


I. Rencana Pembelajaran Semester

 <p>UNESA Universitas Negeri Surabaya</p>	<p>UNIVERSITAS NEGERI SURABAYA FAKULTAS BAHASA DAN SENI PROGRAM STUDI S1 PENDIDIKAN BAHASA INGGRIS</p>					<p>Kode Dokumen</p>
<p>RENCANA PEMBELAJARAN SEMESTER</p>						
<p>MATA KULIAH (MK)</p>	<p>KODE</p>	<p>Rumpun MK</p>	<p>BOBOT (sks)</p>		<p>SEMESTER</p>	<p>Tgl Penyusunan</p>
<p>English for Specific Purpose Materials Development</p>	<p>8820302286</p>	<p>English for Specific Purpose</p>	<p>T = 1</p>	<p>P = 2</p>	<p>5</p>	<p>23 February 2023</p>
<p>OTORISASI</p>	<p>Pengembang RPS</p>		<p>Koordinator RMK</p>		<p>Koordinator PRODI</p>	
	<p>Fauris Zuhri Ahmad Munir</p>		<p>Fauris Zuhri</p>		<p>Dr. Himawan Adi Negoro</p>	
<p>Capaian Pembelajaran (CP)</p>	<p>CPL-PRODI yang dibebankan pada MK</p>					
	<p>CPL-S2</p>	<p>Demonstrate good understanding about the concepts of English learning in national and global perspectives.</p>				
	<p>CPL-P4</p>	<p>Plan, carry out, and evaluate English instructions effectively and creatively.</p>				
	<p>CPL-KU6</p>	<p>Create products related to English learning.</p>				
	<p>Capaian Pembelajaran Mata Kuliah (CPMK)</p>					
	<p>CPMK-1</p>	<p>Demonstrate values, ethics, norms, systematic, analytical, and innovative thinking in delivering the teaching-learning process in ESP collaboratively.</p>				

	CPMK-2	Possessing knowledge of the basic concept of ESP, both theoretical and applied, has shaped its subsequent development.			
	CPMK-3	Being able to plan and design materials in a chosen professional or occupational area and create authentic ESP materials in a chosen profession.			
	CPMK-4	Demonstrate authentic ESP materials in a chosen professional or occupational area by applying critical and analytical thinking to participate for long life education and develop a career.			
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)				
	Sub-CPMK2	Can understand and apply the concept of ESP materials development, which has a suitable target with learners' necessities in their learning achievement.			
	Sub-CPMK3	Can use learning sources and IT suitable with instruction media to support ESP learning materials development.			
	Sub-CPMK2	Can understand and apply the concept of ESP materials development, which has a suitable target with learners' necessities in their learning achievement.			
	Sub-CPMK 1&4	Can develop ESP materials with suitable targets with learners' necessities in their English learning achievement.			
	Korelasi antara CPL/CPMK terhadap Sub-CPMK				
		Sub-CPMK1	Sub-CPMK2	Sub-CPMK3	Sub-CPMK4
	CPMK-1	√			√
	CPMK- 2		√		
	CPMK- 3			√	
	CPMK- 4	√			
Deskripsi Singkat MK,	The course of ESP Materials Development, introduces basic principles of ESP and its materials development practices. Students practice developing instruction purposes and ESP materials based on learners' need analysis. The coverage of the course is to select media/digital platforms and non-digital ESP teaching-learning activities. At the end of the course, students are expected to finish ESP materials development suitable for learners' necessities.				
Bahan Kajian: Materi Pembelajaran	<ol style="list-style-type: none"> 1. ESP Definition, ESP Materials, and ESP Materials development. 2. Browsing the commerce of ESP materials development. 				

