

**CURRICULUM MERDEKA LEARNING UNESA MERDEKA CAMPUS  
2020**

**English Education S-1 Study Program  
Department of English Language and Literature  
faculty of Language and Art**



**MINISTRY OF EDUCATION AND CULTURE  
SURABAYA STATE UNIVERSITY**

**2020**

**ENGLISH EDUCATION STUDY PROGRAM CURRICULUM**  
**FACULTY OF LANGUAGE AND ART**  
**SURABAYA STATE UNIVERSITY**

**A. STUDY PROGRAM IDENTITY**

- |                                      |   |   |
|--------------------------------------|---|---|
| 1. College                           | : | Surabaya State University   |
| 2. Implementing the Learning Process |   |   |
| a. Faculty                           | : | Language and Arts   |
| b. Major                             | : | English Language and Literature   |
| c. Study program                     | : | English language education  |
| 3. BAN-PT Accreditation              |   |   |
| a. Number                            | : | 4142/SK/BAN-PT/Akred/S/X/2017, October 31, 2017                               |
| b. Accreditation Rating              | : | A   |
| 4. Study Program Graduate Degree     | : | Bachelor of Education   |
| 5. Number of students                | : | 401   |
| 6. Number of Lecturers               | : | 27  |
| 7. Product Address                   | : | T4 Building Lt. 2 Unesa Lidah Wetan Campus Surabaya                           |
| 8. Phone                             | : | (031) 7532192   |
| 9. Web products                      | : | <a href="http://s1pbing.fbs.unesa.ac.id/">http://s1pbing.fbs.unesa.ac.id/</a> |

**B. CURRICULUM BASIS**

**1. University value**

The vision of the State University of Surabaya is: "Excellence in Strong Education in Science". In the vision of Unesa, excellence means that Unesa has very high academic quality, dignity, and moral quality at the national and international levels in the field of education so that it can become a reference in the field of education. The substance of the Unesa Mission Formulation in the Unesa Development Master Plan 2011-2035 are: Tridarma of Higher Education and Governance. Unesa has implemented autonomous, accountable, and transparent higher education governance for quality assurance and continuous quality improvement. In the field of education, Unesa's mission is to organize learner-centred education and learning by using an effective learning approach, and optimizing the use of technology. In the field of research, Unesa's mission is to carry out research in education, natural sciences, socio-cultural sciences, arts, and/or sports, and the development of technology whose findings are beneficial for the development of science and the welfare of society. In the field of Community Service, Unesa's mission is to disseminate science, technology, arts, culture and sports, as well as research results through community service that is oriented towards empowering and civilizing the community. Unesa has the motto "Growing With Character", which means to bring Unesa to be a university that excels in strong education in science based on faith, intelligent, independent, honest, caring, and tough. This vision, mission and motto of Unesa are the basis for the university values curriculum development for the English Education S1 study program.

**2. Philosophical Foundation**

Merdeka Learning-Independence Campus relies on the philosophical principles of progressivism education. Education that emphasizes meeting the needs and interests of students through learning to build life experiences (Noddings, 2008). Merdeka Learning- Merdeka Campus provides freedom and encourages students' natural development and growth through learning

activities that foster initiative, creativity and self-expression. Merdeka Learning Campus Merdeka is a learner who gives freedom to the world of student existence (Noddings, 1998).

Merdeka Learning-Independence Campus is based on the principle of heutagogical learning. Learning that places students in charge of what they learn and when to learn, and provides a framework for students to be responsible for being more advanced and adaptable to the potential of the environment, science, and technology. Learning that sees the future of students knows how to learn to acquire skills, competencies, and innovations in accordance with changing times and their environment (Danim, 2010).

Active and proactive learning that develops students' ability to serve themselves as the main agent of learning that occurs as a result of personal experience (Hase, 2007). Merdeka Learning Campus Merdeka is learning that develops maturity, autonomy, and independence of students (Canning & Callan, 2010). Students as subjects who are free and independent to determine the direction of their lives develop optimally in an atmosphere full of love, an understanding heart and effective personal relationships (Arbayah, 2013). Merdeka Learning Campus as self-determined learning and self-regulated learning.

