Functional Linguistics. London: Continuum. 2. Downing, Angela and Philip Locke (2002) A University Course in English Grammar. London: Routledge (2nd edition). 3. Halliday, M.A.K. (1994) Introduction to Functional Grammar. London: Arnold (2nd edition). 4. Martin, J. R., Christian Matthiessen and Clare Painter (1997) Working with Functional Grammar. London: Arnold. 5. Thompson, Geoff (1996) Introducing Functional Grammar. London: Arnold.

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			the SFL perspective. There will be an emphasis on writing-to-learn approaches.	4. Use technology in analyzing and applying functional approach to language and language learning (PLO 3, 9)	
26		Thesis Proposal Writing	This course introduces the students to the steps for writing a research proposal in the area of ELT. In the first half of the course covers selection of a topic for their research, the scope of the study, writing the rationale, formulating the research questions and the objectives of the study, and defining the specific terms used in the study. The second half of the semester of this course covers writing review of related literature for the proposed topic which covers the theoretical framework and stating of the arts of the topic chosen. The course will be conducted through lecture, demonstration and practice in a writing workshop.	Students are able to; 1. communicate the ideas of the intended study which cover the rationale, problems, research questions or hypotheses, variables (if any), and terms and to review critically relevant references, including previous related research, in order to present the theoretical framework and state of the arts of the topic chosen. (PLO 5, 7, 8) 2. make necessary decisions when writing a thesis proposal which covers: the rationale, problems, research questions or hypotheses, variables (if any), and terms and to review critically relevant references, including previous related research, in order to present the theoretical framework and state of the arts of the topic chosen. (PLO 5, 7, 8) 3. be responsible for the implementation of the proposal in terms of the rationale, problems, research questions or hypotheses, variables (if any), and terms and to	1. Academic Language and Literacy Development. (2012). Writing Proposal in Education. Clayton: Faculty of Education. 2. Miner, J. T., & Ball-Stahl, K. C. (2005). Models of Proposal Planning & Writing. Westport: Praeger. 3. Kimberley, N., & Crosling, G. (2012). Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University. 4. Lipson, C. (2005). How to write a BA thesis: A practical guide from your first ideas to your finished paper. Chicago: University of Chicago Press.. 5. Thomson Reuters. (2011). Endnote X4 Help. 6. Various research papers of the students' choice.

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				review critically relevant references, including previous related research, in order to present theoretical framework and state of the arts of the topic chosen when the proposed study is carried out. (PLO 5, 11) 4. write a thesis proposal appropriately by utilizing available appropriate resources and information technology. (PLO 1, 5, 9)	
27		Reading for Research	This course is designed to provide students with opportunities to apply their mastery of a wide variety of critical reading strategies, including speed reading, marking and charting the text, note taking, finding underlying assumption (both stated and unstated), identifying argument and author' position, justifying argument, summarizing and writing response of written academic texts at upper intermediate level using CER (claim, evidence and reasoning). It also gives the students chances to practice using targets vocabulary from the Academic Word List (AWL) level 7-10. The topics in this course include literacy, sociology, pedagogy, and many more. Along the course, students are involved in various activities designed to help them practice and improve their critical reading skills,	Students are able to; 1. Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend nonfiction texts at upper-intermediate level (S1, S2, S3). 2. Utilize library sources and apply logical, critical, systematic, and innovative thinking to respond to current intermediate reading passages (KU1, KU2. KU3) 3. Apply wide variety of critical reading strategies, adjusting reading speed, marking and charting the text, note taking, finding underlying assumption (both stated and unstated),	1. Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan. 2. Fairbairn, G. J., & Fairbairn, S. A. 2001. Reading at university: A guide for students. Buckingham: Open University Press. 3. Online Newspaper articles: in The Guardian, The New York Times. 4. Papers and proceedings from reputable sources.