	<ol style="list-style-type: none"> 3. The principles of ESP materials development. 4. The framework of ESP materials development. 5. Planning of ESP materials development. 6. Draft 1 ESP materials development. 7. Draft 2 ESP materials development. 8. Draft 3 ESP materials development. 9. Draft 4 ESP materials development (Proofreading and editing). 10. Final draft ESP materials development (Publication preparation). 						
Pustaka	Utama:						
	<ol style="list-style-type: none"> 1. Basturkmen, Helen. 2010. <i>Developing Courses in English for Specific Purposes</i>. Palgrave Macmillan. 2. Hutchinson, Tom & Waters, Alan. 1990. <i>English for Specific Purposes: A Learning-Centered Approach</i>. Cambridge University Press: New York. 3. Paltridge, Brian & Starfield, Sue (Eds.). 2012. <i>The Handbook of English for Specific Purposes</i>. Wiley-Blackwell. 						
	Pendukung:						
	<ol style="list-style-type: none"> 1. Day & Krzanowski. 2011. <i>Teaching ESP: An Introduction</i>, Cambridge University Press. 2. Woodrow, Lindy. 2018, <i>Introducing Course Design in English for Specific Purposes</i>. Routledge Taylor & Francis Group. 						
Dosen Pengampu	<ol style="list-style-type: none"> 1. Fauris Zuhri 2. Ahmad Munir 						
Matakuliah syarat	<ol style="list-style-type: none"> 1. Telah menempuh mata kuliah 2. Telah menempuh mata kuliah 						
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Offline Learning	Online Learning		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Can understand and apply the concept of ESP materials development which has a suitable target with learners' necessities in their learning achievement.	<ol style="list-style-type: none"> To identify the concepts of ESP and its materials development. To explain the concepts of ESP and its materials development. 	<p>Criteria:</p> <ol style="list-style-type: none"> ESP definition ESP learning materials. ESP materials development. <p>Assessment: Non-Test (ESP Materials Development)</p>	<p>- Learning Activities: Face-to-face instruction</p> <p>- Method: Preaching, discussion, question, and answer.</p> <p>- Assignment: Reading ESP materials development in books 1, 2, 3, 4 Developing Course Content (pp.62-66) Finding the right materials (pp.15-18) Materials design (pp.106-127) Chapter 14. The role of materials</p>	<p>- Learning Activities: Vinesa/ Gc/meet instruction</p> <p>- Method: Preaching, discussion, question, and answer.</p> <p>- Assignment: Reading ESP materials development in books 1, 2, 3, 4 Developing Course Content (pp.62-66) Finding the right materials (pp.15-18) Materials design (pp.106-127) Chapter 14. The role of materials</p>	<ol style="list-style-type: none"> Basturkmen. 2010. Hutchinson, Tom & Waters, Alan. 1990. Day & Krzanowski. 2011. Woodrow. 2018 	5%
2	Can understand and apply the concept of ESP materials development, which has a suitable target with learners' necessities in their learning achievement.	<ol style="list-style-type: none"> To identify the concepts of ESP and its materials development. To explain the concepts of ESP and its materials development. 	<p>Criteria:</p> <ol style="list-style-type: none"> ESP definition ESP learning materials. ESP materials development. <p>Assessment:</p>	<p>- Learning Activities: Face-to-face instruction</p> <p>- Method: Preaching, discussion,</p>	<p>- Learning Activities: Vinesa/ Gc/meet instruction</p> <p>- Method: Preaching, discussion,</p>	<ol style="list-style-type: none"> Basturkmen. 2010. Hutchinson, Tom & Waters, Alan. 1990. Day & Krzanowski. 2011. Woodrow. 2018 	5%