Merdeka Learning-Independence Campus is based on constructivist learning thinking. Learning that gives students the freedom to actively construct their own knowledge through social processes and real-life contexts (Bruning, Schraw, Norby, & Ronning, 2004). In addition, Merdeka Learning-Independence Campus relies on self-determined and regulated learning, students are accustomed to making choices and monitoring their own learning outcomes. Merdeka Learning Campus Merdeka means learning can be carried out on campus and off campus, providing learning opportunities in a variety of relevant contexts.

Thus, Merdeka Learning Campus Merdeka is one of the essential embodiments of student-centered learning. Learning in Merdeka Learning at Merdeka Campus provides challenges and opportunities for the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements.

### **3. Sociological Foundation**

Independent Learning-Independent Campus is one of the policies issued by the Minister of Education and Culture. One of the programs of the policy is the Right to Learn Three Semesters Outside the Study Program. The program was created as a form of basic or legal basis at the higher education level to improve the quality of learning and the quality of graduates. To create quality graduates who are ready to compete in the world of work which is full of challenges and changes in social, cultural and technological; then students must be prepared to become competent individuals and ready to adapt in accordance with the developments and needs of the times. Universities must design and implement innovative and creative learning processes so that students are able to complete learning that includes aspects of attitudes, knowledge, and skills.

The Independent Learning Policy-Independent Campus at the State University of Surabaya is autonomous and flexible so that a learning culture that is less restrictive and more in line with the needs of students can be created. The right to study three semesters outside the study program means that students are given the freedom to take credits outside the study program. The three semesters are in the form of 1 semester of opportunity to take courses outside the study program and 2 semesters of carrying out learning activities outside of tertiary institutions. The forms of learning activities outside of tertiary institutions are by conducting internships or work practices in industry or other workplaces, carrying out community service projects in villages, teaching in educational units, participating in student exchanges, conducting research, conducting entrepreneurial activities, making studies/projects. independent, and participate in humanitarian programs. During the implementation process, the lecturer will provide guidance to students.

With the enactment of the Independent Learning-Independent Campus at the State University of Surabaya, it is expected to be able to provide student experience to become graduates who are ready to work or create new jobs. To be able to implement the ideas of the Independent Learning-Independent Campus into the 2020 Unesa Curriculum, a Guide to the Development and

Implementation of the Independent Learning-Independent Campus 2020 Curriculum is needed, hereinafter referred to as the 2020 Unesa MBKM Curriculum.

#### **4. Historical Platform**

Since 2014 Unesa has gradually developed and implemented the KKNi and SNPT-based Study Program Curriculum. Based on the development of digital literacy, disaster response, anti-radicalism, and the importance of physical education and fitness for prospective graduates at Unesa, based on the Unesa Chancellor's Decree Number 896/UN38/HK/KR/2019, the study program revised the curriculum. Given that the study program curriculum at Unesa has been in effect for five to six years, it is time to evaluate the curriculum and develop a new curriculum. The development of the new Unesa curriculum was also due to the dynamics of thinking to serve students according to their interests in various contexts of the learning environment, which was initiated by the Ministry of Education and Culture (2020) in the form of Independent Learning-Independent Campus.

#### **5. Legal Foundation**

- a. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.
- b. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education.
- c. Law Number 6 of 2014, concerning Villages
- d. Government Regulation of the Republic of Indonesia Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education.
- e. Government Regulation Number 8 of 2012 concerning Indonesia's National Qualifications Framework.
- f. Regulation of the Minister of Education and Culture Number 3 of 2020 concerning National Standards for Higher Education.
- g. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 11 of 2019, concerning Priorities for Development of Village Funds in 2020.
- h. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 16 of 2019, concerning Village Deliberations.
- i. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 17 of 2019, concerning General Guidelines for Development and Empowerment of Village Communities.
- j. Regulation of the Minister of Villages, Development of Disadvantaged Regions, and Transmigration Number 18 of 2019, concerning General Guidelines for Village Community Assistance.
- k. Unesa Chancellor's Decree Number 896/UN38/HK/KR/2019 concerning Determination of the Guidebook for Adding Content and Institutional Personality Development Courses in the Surabaya State University Curriculum
12. Regulation of the Chancellor of the State University of Surabaya Number 10 of 2019 concerning the awarding of Academic Awards to Outstanding Students of the State University of Surabaya.

