

Module/Course Handbook

Analysis of School Curriculum					
Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
8820303220	119	4,77 ECTS	Even	42CU	14 Meetings
1	Types of courses a) Direct meeting b) Structured work c) Self-study	Contact hours 5,5	Independent Study 3 hours	Class size 25 students	
2	Prerequisites for participation (if applicable) ELT Method				
3	Learning outcomes PLO <ol style="list-style-type: none"> 2. Demonstrate good understanding about the concepts of English learning in national and global perspectives. 4 Plan, carry out and evaluate English instructions effectively and creatively. 7. Apply critical thinking and analytical skills in solving problems in English instructions. 10. Demonstrate skills in leadership and collaboration. CLO <ol style="list-style-type: none"> 1. Internalize academic values, norms and ethics as well as show responsibility in analyzing of ELT curriculum 2. Able to apply logical, critical, systematic and innovative thinking in the context of the development or the implementation of science and technology and also make decisions appropriately towards the problems based on the expertise and the results of data analysis 3. Able to master the science of education and English learning methodology covering developing curriculum; apply critical and analytical thinking skills to solve problems related to TEFL; and demonstrate the awareness on issues related to academic learning 4. Able to implement the concepts of applied linguistics in EFL Learning and also produce the concrete and abstract products related to language 				
4	Subject aims/Content 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 through lecturing, discussion, presentation.																				
5	Teaching methods Lectures, Presentations, Discussions																				
6	Assessment methods A student is competent when he/she passes the exams with minimum score 68, which include Mid Term (UTS), Final Term (UAS), Structured work (T), and participation (P). The Final Score (NA) is computed using the following formula: $NA = \frac{(2 \times P) + (3 \times T) + (2 \times UTS) + (3 \times UAS)}{10}$ The score conversion 0-100 to scale 0-4 is according to the following table: <table border="1"> <thead> <tr> <th>Letter Scale</th> <th>Interval</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4,00 85 ≤ A < 100</td> </tr> <tr> <td>A-</td> <td>3,75 80 ≤ A- < 85</td> </tr> <tr> <td>B+</td> <td>3,50 75 ≤ B+ < 80</td> </tr> <tr> <td>B</td> <td>3,00 70 ≤ B < 75</td> </tr> <tr> <td>B-</td> <td>2,75 65 ≤ B- < 70</td> </tr> <tr> <td>C+</td> <td>2,50 60 ≤ C+ < 65</td> </tr> <tr> <td>C</td> <td>2,00 55 ≤ C < 60</td> </tr> <tr> <td>D</td> <td>1,00 40 ≤ D < 55</td> </tr> <tr> <td>E</td> <td>0,00 0 ≤ E < 40</td> </tr> </tbody> </table>	Letter Scale	Interval	A	4,00 85 ≤ A < 100	A-	3,75 80 ≤ A- < 85	B+	3,50 75 ≤ B+ < 80	B	3,00 70 ≤ B < 75	B-	2,75 65 ≤ B- < 70	C+	2,50 60 ≤ C+ < 65	C	2,00 55 ≤ C < 60	D	1,00 40 ≤ D < 55	E	0,00 0 ≤ E < 40
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7	This module/course is used in the following study programme/s as well None																				
8	Module Coordinators Esti Kurniasih, S.Pd., M.Pd. Ririn Pusparini, S.Pd., M.Pd. Arik Susanti, S.Pd., M.Pd. Nur Chakim, S.Pd., M.Pd.																				
9	References 1. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press. 2. Depdiknas. (2013). <i>Kurikulum 2013: Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS</i> . Jakarta: Depdiknas. 3. Depdiknas. (2004). <i>Kurikulum 2004: Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS</i> . Jakarta: Depdiknas.																				

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| | <ol style="list-style-type: none"><li data-bbox="363 189 1433 275">4. Yudi, Bambang and Utami, Sri. (2016). <i>History of Indonesian Curriculum</i>. Malang. Malang University Press.<li data-bbox="363 275 1433 363">5. https://www.literacyideas.com/different-text-types. Accessed on September 2020. |
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