			Non-Test (ESP Materials Development)	question and answer. Assignment: Reading ESP materials development in books 1, 2, 3, 4 Developing Course Content (pp.62-66) Finding the right materials (pp.15-18) Materials design (pp.106-127) Chapter 14. The role of materials	question, and answer. Assignment: Reading ESP materials development in books 1, 2, 3, 4 Developing Course Content (pp.62-66) Finding the right materials (pp.15-18) Materials design (pp.106-127) Chapter 14. The role of materials		
3	Can use learning sources and IT suitable with instruction media to support ESP learning materials development.	<ol style="list-style-type: none"> 1. Identify the sources and instruction media supporting ESP materials development. 2. To integrate the sources and instruction media that support ESP materials development. 3. To use the sources and instruction media which support ESP materials 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The sources of ESP instruction. 2. IT and media of ESP instruction. 3. The development of ESP instruction with IT <p>Assessment:</p> <p>Non-Test (ESP Materials Development)</p>	<ul style="list-style-type: none"> - Learning Activities: Face-to-face instruction - Method: demonstration and workshop - Assignment: Finding the examples of ESP materials. Doing principals of select-adopt-adapt-develop. 	<ul style="list-style-type: none"> - Learning Activities: Vinesa/ Gc/meet instruction - Method demonstration and workshop. - Assignment: Find examples of ESP materials. Doing principals of select-adopt-adapt-develop. 	<ol style="list-style-type: none"> 1. Basturkmen. 2010. 2. Hutchinson, Tom & Waters, Alan. 1990. 3. Day & Krzanowski. 2011. 4. Woodrow. 2018 	5%

		development.					
4	Can understand and apply the concept of ESP materials development, which has a suitable target with learners' necessities in their learning achievement.	<ol style="list-style-type: none"> To identify the concepts of ESP and its materials development. To explain the concepts of ESP and its materials development. 	<p>Criteria:</p> <ol style="list-style-type: none"> The concepts of ESP ESP development The concepts of ESP and its materials development. <p>Assessment:</p> <p>Non-Test (ESP Materials Development)</p>	<p>- Learning Activities: Face-to-face instruction</p> <p>- Method: Lecturing and discussing.</p> <p>- Assignment: To register the principles of ESP materials development of Azarnoosh et al. 2016</p> <p>Tomlinson. 2014 with PPT major principles of materials development</p>	<p>- Learning Activities: Vinesa/ Gc/meet instruction</p> <p>- Method Lecturing and discussing.</p> <p>- Assignment: To register the principles of ESP materials development of Azarnoosh et al. 2016</p> <p>Tomlinson. 2014 with PPT major principles of materials development</p>	<ol style="list-style-type: none"> Azarnoosh et al. 2016 Tomlinson. 2014 	5%
5	Can understand and apply the concept of ESP materials development, which has a suitable target with learners' necessities in their learning achievement.	<ol style="list-style-type: none"> To identify the concepts of ESP and its development of materials. To explain the concepts of ESP and its development of materials. 	<p>Criteria:</p> <ol style="list-style-type: none"> The concepts of ESP ESP development The concepts of ESP and its materials development. <p>Assessment:</p>	<p>- Learning Activities: Face-to-face instruction</p> <p>- Method: Lecturing and discussing.</p> <p>- Assignment: To register the principles of ESP materials development of Azarnoosh et al.</p>	<p>- Learning Activities: Vinesa/ Gc/meet instruction</p> <p>- Method Lecturing and discussing.</p> <p>- Assignment: To register the principles of ESP materials Development of Azarnoosh et al.</p>	<ol style="list-style-type: none"> Azarnoosh et al. 2016 Tomlinson. 2014 	5%