### **C. VISION, MISSION, OBJECTIVE, STRATEGY**

#### **1. Vision**

A study program that excels in English education and is strong in English language knowledge and is proactive in global developments in English education while still upholding local wisdom by 2025

#### **2. Mission**

1. Organizing education to produce prospective English language educators who are professional, independent, adaptive, creative, innovative to the changing times based on local wisdom.
2. Carry out research to develop and improve the quality of learning.

3. Carry out community service in the field of learning English.
4. Implementing a transparent, credible and accountable study program management.
5. Establish cooperation and increase social responsibility to the community.

### 3. Purpose

1. Producing prospective English educators who are professional, independent, adaptive, creative, innovative to the changing times based on local wisdom.
2. The implementation of research in the field of English Education that is relevant to the development of current and applicable English learning.
3. Implementation of community service in the field of English Language Education which is up-to-date and applicable as a form of social responsibility to the community.
4. Implementation of transparent, credible and accountable study program management
5. Establish cooperation with educational institutions and related institutions both domestically and abroad in a sustainable manner.

### 4. Strategy for Achievement of Goals

The strategy for achieving the study program goals is illustrated in the following table:

Purpose	Achievement strategy			
	2020	2021	2022	2023
1. Producing prospective English educators who are professional, independent, adaptive, creative, innovative to the changing times based on local wisdom.	Increase the number of lecturers with doctoral education by 5 people	Increase the number of lecturers with doctoral education by 10 people	Increase the number of lecturers with doctoral education by 15 people	Increase the number of lecturers with doctoral education by 20 people
2. The implementation of research in the field of English Language Education that is relevant to the development of up-to-date and applicable English learning.	Increase lecturer research funding to 7.5 million per person	Increase lecturer research funding to 10 million per person	Increase lecturer research funding to 12.5 million per person	Increase lecturer research funding to 15 million per person
3. Implementation of community service in the field of English Language Education which is up-to-date and applicable as a form of social responsibility to the community.	Adding lecturer service funding to 5 million per person	Increase lecturer service funding to 7.5 million per person	Adding lecturer service funding to 10 million per person	Adding lecturer service funding to 12.5 million per person
4. Implementation of transparent, credible and accountable study program management	Adding an online system for managing study programs for lectures, finance, advice and infrastructure and staffing to 30%	Adding an online system for managing study programs for lectures, finance, advice and infrastructure and staffing to 50%	Adding an online system for managing study programs for lectures, finance, advice and infrastructure and staffing to 70%	Adding an online system for managing study programs for lectures, finance, advice and infrastructure and staffing to 90%

5. The establishment of cooperation with educational institutions and related institutions both domestically and abroad in a sustainable manner.	Increase cooperation with domestic / foreign educational institutions 5 and non-educational institutions 2	Adding cooperation with educational institutions at home / abroad 8 and non-educational institutions 4	Increase cooperation with domestic / foreign educational institutions 12 and non-educational institutions 6	Increase collaboration with 15 domestic / foreign educational institutions and 8 non-educational institutions
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#### D. CURRICULUM EVALUATION & TRACER STUDY

##### 1. Curriculum Evaluation

Since getting BAN-PT accreditation in 2017, the English Language Education Undergraduate Study Program has carried out a review and renewal of the study program curriculum. Starting in 2015, the study program carried out curriculum updates with reference to the KKNi, so it was called the KKNi Curriculum (no year) which came into effect since 2016. After 2 years of implementation, an evaluation of the curriculum was held. The evaluation results include that there are too many additional graduate profiles, there are materials writers, there are translators, and there are English test developers. For this reason, the Curriculum team simplifies the profile of these additional graduates with edupreneurs, which means entrepreneurs in the field of education, which can include materials writers, translators, and English test developers. That's why the version there is a change in the 2018 curriculum document.