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			including: responding to upper-intermediate academic texts by having individual presentation, group and class discussion, and composing summaries of written academic texts. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.	identifying argument and author' position, justifying argument, summarizing and writing response of written academic texts at upper intermediate level using CER (claim, evidence and reasoning) and use context clues to supply meaning of vocabulary from the Academic Word List (AWL) level 8-10 as well as technical and cultural terms related to the topic discussed (P1, P2). 4. Making use of learning sources and IT to use search engines effectively, use interactive lab-based software, use an e-learning platform and write a key points summary independently	
28		Educational Technology in ELT	This course aims to reshape the perspective and views of technology as they relate to students teaching career, teaching, learning and training. It is designed to increase basic awareness of technology concepts and to provide experience that facilitate individual learning. This course is a project based instruction. The learning activities are mainly student-centered, in which the students select/develop a particular type of educational technology tool, present it in class and demonstrate how to use them to assist the teaching of	Students are able to; 1. understand an emerging classroom technologies (PLO 9) 2. Being able to demonstrate knowledge, attitudes, and skill of digital age work and learning (PLO 1, 2) 3. plan, design and assess effective learning environments and experiences (PLO 4) 4. implement curriculum, methods and strategies that use technology to maximize students' learning. And	1. Spector, J. M. (2016).Foundations of educational technology: Integrative approaches and interdisciplinary perspectives. NY: Routledge. 2. Office of educational technology. Reimagining the role of technology in education. US Department education. January 2017 3. Office of educational technology. Reimagining the role of technology in Higher Education. US Department education. January 2017

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			English. The lessons are conducted in the form of lectures, group discussions and student presentations.	students are able to Design, develop and implement technology-rich learning program in the area of Teaching English as a Foreign Language (PLO 3)	4. Office of educational technology. Advancing Educational technology in Teacher preparation : policy brief. January 2017 5. Office of educational technology. Early Learning and Educational Technology Policy Brief. October 2016 6. Hokanson, B. & Gibbons, A.(2014). Design in Educational Technology: Design thinking, design process, and the design studio (Ed). NY : Springer 7. Waghid, Y., Waghid, F. & Waghid, Z. (2016). Educational Technology and Pedagogic Encounters: Democratic Education in Potentiality. Rotterdam: Sense Publisher. 8. Rahimi, M. & Pourshahbaz, S.(2019). English as a Foreign Language Teachers TPACK:Emerging Research and Opportunities. PA: IGI Global. 9. Smadilno, Sharon & Russell, James. 2004. Instructional Technology and Media for Learning. New Jersey: Pearson Merrill Prentice Hall
29		TEYL	The course focuses on the basic concepts and principles of teaching English to young learners and how to apply them in the teaching and learning process. The students are trained to	Students are able to; 1. Have a profound understanding of the basic concepts and principles of	1. Cameron, Lynn. 2001. Teaching Languages to Young Learners. Cambridge: Cambridge University Press.

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			develop lesson plans and materials suitable for TEYL, and implement them in EYL classes. All teaching-learning activities are conducted through lecturing, classroom discussion, small group discussion, student presentation and peer-teaching activities.	TEYL, and recognizing current issues on TEYL thoroughly (PLO-1, PLO-2) 2. work independently in selecting and applying appropriate teaching techniques and using various media in EYL classes (PLO-2;PLO-11, PLO-12) 3. work in groups in designing and developing lesson plans and appropriate materials for teaching English to young learners in any circumstances (PLO-4, PLO-7, PLO-10) 4. present the students' designed lesson plans and implemented them in peer-teaching activities (PLO-8)	2. Halliwell, S. 1992. Teaching English in the Primary Classroom. Longman Handbooks for Language Teachers. 3. Scott A.,Wendy and LH, Ytreberg. 1990. Teaching English to Children. New York: Longman Group UK Limited 4. Garten,Sue.& Copland,Fiona. 2019. The Routledge Handbook of Teaching English to Young Learners. New York: Routledge the Taylor and Francis Group 5. Various articles on teaching English to young learners
30		Classroom Language	This course will explore special language for running lessons and communication strategies and develop students teachers skills in using them as teachers in front of the classrooms. This covers (1) aspects of classroom language, (2) classroom language expressions for these aspects, (3) classroom language expressions in the scientific approach, (4) practice using these classroom language expressions in class simulation.	Students are able to: 1. make use of special language for running lessons and classroom interaction including checking learners' readiness, initiating students' participation, giving feedback and reformulating learners' responses and giving in-need-scaffolding. 2. apply knowledge of special language for running lesson and communication strategies 3. select the appropriate expressions and communication strategies to communicate with pupils	1. Hughes, G. S., Moate, J., & Raatikainen, T. 2007. A practical classroom English. Oxford: Oxford University Press. 2. Peraturan Menteri Pendidikan dan Kebudayaan No 65 Tahun 2013 tentang Standar Proses Kurikulum 2013. 3. Salaberri, S. 1995. Classroom language. Oxford: Macmillan Heinemann ELT. 4. Slattery, M., & Willis, J. 2001. English for primary teachers. Oxford: Oxford University Press.