			Non-Test (ESP Materials Development)	2016 Tomlinson. 2014 with PPT's major principles of materials development.	2016 Tomlinson. 2014 with PPT major principles of materials development		
6	Can understand and apply the concept of ESP materials development, which has a suitable target with learners' necessities in their learning achievement.	<ol style="list-style-type: none"> To identify the concepts of ESP and its development of materials. To explain the concepts of ESP and its development of materials. 	<p>Criteria:</p> <ol style="list-style-type: none"> The concepts of ESP ESP development The concepts of ESP and its materials development. <p>Assessment: Non-Test (ESP Materials Development)</p>	<ul style="list-style-type: none"> - Learning Activities: Face-to-face instruction - Method: Lecturing and discussion. - Assignment: listen to the framework about ESP learning materials development - Discuss the example of language skills application of learning materials development framework in ESP commerce books. 	<ul style="list-style-type: none"> - Learning Activities: Vinesa/Gc/meet instruction - Method: Lecturing and discussing. - Assignment listens to the framework about ESP learning materials development To discuss the example of language skills application of learning materials development framework in ESP commerce books. 	<ol style="list-style-type: none"> Azarnoosh et al. 2016 Tomlinson. 2014 	5%
7	Can understand and apply the concept of ESP materials development which has a suitable target with learners'	<ol style="list-style-type: none"> To identify the concepts of ESP And its development of materials. 	<p>Criteria:</p> <ol style="list-style-type: none"> The concepts of ESP ESP development 	<ul style="list-style-type: none"> - Learning Activities: Face-to-face instruction 	<ul style="list-style-type: none"> - Learning Activities: Vinesa/Gc/meet instruction 	<ol style="list-style-type: none"> Basturkmen. 2010. Hutchinson, Tom & Waters, Alan. 1990. 	5%

	necessities in their learning achievement.	<ol style="list-style-type: none"> To explain the concepts of ESP and its development of materials. To simulate the concepts of ESP and its development of materials. 	<ol style="list-style-type: none"> The concepts of ESP and its materials development. <p>Assessment: Non-Test (ESP Materials Development)</p>	<p>- Method: Lecturing and discussing.</p> <p>Assignment Implementing framework of ESP materials development in project design.</p>	<p>- Method: Lecturing and discussing.</p> <p>- Assignment Implementing framework of ESP materials development in project design.</p>	<ol style="list-style-type: none"> Day & Krzanowski. 2011. Woodrow. 2018 Azarnoosh et al. 2016 Tomlinson. 2014 	
8	UTS						
9	Can develop ESP materials development with suitable targets with learners' necessities in their English learning achievement.	<ol style="list-style-type: none"> To develop ESP learning materials. To demonstrate ESP Learning materials Development individually. To demonstrate ESP learning materials development in the team. 	<p>Criteria:</p> <ol style="list-style-type: none"> The principles of ESP development. The frame of work of ESP development. Planning of ESP development. <p>Assessment: Non-Test (ESP Materials Development)</p>	<p>- Learning Activities: Face-to-face instruction</p> <p>- Method: Project base learning</p> <p>Assignment: Group works</p>	<p>- Learning Activities: Vinesa/ Gc/meet instruction</p> <p>- Method Project base Learning</p> <p>- Assignment: Group works</p>	<ol style="list-style-type: none"> Basturkmen. 2010. Hutchinson, Tom & Waters, Alan. 1990. Day & Krzanowski. 2011. Woodrow. 2018 Azarnoosh et al. 2016 Tomlinson. 2014 	8%
10	Can develop ESP materials development with suitable targets with learners' necessities in their English learning achievement.	<ol style="list-style-type: none"> To develop ESP learning materials. To demonstrate ESP is learning materials 	<p>Criteria:</p> <ol style="list-style-type: none"> The principles of ESP development. The frame of work of ESP development. 	<p>- Learning Activities: Face-to-face instruction</p>	<p>- Learning Activities: Vinesa/ Gc/meet instruction</p>	<ol style="list-style-type: none"> Basturkmen. 2010. Hutchinson, Tom & Waters, Alan. 1990. Day & 	8%