The Independent Learning Policy-Independent Campus set by the Minister of Education and Culture is intended to rearrange learning activities in higher education so that they are able to equip students to become strong individuals, responsive to the challenges of a changing and rapidly evolving era. One thing that is striking in this policy is that learning activities are not limited to the chosen study program, but can also be outside the study program within the university, or even outside the campus, namely on other campuses, in business and industry, in rural areas, or other real world.

This is in line with Permendikbud Number 3 of 2020 which outlines the granting of learning rights to students for 3 semesters of learning activities outside their study program. Students are given the freedom to study for 1 semester or the equivalent of 20 credits in other study programs around their campus, and for 2 semesters or the equivalent of 40 credits, they are engaged in learning activities in study programs at other universities, and/or learning activities outside the campus, such as in rural areas, companies, industry, workplaces/workshops, research centers, service centers, and in the real community.

Based on this policy, the curriculum development team for the English Education Study Program was asked to update the curriculum in accordance with the MBKM policy which will apply retroactively to the class of 2019. This curriculum will be in line with the 2020 curriculum. Independent Learning Curriculum-Independent Campus 2020 English Language Education Study Program is structured according to the basic framework the curriculum structure determined from the results of the formulation of the academic field meeting, in this case the Vice Chancellor 1 together with the Deputy Deans 1 from each faculty, as well as several related parties.

The 2020 curriculum has gone through the stages of drafting (April-May 2020), internal review (June 2020) and sanctioning by experts from UM (Prof. Ali Saukah, Ph.D.) in July 2020 as well as a public test (with stakeholders and alumni). ) in August 2020.

##### 2. Tracer Study

Since the establishment of the Tracer Study team in 2018, the study program has conducted a survey of alumni and graduate users, the curriculum team always evaluates the English Education curriculum. The results of the tracer study in 2020 are depicted in Diagram 1 below.



Diagram 1 Types of Institutions Where Alumni Work

Based on the diagram above, alumni of the S1 English Education Study Program get jobs in several types of companies/agencies/institutions including those working in Government Agencies (including SOEs) as much as 1%, in non-profit organizations/NGOs as much as 0%, working in private companies as much as 2%, become entrepreneurs as much as 2%, and work in other fields as much as 0%. This shows that the majority of alumni work in private companies and in entrepreneurship. However, relatively few alumni who work in BUMN are only 1 of all respondents who fill in.



Diagram 2 . The closeness of the field of study with the current work of alumni

Diagram 2 above shows the results of the analysis of the closeness between the fields of study that have been taken during lectures and the current type of work, the respondents gave a fairly positive response. As many as 55, 56% of respondents assessed that the relationship between the field of study that had been taken in lectures and the work they were currently doing was very close. A total of 22, 22% of respondents feel that the closeness between the fields of study that have been taken in lectures and the work they are currently undergoing is close, 22, 22% rate quite closely. There are no respondents who rate less closely or not closely at all. This shows that the majority



consider that the relationship between the field of study and the field of work that alumni are currently engaged in is very close.

With the results of the Tracer study in 2020 and based on orders from institutions and ministries to prepare the MBKM Curriculum, the 2020 Curriculum has been compiled which applies retroactively starting from the class of 2019.