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				appropriately, effectively, emphatically, and politely 4. be responsible for the use of expressions and communication strategies	
31		Second Language Acquisition	This course introduces the students to the concepts and principles of how learners learn a second language. It covers the concepts in SLA, language environments, theoretical models of SLA, role of input, factors affecting SLA, interlanguage, and implications of SLA theories to L2 learning and teaching. Classroom activities will be dominated by classroom discussion, presentation, question and answer, and case studies.	Students are able to; 1. utilize any available resources to broaden knowledge of the concepts and principles of how learners learn a second language, covering the concepts in SLA and theoretical models of SLA, how L2 input is processed, factors affecting SLA and interlanguage, and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching (PLO 2, 3, 7). 2. communicate concepts and principles of how learners learn a second language, covering the concepts in SLA and theoretical models of SLA, how L2 input is processed, factors affecting SLA and interlanguage, and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching (PLO 1, 2, 8). 3. make necessary decision related the concepts and principles of how	1. Ellis Rod.1997. Second Language Acquisition. Oxford: Oxford University Press. 2. Gass, S.M. and Selinker, L.2008. Second Language Acquisition: An Introductory Course. 3. Hillsdale, N.J.: Lawrence Erlbaum. 4. Troike, M.S. 2006. Introducing Second Language Acquisition. New York: CUP.

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				learners learn a second language, covering the concepts in SLA and theoretical models of SLA, how L2 input is processed, factors affecting SLA and interlanguage, and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching (PLO 4, 7). 4. be responsible for the implementation of the concepts and principles of how learners learn a second language, covering the concepts in SLA and theoretical models of SLA, how L2 input is processed, factors affecting SLA and interlanguage, and to analyze and evaluate critically how L2 is acquired by using the concepts and principles of SLA theories to L2 learning and teaching when the conducting practice teaching (PLO 11, 12).	
32		ESP Program Design	This course introduces students to theory and practice of developing language learning programs for learners with specific purposes, especially the occupational/professional one. It introduces students to the basic principles and techniques in ESP program design in which students learn to conduct needs analysis, to identify	Students are able to: 1. understand and apply concepts of program design in ESP, both theoretical and applied, that have shaped its subsequent development and find solution for the target learners' problem in learning English in ESP context **PLO-2**	1. Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan 2. Hutchinson, Tom & Waters, Alan. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.

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			learners' needs, to determine objectives of ESP programs, and to design ESP programs in a specific professional area. At the end of the course, the students are expected to be able to design doable and measurable ESP programs which meets clients' needs.	2. design ESP program based on the needs of the target learners **PLO-6** 3. make use relevant learning sources and IT as media to support the development of ESP programs **PLO-9** 4. demonstrate initiative, independence, and perseverance in their education and engage in self advocacy in learning to design ESP program both in individual and team work **PLO-10, 12**	3. Paltridge, Brian & Starfield, Sue (Eds.). 2012. The Handbook of English for Specific Purposes. Wiley-Blackwell
33		ESP Material development	This course introduces students to basic principles and practice of developing ESP material. Students will learn to determine learning objectives and to develop ESP learning units based on needs analysis result. This course also covers the selection of digital and non-digital media/platform for the ESP teaching and learning. At the end of the course, each student is expected to finish the development of an ESP learning material that meets clients' needs.	Students are able to: 1. understand and apply concepts of developing ESP learning materials to meet the target learners' needs in learning English in ESP context **PLO-2** 2. select and develop ESP learning materials based on the needs and the targets of the learners **PLO-6** 3. make use relevant learning sources and IT as media to support the development of ESP learning material **PLO-9** 4. demonstrate initiative, independence, and perseverance in their education and engage in self advocacy in learning to select and develop ESP learning material both in individual and team work **PLO-10, 12**	1. Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan 2. Hutchinson, Tom & Waters, Alan. 1990. English for Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York. 3. Paltridge, Brian & Starfield, Sue (Eds.). 2012. The Handbook of English for Specific Purposes. Wiley-Blackwell
34		ESP Assessment	This course encompasses the knowledge how to assess learners'	Students are able:	1. Airasian, P. W., & Russell, M. K. 2012. Classroom assessment:

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			language components and language skills in ESP. It is initiated with the understanding the differences between testing, assessment and teaching. It also provides an opportunity to design ESP tests. The tests are authentic assessment, portfolio assessment, oral language assessment, reading assessment, writing assessment, and content area assessment respectively. At the end of the course, the learners are expected to write indicators of assessing ESP learners' language skills and develop assessment units based on the indicators.	1. to demonstrate systematic, critical and innovative thinking, make informed decisions to solve problems in course-related tasks and regulate their own learning PLO-2, 7
				2. to:
				  a) elaborate the interlink between teaching, assessment, and testing
				  b) describe the types and principles of language assessment
				  c) compare and contrast various process-oriented assessments
				  d) develop various process-oriented assessment instruments
				  e) describe and develop various kinds of listening, speaking, reading and writing assessments in line with the national curriculum
				  f) evaluate the test item quality
				PLO-2, 4, 5, 6, 8
				3. to make use of various digital sources and IT in understanding concepts of assessment and developing assessment instruments PLO-9
				4. to demonstrate integrity, fairness, commitment, and persistence in the instructional process PLO-12
					Concepts and applications. New York: McGraw-Hill.
					2. Brown, H. Douglas. 2004. Language Assessment Principles and Classroom Practices. New York:Pearson education Inc.
					3. Harris, Michael & McCann, Paul. (1994). Assessment: Handbooks for English classroom. New York: MacMillan
					4. O'Malley, Michael J. & Pierce, Lorreine Valdes. 1996. Authentic Assessment for English Learners. White Plain, NY: Addison-Wesley.

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35		ESP Vocabulary Building	This course provides students with exposure on the most use terms from various occupational contexts such as the ones related to tourism, art, engineering, sport, medical, economic, law, management, and entertainment. The terms will be introduced through written and spoken texts. At the end of the course, the learners are expected to know the meaning of most use terms from various occupational context and to be able to use the terms properly. Students are assessed by portfolio and vocabulary tests.	Students are able to: 1. understand the meanings of particular terms used in various occupational and professional contexts PLO-2 2. use, translate, and/or interpret particular terms used in various occupational and professional contexts (written and spoken) properly PLO-6 3. make use relevant learning sources and IT as media to understand the meaning of the terms used in ESP context PLO-9 4. demonstrate initiative, independence, and perseverance in their education and engage in self advocacy in learning particular terms various occupational and professional contexts PLO-10, 12	1. Allison, J. and Emerson, P. 2000. The Business-Intermediate. Macmillan 2. Brieger, N. and Pohl, A. 2000. Technical English vocabulary and grammar. Summertown publishing. 3. Freitag-Lawrence, A. 2003. English for work – Business presentation. Longman 4. Frendo, E. 2002. English for construction. Pearson 5. Jack, G. and Phipps, A. 2005. Tourism and intercultural exchange
36		ESP Course Management	This course introduces students to theory and practice of managing ESP courses. Students will learn the organization of ESP courses, the products of ESP courses, the strategies to manage the courses effectively, and the issues that might be encountered in ESP courses. At the end of the course, the students are expected to organize the strategies to manage ESP courses, to find solution for problems, and to initiate doable and measurable ESP programs in ESP courses.	Students are able to: 1. understand and apply concepts of managing ESP courses to meet customer needs in learning English in ESP context PLO-2 2. organize ESP courses in terms of preparing suitable ESP programs (in-house training) and teaching materials, selecting and training instructors and proctors, determining the job description of its staffs, making partnership, and doing promotion. PLO-4, 6, 7	