		development individually. 3. To demonstrate ESP learning materials development in the team.	3. Planning of ESP development. Assessment: Non-Test (Draft 1: ESP Materials Development)	- Method: Project base learning Assignment: Group works	- Method Project base learning - Assignment: Group works	Krzanowski. 2011. 4. Woodrow. 2018 5. Azarnoosh et al. 2016 6. Tomlinson. 2014	
11	Can develop ESP materials with suitable targets with learners' necessities in their English learning achievement.	1. To develop ESP learning materials. 2. To demonstrate ESP learning materials development individually. 3. To demonstrate ESP learning materials development in the team.	Criteria: 1. The principles of ESP development. 2. The frame of work of ESP development. 3. Planning of ESP development. Assessment: Non-Test (Draft 2: ESP Materials Development)	- Learning Activities: Face-to-face instruction - Method: Project base learning Assignment: Group works	- Learning Activities: Vinesa/ Gc/meet instruction - Method Project-based learning - Assignment: Group works	1. Basturkmen. 2010. 2. Hutchinson, Tom & Waters, Alan. 1990. 3. Day & Krzanowski. 2011. 4. Woodrow. 2018 5. Azarnoosh et al. 2016 6. Tomlinson. 2014	9%
12	Can develop ESP materials development with suitable targets with learners' necessities in their English learning achievement.	1. To develop ESP learning materials. 2. To demonstrate ESP learning materials development individually. 3. To demonstrate ESP learning materials	Criteria: 1. The principles of ESP development. 2. The frame of work of ESP development. 3. Planning of ESP development.	- Learning Activities: Face-to-face instruction - Method: Project base learning Assignment: Group works	- Learning Activities: Vinesa/ Gc/meet instruction - Method Project-based learning - Assignment: Group works	1. Basturkmen. 2010. 2. Hutchinson, Tom & Waters, Alan. 1990. 3. Day & Krzanowski. 2011. 4. Woodrow. 2018 5. Azarnoosh et al. 2016 6. Tomlinson.	10%

		development in the team.	Assessment: Non-Test (Draft 3: ESP Materials Development)			2014	
13	Can develop ESP materials with suitable targets with learners' necessities in their English learning achievement.	<ol style="list-style-type: none"> To develop ESP learning materials. To demonstrate ESP learning materials development individually. To demonstrate ESP learning materials development in the team. 	Criteria: <ol style="list-style-type: none"> The principles of ESP development. The frame of work of ESP development. Planning of ESP development. Assessment: Non-Test (Draft 4: ESP Materials Development) Proofreading & editing.	- Learning Activities: Face-to-face instruction - Method: Project base learning Assignment: Group works	- Learning Activities: Vinesa/Gc/meet instruction - Method Project-based learning - Assignment: Group works	<ol style="list-style-type: none"> Basturkmen. 2010. Hutchinson, Tom & Waters, Alan. 1990. Day & Krzanowski. 2011. Woodrow. 2018 Azarnoosh et al. 2016 Tomlinson. 2014 	10%
14	Can develop ESP materials development with suitable targets with learners' necessities in their English learning achievement.	<ol style="list-style-type: none"> To develop ESP learning materials. To demonstrate ESP learning materials development individually. To demonstrate ESP learning materials development in the team. 	Criteria: <ol style="list-style-type: none"> The principles of ESP development. The frame of work of ESP development. Planning of ESP development. Assessment: Non-Test (Final draft 1: ESP	- Learning Activities: Face-to-face instruction - Method: Project base learning Assignment: Group works	- Learning Activities: Vinesa/ Gc/meet instruction - Method Project base learning - Assignment: Group works	<ol style="list-style-type: none"> Basturkmen. 2010. Hutchinson, Tom & Waters, Alan. 1990. Day & Krzanowski. 2011. Woodrow. 2018 Azarnoosh et al. 2016 Tomlinson. 2014 	10%