#### **E. PROFILE OF STUDY PROGRAM GRADUATES**

Based on the results of the 2020 tracer study above, the Head of Study Program proposed a letter of assignment for the Curriculum Development Team in April 2020 consisting of Ririn Pusaparini, M.Pd., Dr. Oikurema Purwati, Syafiul Anam, Ph.D., Esti Kurniasih, Ph.D. and Retno Wulandari, M.Pd. The curriculum development team carries out a series of curriculum development activities. The 2020 curriculum has gone through the stages of drafting (April-May 2020), internal review (June 2020) and sanctioning by experts from UM (Prof. Ali Saukah, Ph.D.) in July 2020 as well as a public test (with stakeholders and alumni). ) in August 2020. However, in June 2020, there was a change in the Head of Study Program. This resulted in a change in the composition of the curriculum development team because some had resigned. The New Team consisted of: Ahmad Munir, Ph.D., Syafiul Anam, Ph.D., Retno Wulandari, M.pd., Wiwiet Eva Savitri, M.Pd., and Fauris Zuhri, M.Hum . This team proposes a draft 2020 curriculum and graduate profiles to be included in the Prodi meeting agenda. Finally, it was agreed that the proposal of the development team that the profile of the graduates are prospective professional educators and program designers in the ELT field who are able to develop and learn lifelong, ethical, adaptive, creative, and innovative was agreed upon by the Study Program. Finally, this draft was carried out with a sanctioning procedure and based on the input of sanctions, a graduate profile formulation was produced as follows:

##### **1. Main Profile**

Prospective professional educators in the ELT field who are able to use competence and scientific mastery of language learning to plan, implement and evaluate English language learning activities effectively and comprehensively and have lifelong learning abilities, are ethical, adaptive, creative, innovative and responsible in carrying out their profession.

##### **2. Additional Profile**

Program designers in the ELT field who are able to use competence and scientific mastery of language learning to create English language learning programs that have the ability to develop and learn lifelong, ethical, adaptive, creative, innovative and responsible in carrying out their profession.

#### **F. LEARNING ACHIEVEMENTS OF STUDY PROGRAM GRADUATES**

Based on the formulation of the graduate profile, the curriculum team determines the learning outcomes of the study program graduates based on government regulations regarding the IQF and level 6 KKNi descriptions and based on the Learning Outcomes formulation agreed upon by the association of English education study programs throughout Indonesia. The two documents are used as the basis for formulating the following study program learning outcomes, which consist of the following knowledge, special skills, general skills, and attitudes:

KNOWLEDGE	
PLO 1	Demonstrate oral and written competence equivalent to CEFR level B2 .
PLO 2	Demonstrate a good understanding of the concept of learning English from a national and global perspective .

SPECIAL SKILL	
PLO 3	Applying applied linguistic concepts in learning English .
PLO 4	Plan, implement and evaluate English learning effectively and creatively .
PLO 5	Conducting research and assessment of learning English .
PLO 6	Creating products related to learning English .
GENERAL SKILLS	
PLO 7	Apply critical thinking and analytical skills to solve English learning problems
PLO 8	Demonstrate written, visual and oral presentation skills to communicate knowledge related to English
PLO 9	Participate in lifelong learning, career development activities and keep up with technology
PLO 10	Demonstrate leadership, collaboration and adaptability skills.
ATTITUDE	
PLO 11	Demonstrate awareness of values, ethics, norms and responsibilities associated with academic behavior.
PLO 12	Realizing the character of "Faith, Smart, Independent, Honest, Caring and Tough" and discipline.

The relationship between the Graduate Profile and Learning Outcomes of study program graduates can be seen from the following table.

CPL/PLO Profile	1	2	3	4	5	6	7	eight	9	10	eleven	12
Calon pendidik profesional bidang ELT	V	V	v	V	v		v	v	V	v	V	v
Designer program bidang ELT	V	v		V		V	V		V	V	v	V

#### G. BODY OF KNOWLEDGE ENGLISH EDUCATION STUDY

From the formulation of the graduate profile and CPL, the curriculum development team for the English Education Study Program can determine the body of knowledge of the English Education Study Program, including:

1. Language skills: Listening, Speaking, Reading, Writing skills
2. Language components: grammar, pronunciation, vocabulary
3. Language pedagogy/methodology
4. Applied linguistics
5. Educational research methodology

#### H. DETERMINATION OF STUDY MATERIALS

From the formulation of the body of knowledge of the study program, the curriculum team can determine the study material for the English education study program. For language skills, according to the PLO, the expected English proficiency is at least B2. This level can be used as the peak ability for Listening, Speaking, Reading, Writing skills and its language components, namely: grammar, pronunciation, vocabulary. At least each of these skills will end with an advanced level. For language pedagogy/methodology, the common names used can be ELT methodology, Curriculum, and Assesment, which are related fields of study. Applied linguistics is a field that

includes the application of linguistics and literature in learning English. The Educational research methodology is needed to be able to do research in the ELT/English teaching profession.