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				3. make use relevant learning sources and IT as media to support the organization of the course PLO-9 4. demonstrate initiative, independence, and perseverance in their education and engage in self advocacy in learning to manage an English course. PLO-10, 12	
37		Games, songs and story telling	This course focuses on how to utilize games, songs, and story to teach English as a foreign language and how to implement them in the classroom. This equips learners with the skills of identifying, selecting, designing and implementing both traditional and contemporary games and songs in the classroom to achieve the learning objectives stated in the curriculum. This course also teaches and trains students how to tell story interestingly in ELT.	Students are able to: 1. understand the basic concepts, techniques, and procedures of English language teaching through games, songs, and story telling. PLO-2 2. apply appropriate techniques, and procedures of English language teaching through games and songs and be able to do story telling in interesting way. PLO-4, 7 3. make use relevant learning sources and IT as media to teach English through games, songs, and story telling . PLO-9 4. be responsible for accomplishing a project on designing and developing language games and songs to teach English at junior and senior high school level that conform the learning objectives and learner's characteristics. PLO-12	1. Hadfield, Jill. 1998 Elementary Vocabulary Games. Essex: Addison Wesley Longman, Ltd 2. Hadfield, Jill. 1990. Intermediate Communication Games. Essex: Addison Wesley Longman, Ltd 3. Celce-Murcia, Marianne. 2001. Teaching English as a Second or Foreign Language. Boston: Heinle & Heinle, Thomson Learning. Inc 4. Harmer, Jeremy. 2007. The Practice of English Language Teaching. Essex: Pearson Education Limited. 5. Hill, Jonnie, Sumarningsih, and Lestari, Lies Amin. 2012. Games and Music in ELT. Surabaya: Petra Revka. 6. Kalman, Bobbie. 1995. Games from Long ago. New York: Crabtree Publishing. 7. Kalman, Bobbie and Lavigne, Heather. 2001. Schoolyard Games. New York: Crabtree Publishing
38		LMS for ELT	This course mainly focuses on discussing Learning Management System (LMS) which is used in the learning and	Students are able to: 1. understand the features of various LMS as well as the concepts, the	

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			teaching of English and how it is implemented in the classroom. It explores the features of existing LMS, reviews LMS strengths and weaknesses, and finds evidences from research articles related to the effectiveness of LMS use in ELT classes. At the end of the semester, students are expected to be familiar with LMS features and able to use LMS to teach ELT effectively. All teaching and learning activities are conducted through lecture, classroom discussion, small group discussion, question-answer, and student presentation.	techniques, and the procedures of English language teaching through LMS. PLO-2, 9 2. apply the techniques and procedures of LMS for effective and efficient English language teaching and learning PLO-4, 9 3. identify, analyze, and evaluate current issues in the use of LMS for effective and efficient English language teaching and learning PLO-5, 9 4. demonstrate initiative, independence, and perseverance in their education and engage in self advocacy in using LMS in English language teaching and learning. PLO-10, 12	
39		Intercultural Communication	This course explores the comparative study of English speaking countries society in comparison to Indonesian society in terms of perspective, customs, value and habits. Topic such as living and studying abroad, cultural differences, culture shocks and reversed cultural shock will be discussed to promote cultural awareness and values in society to communicate effectively in different cultural context. The teaching-learning activities are conducted through presentation, case study, small group discussion, and problem based assignment as part of evaluation.	Students are able to;	1. Agger, B. 1999. Cultural studies as critical Theory . London. Palmer Press. 2. Barth, Fredrik. 1069. Etchnic Groups and Boundaries: The Social Organisation of Culture Difference. Bergen, London. Universities Forlaget//Allen& Unwin 3. Levine, DR. and Aldeman, MB. 1981. Beyond Language. New Jersey: Prentice Hall 4. Shullman, M. 1998. Cultures in Contrast . Michigan: The University of Michigan Press. 5. Peace Corps. 2012. Culture Matters: The Peace Corps Cross

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					Cultural Workbook. Washington: Peace Corps Publication
40		Educational Research Methodology	This course introduces the students to the basic concepts of educational research methodology, and develops their knowledge and understanding about research in the teaching and learning of English as a foreign language. It includes: (1) the nature of quantitative and qualitative approaches; (2) the procedures of conducting research, from planning until reporting; and (3) various research designs and their characteristics. The classroom activities comprise lectures, presentations, discussions, exercises and assignments. Occasionally mini research is conducted in the classroom to provide the students opportunities to learn research methodology by doing. The evaluation is performed on the basis of the students' participation in the classroom, assignments, mid- and end-of-term exams.	Students are able to: 1. Demonstrate thorough understanding about concepts on educational research methodology (PLO 2) 2. Conduct research on the teaching and learning of English as a foreign language (PLO 5) 3. Perform critical thinking and use analytical skills to solve problems in the teaching and learning of English as a foreign language (PLO 7) 4. Demonstrate the awareness of the values, ethical issues and norms in conducting research (PLO 11)	1. Adelman, C. (1993). Kurt Lewin and the Origins of Action Research. Educational Action Research, 1 (1), 7-24. 2. Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). Introduction to Research in Education . Belmont: Wadsworth. 3. Burns, A. (2010). Doing Action Research in English Language Teaching: A Guide for Practitioners . New York: Routledge. 4. Classroom Action Research: The Teacher as Researcher. (1989). Journal of Reading, 33 (3), 216-218. 5. Cohen, L., Manion, L., & Morrison, K. (2005). Research Methods in Education London: Routledge/Falmer. 6. Costello, P. J. M. (2003). Action Research . London: Continuum. 7. Cresswell, J. W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Traditions . Thousand Oaks: Sage. 8. Crotty, M. (1998). The Foundations of Social Research: Meaning and Perspective in the Research Process . Crows Nest: Allen & Unwin. 9. Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The Discipline