			Materials Development) Publication preparation				
15	Can develop ESP materials with suitable targets with learners' necessities in their English learning achievement.	<ol style="list-style-type: none"> To develop ESP learning materials. To demonstrate ESP learning Materials development individually. To demonstrate ESP learning materials development in the team. 	<p>Criteria:</p> <ol style="list-style-type: none"> The principles of ESP development. The frame of work of ESP development. Planning of ESP development. <p>Assessment:</p> <p>Non-Test (Final draft 2: ESP Materials Development) Publication preparation</p>	<p>- Learning Activities: Face-to-face instruction</p> <p>- Method: Project base learning</p> <p>- Assignment: Group works</p>	<p>- Learning Activities: Vinesa/Gc/meet instruction</p> <p>- Method Project base learning</p> <p>- Assignment: Group work</p>	<ol style="list-style-type: none"> Basturkmen. 2010. Hutchinson, Tom & Waters, Alan. 1990. Day & Krzanowski. 2011. Woodrow. 2018 Azarnoosh et al. 2016 Tomlinson. 2014 	10%
16	Final Evaluation Semester / Final Examination Semester	All above	<p>Criteria: All above</p> <p>Assessment: Non-test project submission</p>	<p>- Learning Activities: Face-to-face instruction</p> <p>- Method: Project base learning</p> <p>- Assignment: Group work</p>	<p>- Learning Activities: Vinesa/Gc/meet instruction</p> <p>- Method Project base learning</p> <p>- Assignment: Group work</p>	<ol style="list-style-type: none"> Basturkmen. 2010. Hutchinson, Tom & Waters, Alan. 1990. Day & Krzanowski. 2011. Woodrow. 2018 Azarnoosh et 	

						al. 2016	
						6. Tomlinson. 2014	
Final Evaluation Semester / Final Examination Semester							

Catatan :


1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Teknik penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. **PB**=Proses Belajar, **PT**=Penugasan Terstruktur, **KM**=Kegiatan Mandiri.

II. Portofolio Penilaian & Evaluasi Ketercapaian CPL Mahasiswa

Catatan: CLO = Courses Learning Outcomes, LLC = Lesson Learning Outcomes

3.


III. Silabus Singkat Mata Kuliah

		<p style="text-align: center;">UNIVERSITAS NEGERI SURABAYA FAKULTAS BAHASA DAN SENI PROGRAM STUDI S1 PENDIDIKAN BAHASA INGGRIS</p>	
SILABUS SINGKAT			
MATA KULIAH	Nama	ESP Materials Development	
	Kode	8820302286	
	Kredit	3 sks	
	Semester	5	
DESKRIPSI MATA KULIAH			
<p>The course of ESP Materials Development introduces basic principles of ESP and its materials development practices. Students practice developing instruction purposes and ESP materials based on learners' need analysis. The coverage of the course is to select media/digital platforms and non-digital in ESP teaching-learning activities. At the end of the course, students are expected to finish ESP materials development suitable to learners' necessities.</p>			
CAPAIAN PEMBELAJARAN MATA KULIAH (CPMK)			
1	Demonstrate values, ethics, norms, systematic, analytical, and innovative thinking in delivering the teaching-learning process in ELT collaboratively		

2	Possessing knowledge of the basic concept of ESP, both theoretical and applied, that has shaped its subsequent development.
3	Planning and designing materials in a chosen professional or occupational area and creating authentic ESP materials in a chosen profession.
4	Demonstrate authentic ESP materials in a chosen professional or occupational area by applying critical and analytical thinking to participate in long-life education and develop a career.
SUB CAPAIAN PEMBELAJARAN MATA KULIAH (Sub-CPMK)	
1	Can understand and apply the concept of ESP materials development which has suitable target with learners' necessities in their learning achievement.
2	Can use learning sources and IT which have suitable with instruction media to support ESP learning materials development.
3	Can understand and apply the concept of ESP materials development, which has a suitable target with learners' necessities in their learning achievement.
4	Can develop ESP materials with a suitable target with learners' necessities in their English learning achievement.
MATERI PEMBELAJARAN	
1	ESP Definition, ESP Materials dan ESP Materials development.
2	Browsing the commerce of ESP materials development.
3	The principles of ESP materials development.
4	The framework of ESP materials development.
5	Planning of ESP materials development.
6	Draft 1 ESP materials development.