Courses are formed based on Learning Outcomes (CPL) which are charged to courses and study materials that are in accordance with the CPL. Its formation can use the following table:

**1. Prospective professional educators in the ELT field need :**

STUDY MATERIAL	PEO SUPPORTING COURSES OF PROFESSIONAL EDUCATORS IN ELT
1. English language skills study	<ul style="list-style-type: none"> <li>• Essential Speaking Skills</li> <li>• Essential Reading Skills</li> <li>• Essential Writing Skills</li> <li>• Listening for General Communication</li> <li>• Public Speaking</li> <li>• Active Reading</li> <li>• Expository and Analytical Writing</li> <li>• Critical Listening</li> <li>• Academic Speaking</li> <li>• Critical Reading</li> <li>• Argumentative Writing</li> </ul>
2. English content study	<ul style="list-style-type: none"> <li>• Pronunciation Practice</li> <li>• Introduction to linguistics</li> <li>• Intro to SFL</li> <li>• Essential English Grammar</li> <li>• Functional Grammar</li> </ul>
3. Curriculum and syllabus review	<ul style="list-style-type: none"> <li>• School curriculum iculum</li> <li>• Syllabus design</li> </ul>
4. Study of the development of teaching materials and media	<ul style="list-style-type: none"> <li>• Educational technology in ELT</li> <li>• Developing EFL materials</li> <li>• Digital Literacy</li> <li>• Games, songs and story telling</li> <li>• LMS for ELT</li> </ul>
5. Study of English teaching methods	<ul style="list-style-type: none"> <li>• TEYL</li> <li>• Learning theories</li> <li>• ELT Method</li> <li>• Microteaching</li> <li>• PLP</li> </ul>
6. Assessment and evaluation study of English learning	<ul style="list-style-type: none"> <li>• ELT assessment</li> </ul>
7. English pedagogy study	<ul style="list-style-type: none"> <li>• Principles of education</li> <li>• Classroom Language</li> <li>• Current issues and Policies in Edu</li> <li>• SLA</li> </ul>
8. Study of English learning research methods.	<ul style="list-style-type: none"> <li>• ERM</li> <li>• QQA</li> <li>• Reading for Research</li> </ul>
9. Social and cultural studies	<ul style="list-style-type: none"> <li>• Intercultural communication</li> <li>• Intro to lit</li> </ul>

**2. designers in the ELT field require :**

STUDY MATERIAL	SUPPORTING COURSES OF PEO D ESAINERS PROGRAM IN ELT
1. English language skills study	<ul style="list-style-type: none"> <li>• Essential Speaking Skills</li> </ul>

STUDY MATERIAL	SUPPORTING COURSES OF PEDAGOGICAL DESIGNERS PROGRAM IN ELT
	<ul style="list-style-type: none"> <li>• Essential Reading Skills</li> <li>• Essential Writing Skills</li> <li>• Listening for General Communication</li> <li>• Public Speaking</li> <li>• Active Reading</li> <li>• Expository and Analytical Writing</li> <li>• Critical Listening</li> <li>• Academic Speaking</li> <li>• Critical Reading</li> <li>• Argumentative Writing</li> </ul>
2. English content study	<ul style="list-style-type: none"> <li>• Pronunciation Practice</li> <li>• Introduction to linguistics</li> <li>• Intro to SFL</li> <li>• Essential English Grammar</li> <li>• Functional Grammar</li> <li>• ESP Vocabulary Building</li> </ul>
3. Curriculum and syllabus review	<ul style="list-style-type: none"> <li>• School curriculum</li> <li>• Syllabus design</li> <li>• ESP Program Design</li> <li>• ESP Course Management</li> </ul>
4. Study of the development of teaching materials and media	<ul style="list-style-type: none"> <li>• Educational technology in ELT</li> <li>• Developing EFL materials</li> <li>• ESP Material development</li> <li>• Games, songs and story telling</li> <li>• LMS for ELT</li> </ul>
5. Study of English teaching methods	<ul style="list-style-type: none"> <li>• TEYL</li> <li>• Learning theories</li> <li>• ESP Teaching Method</li> <li>• ELT Method</li> </ul>
6. Assessment and evaluation study of English learning	<ul style="list-style-type: none"> <li>• ESP Assessment</li> </ul>
7. English pedagogy study	<ul style="list-style-type: none"> <li>• Current issues and Policies in Edu</li> <li>• SLA</li> </ul>