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
					of and Practice of Qualitative Research. In N. K. Denzin & Y. S. Lincoln (Eds.), The Sage Handbook of Qualitative Research . Thousand Oaks: Sage Publications. 10. Gall, M. D., Gall, J. P., & Borg, W. R. (2003). Educational Research: An Introduction. Boston: Pearson Education, Inc. 11. Merriam, S. B. (2009). Qualitative Research and Case Study Applications. San Francisco: Jossey Bass.
41		Qualitative & Quantitative Analyses	This course provides steps taken for analysing research data both qualitatively and quantitatively. It covers: (1) differences between qualitative and quantitative research paradigms, (2) types of and procedures of qualitative and quantitative data analysis, (3) exercises for doing qualitative and quantitative data analysis using statistical analysis software. The subject will be delivered through lecture and workshop.	Students are able to: 1. Make use of knowledge of types of qualitative and quantitative data analysis to draw conclusions for research. (dari PLO 1) 2. Possess knowledge of types of and procedures of qualitative and quantitative data analysis (dari PLO 2) 3. manage the process of conducting both qualitative and quantitative data analysis in a research. (dari PLO 8) 4. Be responsible for the conclusion drawn from both qualitative and quantitative data analysis (dari PLO 9)	1. Hatch, E., & Lazaraton, A. (1991). The research manual: Design and statistics for applied linguistics. Boston, MA: Heinle & Heinle Publishers. 2. Larson-Hall, J. (2010). A guide to doing statistics in a second language research using SPSS. New York: Routledge. 3. Palant, Julie. (2010). SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS. London: Open University Press. 4. Richards, K. (2003). Qualitative inquiry in TESOL. Hampshire: Palgrave.

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42		Principles of Education	This course mainly focuses on analyzing various learning theories applicable for EFL, i.e., behaviorism, cognitivism, constructivism, gestalt, quantum, hemispheric specialization, and multiple intelligence. Classroom activities are conducted through presentation, discussion, question-answer, project, and assignment.	Students are able to: 1. Make use of available learning sources and IT (search engines) to support the practice of the TEFL effectively by implementing appropriate learning theories (PLO-9). 2. Comprehend various theories of learning that help students learn English as a foreign language (PLO-2). 3. Implement various theories of learning for TEFL (PLO-5, 7). 4. Internalize Iman, cerdas, mandiri, jujur, peduli dan tangguh (Idaman Jelita) character when implementing various theories learned when teaching (PLO-11, 12).	1. Santrock, J. W. 2008. Educational Psychology. Third Edition. Boston:McGraw-Hill. 2. Saiful Sagala. 2010. Konsep dan Makna Pembelajaran. Bandung: Alfabeta 3. Slavin, R.E. 2011. Psikologi Pendidikan: Teori dan Praktik. Edisi Kesembilan Jilid 1. Jakarta: PT Indeks. 4. Slavin, R.E. 2011. Psikologi Pendidikan: Teori dan Praktik. Edisi Kesembilan Jilid 2. Jakarta: PT Indeks. 5. Widodo, S & Utami, D. 2019. Belajar & Pembelajaran. Yogjakarta: Graha Ilmu This subject mainly focuses on how to.
43		Learning theories	This course is designed to introduce the kinds of curriculum, the historical background of curriculum development, the principles of curriculum development, and the government policy of recent curriculum (2013 curriculum). Then the curriculum is analyzed based on the competency (core competence and basic competence), kinds of syllabus, the indicators of receptive and productive skills, and kinds of texts. The teaching and learning activity is conducted	Students are able to: 1. Internalize academic values, norms and ethics as well as show responsibility in analyzing ELT curriculum (PLO 10, 11, 12). 2. Apply and present logical, critical, systematic, and innovative thinking to respond related to ELT curriculum based on the competency (core competence and basic competence), kinds of syllabus, the indicators of receptive	1. Jack Richard. 2001. Curriculum Development in Language Teaching. Cambridge; Cambridge University Press 2. Depdiknas. 2013. Kurikulum 2013. Kurikukum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas 3. Depdiknas. 2004. Kurikulum 2004. Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
			through lecturing, discussion, presentation.	and productive skills, and kinds of texts (PLO 7, 8). 3. Analyze kinds of curriculum, the development of curriculum, the history of curriculum in Indonesia and the government policy of recent curriculum (2013 curriculum) (PLO 1,2) 4. Making use of learning sources and IT to use search engines effectively, use an e-learning platform to design and plan ELT curriculum materials independently (PLO 4,5).	4. Yudi, Bambang and Utami, Sri. 2016. History of Indonesia Curriculum. Malang. Malang University Press 5. https://www.literacyideas.com/different-text-types. Accessed on September 2020
44		School curriculum	This subject introduces the kinds of curriculum, the historical background of curriclum development, the principles of curriculum development,and the goverment policy of recent curriculum (2013 curriculum). Then the curriculum are analyzed based on the competency (core competenceand basic competence), kinds of syllabus, the indicators of receptive and productive skills, and kinds of texts. The teaching and learning activityis conducted through lecturing, discussion, and presentation.	Students are able to: 1. be a citizen who is proud and loves the country, has responsibility towards the nation, and internalize academic values, norms,and ethics 2. to apply logical, critical, systematic and innovative thinking in the context of the development or the implementation of science andtechnology and also make decisions appropriately towards the problems based on the expertise and the results of data analysis 3. master the science of education and English learning methodology covering developing curriculum; apply critical and analyticalthinking skills to solve problems related to	1. Jack C. Richard. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press. 2. Depdiknas. 2004. Kurikulum 2004. Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas. 3. Depdiknas. 2013. Kurikulum 2013. 4. Kurikukum 2013. Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas.