7	Draft 2 ESP materials development.
8	Draft 3 ESP materials development.
9	Draft 4 ESP materials development (proofreading dan editing)
10	Final draft ESP materials development (Publication preparation)
PUSTAKA	
	PUSTAKA UTAMA
	<ol style="list-style-type: none"> 1. Basturkmen, Helen. 2010. <i>Developing Courses in English for Specific Purposes</i>. Palgrave Macmillan. 2. Hutchinson, Tom & Waters, Alan. 1990. <i>English for Specific Purposes: A Learning-Centered Approach</i>. Cambridge University Press: New York. 3. Paltridge, Brian & Starfield, Sue (Eds.). 2012. <i>The Handbook of English for Specific Purposes</i>. Wiley-Blackwell.
	PUSTAKA PENDUKUNG
	<ol style="list-style-type: none"> 1. Day & Krzanowski. 2011. <i>Teaching ESP: An Introduction</i>, Cambridge University Press. 2. Woodrow, Lindy. 2018, <i>Introducing Course Design in English for Specific Purposes</i>. Routledge Taylor & Francis Group.
PRASYARAT (Jika ada)	
	<ol style="list-style-type: none"> 1. Telah menempuh mata kuliah 2. Telah menempuh mata kuliah

IV. Assessment

		UNIVERSITAS NEGERI SURABAYA FAKULTAS BAHASA DAN SENI PROGRAM STUDI S1 PENDIDIKAN BAHASA INGGRIS			
ASESMEN					
SEMESTER GASAL Tahun 2022					
Mata Kuliah		ESP Materials Development	Kode/sks		8820302286 / 3 sks
Hari/Tanggal/jam			Kelas		B
Dosen Pengampu		Fauris Zuhri	Ruang		T08.03.04
Waktu Ujian		100 menit	TTG Dosen Pengampu		TTG Prodi
Sifat Ujian		Project Base Learning			
Pert	Indikator	Strategi	Bentuk	Penilaian	Kriteria penilaian
1	To explain the relationship among curriculum, syllabus, and instruction materials.	Non-test/ Assignments	Written:	Please develop a ppt to define materials and materials development and explain how this relates to the curriculum and syllabus.	See criteria 1
2	To differentiate the selection of instructional materials, adapt and adopt them, and their development.	Non-test/ assignment	Spoken	Please explain the difference in instructional materials selection, adapt and adopt them, and their development.	See criteria 2

3	To explain the principles of instruction materials.	Non-test/ assignment	Written	Please develop a ppt to highlight and explain major principles of materials development.	See criteria 1
4	To explain the framework of instruction materials development of language skills.	Non-test/ assignment	Written	Please develop a ppt to highlight and explain major principles of materials development.	See criteria 1
5.	To select the suitable instruction materials with culture, learners' point of view, and their religion; adapt the suitable instruction materials with culture, learners' point of view, and their religion. To adopt suitable instruction materials with culture, learners' point of view, and their religion.	Non-test/ assignment	Written	Please develop a ppt which contains the criteria of instruction materials, adapt and adopt them with having suitable culture and religion of learners' point of view.	See criteria 1
6	To use English sources and English textbooks from English native countries in applying the principal and framework of instruction materials development in reality. To show integrity, and commitment, with having the heart to select, adapt, and adopt the suitable instruction materials with culture, point of view, and learners' religion.	Non-test/ Assignments	Written	Please develop a list of books and English textbooks for teaching English at the level you want.	See criteria 3
7.	To explain the framework of instruction materials development of language skills.	Non-test/ Assignments	Written	Please develop a ppt highlighting and explaining major principles of developing reading materials.	See criteria 1
9.	To explain the framework of instruction materials development of language skills.	Non-test/ Assignments	Written	Please develop a ppt highlighting and explaining major principles of developing listening materials.	See criteria 1
10.	To explain the framework of instruction materials development of language skills.	Non-test/ Assignments	Written	Please develop a ppt highlighting and explaining major principles of developing speaking materials.	See criteria 1

