



UNESA
Universitas Negeri Surabaya

COURSE SYLLABUS

Revision Date: _____

Faculty : Faculty of Languages and Arts
 Study Program: S-1 English Education
 Subject : Instructional Design
 Code :
 Credit Hours : 3
 Semester : 5
 Pre-requisite : Fulfill the passing grade of ELT Curriculum
 Lecturer(s) : Ririn Pusparini, S.Pd., M.Pd
 Esti Kurniasih, S.Pd., M.Pd
 Nur Chakim, S.Pd., M.Pd.
 Henny Dwi Iswati, S.S., M.Pd.
 Arik Susanti, S.Pd., M.Pd.
 Suvi Akhiriyah, S.Pd., M.Pd.

Learning Outcomes:	Program Learning Outcomes (PLO)
	<ul style="list-style-type: none"> • PLO-2 : Demonstrate a good understanding of English language teaching (ELT) from national and global perspectives. • PLO-4 : Design, implement, and evaluate the English teaching and learning process effectively and creatively. • PLO-6 : Produce a product concerning English language teaching (ELT)
	Course Learning Outcomes (CLO)
	CLO1: To be responsible and have a strong commitment to developing students' characters and competencies in constructing English teaching and learning kits.
	CLO2: To have critical, innovative, and systematic thought in using learning sources and IT to support the instructional design or

	<p>constructing an English lesson plan.</p> <p>CLO3: To design, implement, and evaluate the lesson plan and the teaching and learning process.</p> <p>CLO4: To produce appropriate English teaching kits.</p>
Description:	This subject aims to design a lesson plan, starting from designing the indicators, selecting the materials, method/technique, media, designing the teaching and learning process, and evaluation. The lesson plan designed is based on the 2013 curriculum for an English program for various purposes. All teaching-learning activities are conducted throughout lecturing, discussion, and question-answer.
References:	<ol style="list-style-type: none"> 1. Depdiknas. 2013. Kurikulum 2013. Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas 2. Dubin, F. & Olsain, 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. Kementerian Pendidikan dan Kebudayaan .2017. Penyusunan Soal Higher Order Thinking Skill (HOTS. Jakarta: Dirjen Pendidikan Dasar dan Menengah

A. Teaching and Learning Process

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/Media	Time Allotment	Learning Experience
1-2	Explaining the principles of English teaching and learning	<ul style="list-style-type: none"> • Mention the principles of English teaching learning from some theories • Explain the principles of English teaching 	The principles of teaching learning tools development.: ADDIE, Rapid prototyping, Dick and Carey, IDLS, and others.	<p>Lecturing, discussing, questioning and answering</p> <p>Lecturing, discussing, questioning and</p>	<p>PPT CAM, Laptop, LCD projector</p> <p>Book 4 and 5</p>	2X100'	<ul style="list-style-type: none"> • Discussing the principles of English teaching learning from some theories • Explaining the principles of English teaching and learning from some theories

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/Media	Time Allotment	Learning Experience
		and learning from some theories		answering			some theories
		<ul style="list-style-type: none"> Analyze the principles of English teaching and learning in EFL context. 		Lecturing, discussing, questioning and answering			<ul style="list-style-type: none"> Analyzing the principles of teaching learning tools used for Indonesia curriculum
3	Analyzing 2013 Curriculum	<ul style="list-style-type: none"> Analyze the government policies for 2013 curriculum 	2013 curriculum	Lecturing, discussing, questioning and answering	PPT CAM, Laptop, LCD projector Book 1, 2, and 3	100'	<ul style="list-style-type: none"> Explaining the the government decrees of 2013 curriculum
		<ul style="list-style-type: none"> Analyze core and basic competencies 					Analyzing core and basic competencies of 2013 curriculum
4-5	Developing lesson plan: Formulate instructional objectives/indicators	<ul style="list-style-type: none"> Explain the components in a lesson plan Formulate instructional objectives/indicators from basic competencies 	Government Decree no. 37, 2013 curriculum, Bloom Taxonomy	Lecturing, discussing, questioning and answering	PPT CAM, Laptop, LCD projector	2x100'	<ul style="list-style-type: none"> Explaining the components in a lesson plan Formulating instructional objectives from basic competencies Determining the cognitive levels of the instructional objectives
6	Developing a lesson plan: Selecting materials	<ol style="list-style-type: none"> Identify appropriate materials Employ appropriate materials 	How to select, adapt, and adopt the materials for students	Lecturing, discussing, presentation, consulting	PPT CAM, Laptop, LCD projector, Book 2,5, 7	100'	<ul style="list-style-type: none"> Identifying the English materials Adapting or adopting appropriate materials for students