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
				TEFL; and demonstrate the awareness on issues related to academic learning 4. implement the concepts of applied linguistics in EFL Learning and also produce the concrete and abstract products related tolanguage (PLO-37 (KK-5) and PLO-38 (KK-6).	
45		Syllabus design	This subject aims to be able to design and develop syllabus and lesson plans, starting from formulating the indicators, selecting the materials, method/ technique, media, developing teaching and learning process, up to evaluation. The lesson plan designed is based on the 2013 curriculum for an English program for various purposes. All teaching-learning activities are conducted through lecturing, discussion, question-answer, and project.	Students are able to:	1. Depdiknas. 2013. Kurikulum 2013. Kurikukum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas 2. Dubin, F. & Olshtain, E. 1986. Course Design: Developing Program and Materials for Language Learning. Cambridge: CUP 3. Feez, S. & Joyce, H. 1998. Text-based Syllabus Design. Sydney: AMES 4. Nation, I.S.P and Macalister, John. 2010. Language Curriculum Design. N.Y: Routledge 5. Wachidah, Siti, dkk. 2017. When English Rings a Bell. Jakarta: Kemendikbud 6. Kementerian Pendidikan dan Kebudayaan .2017. Model Pengembangan RPP. Jakarta: Direktorat Pembinaan SMA. 7. 7. Kementerian Pendidikan dan Kebudayaan .2017. Penyusunan Soal Higher Order Thinking Skill

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
					(HOTS. Jakarta: Dirjen Pendidikan Dasar dan Menengah
46		Developing EFL Materials	This course introduces the theory and practice of developing English teaching materials in both schools and language programs. The scope of this course is the relationship between curriculum, syllabus and teaching materials, principles and frameworks for developing teaching materials as well as real applications for developing materials using English sources and English textbooks from the country of origin and their adaptation in the teaching materials developed. Lecture activities are carried out with lectures, discussions, presentations and real teaching material development workshops.	Students are able to: 1. consider the culture, views, and religion of learners in the selection, adaptation and adoption of teaching materials to develop teaching materials which can develop students' attitudes, values, and abilities with sincerity, commitment, and sincerity (PLO 2, 11,12) 2. have knowledge about theories of developing teaching materials with correct and acceptable English and contents which are accurate, authentic and acceptable locally and globally (PLO 4) 3. demonstrate skills in developing teaching materials with correct and acceptable English and contents which are accurate, authentic and acceptable locally and globally (PLO 1, 6, 7, 9) 4. utilize information technology in the development of English teaching materials that are logical, critical, systematic, innovative and audio-visually interesting and ready to be commercialized (PLO 8, 9)	1. Azarnoosh, Maryam; Zeraatpishe, Mitra; Faravani, Akram; & Kargozari, Hamid Reza (Eds). 2016. Issues in materials development. Rotterdam: Sense Publishers. 2. Tomlinson, Brian. (Ed.). 2011. Materials development in language teaching. Cambridge: Cambridge University Press. 3. Tomlinson, Brian (Ed.). 2014. Developing Materials for Language Teaching. London: Bloomsbury Academic. 4. Mishan, F. & Timmis, I. 2015. Materials development for TESOL. Edinburgh: Edinburgh University Press. 5. Garton, S. & Graves, K., 2014. International perspectives on materials in ELT. London: Springer. 6. Widodo, H.P., Perfecto, M.R., Van Canh, L. & Buripakdi, A. 2018. Situating Moral and Cultural Values in ELT Materials. London: Springer. 7. http://www.eflmagazine.com/how-to-create-great-materials-for-you-esl-classroom/ 8. https://oupeltglobalblog.com/2014/11/03/how-to-write-your-own-efl-materials-part-one-writing-for-different-levels/