11	To explain the framework of instruction materials development of language skills.	Non-test/ Assignments	Written	Please develop a ppt highlighting and explaining the major principles of developing writing materials.	See criteria 1
12	To apply the principal and framework of instruction materials development in reality.	Non-test/ Assignments	Written	Portfolio of Developed Reading materials.	See criteria 4
13	To apply the principal and framework of instruction materials development in reality.	Non-test/ Assignments	Written	Portfolio of Developed Listening materials.	See criteria 4
14	To apply the principal and framework of instruction materials development in reality.	Non-test/ Assignments	Written	Portfolio of Developed Speaking materials.	See criteria 4
15	To apply the principal and framework of instruction materials development in reality.	Non-test/ Assignments	Written	Portfolio of Developed Writing materials.	See criteria 4

Criteria of Assessment

No	Criteria 1	Description	Score
1	CONTENT	The content of the PPT explains the main indicator (for example, the relationship between curriculum and instruction materials) correctly.	81 – 100
		The content of PPT explains the main indicator (example: the relationship between curriculum and instruction materials) less correctly.	61 – 80
		The content of PPT does not explain the main indicator (example: the relationship between curriculum and instruction materials) correctly.	20 – 60
2	DESIGN	Design of the PPT helps make the main indicator clearer (for example, the relationship between curriculum and instruction materials) very well.	81 – 100

		Design of PPT helps to make clearer the main indicator (for example, the relationship between curriculum and instruction materials).	61 – 80
		The design of the PPT does not help to make clearer the main indicator (for example, the relationship between curriculum and instruction materials).	20 – 60
	Criteria 2		
1	CONTENT	The answer explains the main indicator (example: the difference in instructional materials selection, the adaptation of instruction materials, the adoption of instructional materials, and its instruction materials development) correctly.	81 – 100
		The answer explains the main indicator (for example, the difference of instruction materials selection, the adaptation of instruction materials, the adoption of instructional materials, and its instruction materials development) less correctly.	61 – 80
		The answer does not explain the main indicator (for example, the difference of instruction materials selection, the adaptation of instruction materials, the adoption of instructional materials, and its instruction materials development) correctly.	20 – 60
2	PRESENTATION	Intonation and presentation style help to make clearer the main indicators (for example, the difference in instructional materials selection, the adaptation of instruction materials, the adoption of instructional materials, and its development) very well.	81 – 100
		Intonation and presentation style help clarify the main indicator (example: the difference in instructional materials selection, the adaptation of instruction materials, the adoption of instructional materials, and its instruction materials development).	61 – 80
		Intonation and presentation style does not help to make clearer the main indicator (for example, the difference in instructional materials selection, the adaptation of instruction materials, the adoption of instructional materials, and its instruction materials development).	20 – 60
	Criteria 3		

	NATION LANGUAGE,	The nation of publishing books comes from English countries.	81 – 100
		The nation of publishing books comes from a combination of English and non-English countries.	61 – 80
		The nation of publishing books comes non-English countries.	40 – 60
	Criteria 4		
1	PURPOSE	Instruction materials are suitable for learning Reading/Listening/Speaking/Writing.	81 – 100
		Instruction materials are partly suitable for the decision of purposes of learning Reading/Listening/Speaking/Writing.	71 – 80
		Instruction materials are less suitable for the decision of purposes of learning Reading/Listening/Speaking/Writing.	41 – 70
		Instruction materials are unsuitable for learning Reading/Listening/Speaking/Writing.	20 – 40
2	ACTIVITY	The instruction activity explores the suitable instruction materials with levelling of learning Reading, Listening, Speaking, Writing (intensive – extensive) and from the individual until teamwork.	81 – 100
		The activity of instruction explores the suitable instruction materials with levelling of learning Reading, Listening, Speaking, Writing (intensive – extensive) and partly from the individual until teamwork.	61 – 80
		The instruction activity does not explore the suitable instruction materials with levelling of learning Reading, Listening, Speaking, Writing (intensive – extensive) and from the individual until teamwork.	41 – 60
3	MATERIALS ORIGINALITY,	The nation of publishing books comes from English countries.	81 – 100
		The nation of publishing books comes from a combination of English and non-English countries.	61 – 80
		The nation of publishing books comes non-English countries.	41 – 60