#### I. SKS WEIGHT DETERMINATION

Determination of the weight of the course credits by determining the breadth and depth of the material for each study material for each course. This means that the weight = the breadth of the material x into the material. To determine the credits of a course by dividing the weight of the course divided by the total weight of all courses then multiplied by the total credits that must be taken in one study cycle in the Study Program.

#### J. ENGLISH EDUCATION 2020 ENGLISH EDUCATION S1 CURRICULUM COURSES AND LEARNING OUTCOMES OF GRADUATES/PLO

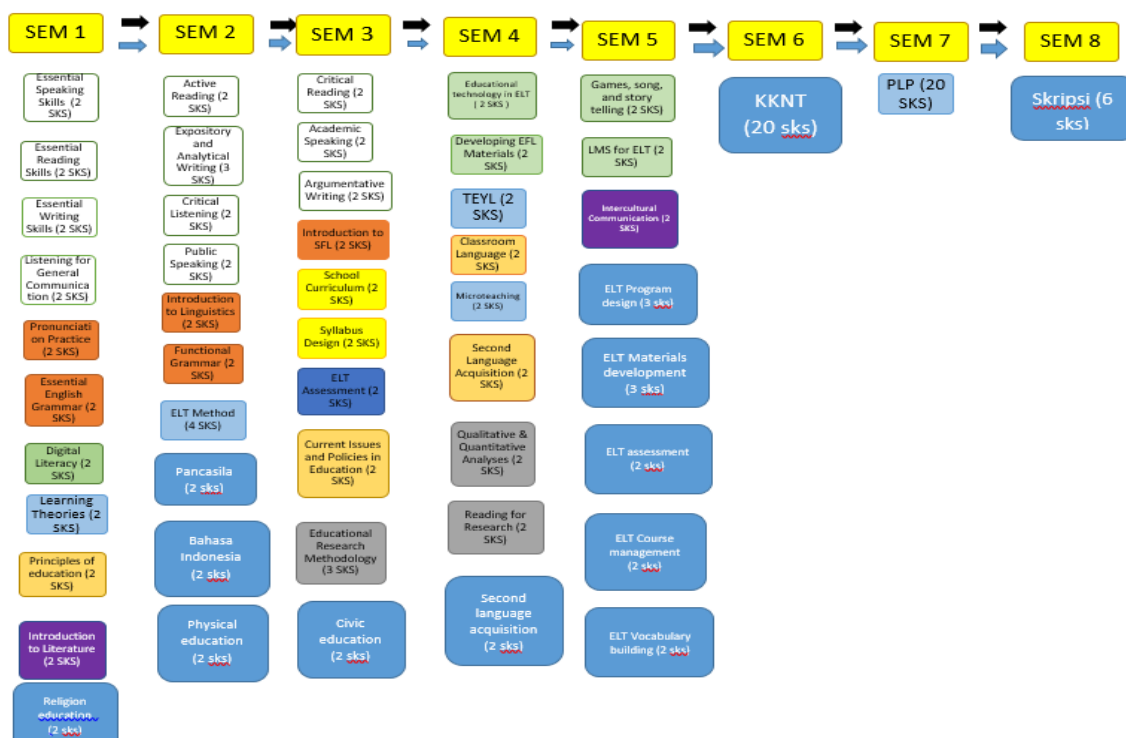
No	Course Name		PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO
		SKS	1	2	3	4	5	6	7	8	9	10	11	12
1.	Pendidikan Agama	2											in	IN
2.	Essential Writing Skills	2	IN							IN				