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
					9. Kompetensi dasar mata pelajaran Bahasa Inggris SMP-SMA tahun 2018
47		ELT Assessment	This course encompasses the knowledge of how to assess English language components and language skills. It is initiated with the understanding of the differences between testing, assessment and teaching. It also provides an opportunity to design and develop language assessments including authentic assessment, portfolio assessment, oral language assessment, reading assessment, writing assessment, and content area assessment respectively. At the end of the course, the learners are asked to write indicators of assessing language skills and formative and summative tests of vocabulary. The course is carried out with lectures, discussions, presentations and real teaching material development workshops.	Students are able to: 1. demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in the development and process of assessment (PLO 11, 12) 2. have knowledge of interlink between teaching, assessment, and testing, types and principles of language assessment, various kinds of listening, speaking, reading and writing assessments in line with the national curriculum (PLO 4, 5) 3. demonstrate skills for developing various kinds of listening, speaking, reading and writing assessments in line with the national curriculum (PLO 4, 7) 4. make use of various digital sources and IT for developing various kinds of listening, speaking, reading and writing assessments in line with the national curriculum (PLO 9)	1. Russell, M. K. & Airasian, P. W. 2012. Classroom assessment: Concepts and applications (seventh edition). New York: McGraw-Hill. 2. Brown, H. D., & Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices. New York: Pearson education Inc. 3. Douglas, Dan. 2000. Assessing language for specific purposes. Cambridge: Cambridge University Press. 4. Harris, M. & McCann, P. 1994. Assessment: Handbooks for English classroom. New York: MacMillan 5. O'Malley, M.J. & Pierce, L.V. 1996. Authentic Assessment for English Learners. White Plain, NY: Addison-Wesley.
48		Microteaching	This course gives students experience in applying English lesson plan through various learning strategies, instructional models (e.g., Problem-Based Learning, Project- Based Learning, Genre-Based	Students are able to: 1. Demonstrate sincerity and commitment to develop students'	1. Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. 2007. Practical Classroom English. New York. Oxford University Press.

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
			Approach, Scientific Approach, Eclectic, etc.), expressions of classroom language (expressions of opening and closing lessons, managing students in the classrooms, etc) through peer teaching activities for the sake of preparing for real teaching practice. . The course is carried out with lectures, discussions, presentations and real teaching material development workshops.	attitudes, values and abilities PLO-12 2. Employ logical, critical, systematic, and innovative thinking in the context of the development of science and technology and considering the values of humanities PLO-7. 3. Master linguistic concepts, learning methodology, TEFL concept in national and global perspective as well as demonstrating written, visual, and oral presentation skills to communicate the language PLO-2, PLO-3. 4. Demonstrate the process of English instruction by designing lesson plan and utilizing various learning strategies, instructional models, learning media and ICT tools to produce an effective and creative English instruction through peer teaching activities PLO-8	2. Willis, Jane. 1981. Teaching English through English: A Course in Classroom Language and Techniques. Longman. 3. Tim PLP. 2019. Pedoman Pengenalan Lapangan Persekolahan (PLP). Surabaya: Pusat Pengelolaan Praktik Pembelajaran, LP3M 4. ___. 2017. Panduan Teknis IV: Instrumen Penilaian Kinerja UKMPPG. Jakarta: Ristekdikti 5. ___. 2016. Permendikbud. Jakarta: Ristekdikti
49		Pengalaman Lapangan Persekolahan			
50		Skripsi		Students are able to:	
51		KKN			