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/Media	Time Allotment	Learning Experience
7	Developing lesson plan: Determining teaching method/technique/model/strategy	<ol style="list-style-type: none"> 1. Explain the teaching method/technique/model/strategy 2. Determine the appropriate teaching method/technique/model/strategy 	Teaching model/method/technique	presentation, questioning and answering, consulting	PPT CAM, Laptop, LCD projector, Book 1	100'	<ul style="list-style-type: none"> • Explaining the teaching method/technique/model/strategy • Determining the appropriate teaching method/technique/model/strategy
8-9	Developing lesson plan: Designing teaching and learning process	<ol style="list-style-type: none"> 1. Identify the activities for pre, whilst, and post activities 2. Design teaching and learning process as the reflection of instructional strategies/indicators and the implementation of the teaching technique and learning media 	<ul style="list-style-type: none"> • Designing teaching and learning process • media 	presentation, questioning and answering, consulting	PPT CAM, Laptop, LCD projector, Book 1, 5	2x100'	<ul style="list-style-type: none"> • Identifying the activities for pre, whilst, and post activities • Designing teaching and learning process as the reflection of instructional strategies/indicators and the implementation of the teaching technique and learning media
10	Midterm Test						
11-12	Developing lesson plan: Developing language assessment	<ol style="list-style-type: none"> 1. Identify the components of assessment 2. Develop language assessment 	language assessment	presentation, questioning and answering, consulting	PPT CAM, Laptop, LCD projector, Book 1, 5	2x100'	<ul style="list-style-type: none"> • Designing assessment matrix • Determining the types of assessment • Developing scoring rubric
13-15	Developing students'	<ol style="list-style-type: none"> 1. Identify materials appropriate for 	Developing students'	presentation, questioning and	PPT CAM, Laptop, LCD projector,	3x100'	<ul style="list-style-type: none"> • Explaining the concept of material development

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/Media	Time Allotment	Learning Experience
	learning sheets	students 2. Analyze the materials 3. Compile or write the materials	learning sheet	answering, consulting	Book 1, 5		<ul style="list-style-type: none"> Explaining the variations of exercises Analyzing the materials needed
16	Final Test						

B. Assessment

Indicator	Assessment				
	Technique	Form	Instrument	Criteria	Weight(%)
Being able to construct the indicators	Written test	Essay	Construct the indicators based on KI, KD in 2013 curriculum. The verbs used as indicators must be observable and measurable.	The highest score is got if the indicators are constructed systematically based on the competence level.	20
Being able to construct the learning objectives	Written test	Essay	Construct the learning objectives based on the indicators designed.	The highest score is got if the learning objectives are constructed based on indicators. It also applies ABCD method	10
Determining the materials	Written test	Essay	Determine the materials related to the topic based on the basic competence.	The highest score is got if the materials are related to the topic based on the basic competence..	10
Determining the method/technique/learning model	Written test	Essay	Determine the method/technique/learning model that can be implemented in teaching and learning process related to the text being taught	The highest score is got if the method/technique/learning model is related to the text being taught.	10
Determining the media	Written test	Essay	Determine the teaching media used	The highest score is got if the media	10

			in teaching and learning process.	can be developed in teaching and learning process.	
Constructing teaching and learning process	Written test	Essay	Construct the teaching and learning process based on the indicators, time allotment, learning technique, and media.	The highest score is got if the teaching and learning process is constructed based on the indicators, time allotment, learning technique, and media.	15
Constructing the assessment	Written test	Essay	Construct the assessment based on the learning objectives.	The highest score is got if the assessment is constructed based on the learning objectives, and completed by the instrument and the rubric.	10
Constructing the material	Written test	Essay	Construct the material basedon the learning objectives.	The highest score is got if the material is constructed based on the learning objectives and contains the material variation.	15

Note: The highest score is got from the students' participation, not only from their attendance, but also their active response in learning process including in group discussion and task accomplishment.

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