No	Course Name		PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO
		SKS	1	2	3	4	5	6	7	8	9	10	11	12
3.	Essential Reading Skills	2	IN							V				
4.	Listening for General Communication	2	V											
5.	Essential Speaking Skills	2	V							V				
6.	Essential English Grammar	2	V											
7.	Pronunciation Practice	2	V							V				
8.	Principles of Education	2		V		V								
9.	Learning theories	2		V		V								
10.	Literasi Digital	2								v	V			
11.	Introduction to literature	2			V									
12.	Pendidikan Pancasila	2											v	V
13.	Bahasa Indonesia	2	v								V			
14.	Pendidikan Jasmani dan Kebugaran	2									V			
15.	Expository and Analytical Writing	3	V							V				
16.	Active Reading	2	V											
17.	Critical Listening	2	V											
18.	Public Speaking	2	V							V				
19.	Functional Grammar	2	V											
20.	Introduction to Linguistics	2			V									
21.	ELT Methods	4		V		V								
22.	Pendidikan Kewarganegaraan	2											v	v
23.	Argumentative Writing	2	V							V				
24.	Critical Reading	2	V											
25.	Academic Speaking	2	V							V				
26.	Current Issues and Policies in Education	2		V		V			v					
27.	Educational Research Methodology	3					V		V					
28.	School curriculum	2		V		V								
29.	Syllabus design	2		V		V								
30.	ELT Assessment	2		V		V								
31.	Introduction to SFL	2			v									
32.	Thesis Proposal Writing	2	V				V		V	V				
33.	Reading for Research	2	V				V		V					
34.	Educational Technology in ELT	2		V		V		V		V	V			

No	Course Name		PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO
		SKS	1	2	3	4	5	6	7	8	9	10	11	12
35.	TEYL	2		V		V								
36.	Classroom Language	2				V				V				
37.	Developing EFL Materials	2		V		V		V						
38.	Microteaching	2		V		V								
39.	Qualitative & quantitative analayese	2					V		V					
40.	Second Language Acquisition	2			V		V							
41.	ESP Program Design	3		V		V		V						
42.	ESP Material development	3		V		V		V						
43.	ESP Assessment	2		V		V								
44.	ESP Vocabulary Building	2		V		V								
45.	ESP Course Management	2		V		V		V						
46.	Games, songs and story telling	2		V		V								
47.	LMS for ELT	2		V		V		V						
48.	Intercultural Communication	2			V									
49.	KKNT	20						V			v	V		
50.	School Field Experience	20				V						V		
51.	Essay	6					V	V	V					

#### K. DISTRIBUTION OF COURSES PER SEMESTER

The matrix of the S1 English Education curriculum can be described in the following plot and table.



Flow 1. Study progression of S1 English Education curriculum 2020

Table 1. Distribution of English Education Undergraduate Courses 2020

No	Course Name	Name of Course ( <i>in English</i> )	Activities (credits)		Status		Sem ke
			K	P	W	Pil	
	Semester I						
1.	Pendidikan Agama	<i>Religion</i>	2		√		1
2.	Essential Writing Skills	Essential Writing Skills	2		√		1
3.	Essential Reading Skills	Essential Reading Skills	2		√		1
4.	Listening for General Communication	Listening for General Communication	2		√		1
5.	Essential Speaking Skills	Essential Speaking Skills	2		√		1
6.	Essential English Grammar	Essential English Grammar	2		√		1
7.	Pronunciation Practice	Pronunciation Practice	2		√		1
8.	Principles of Education	Principles of Education	2		√		1
9.	Learning theories	Learning theories	2		√		1
10.	Literasi Digital	<i>Digital Literacy</i>	2		√		1
11.	Introduction to literature	Introduction to literature	2		?		1
	Semester II						
12.	Pancasila Education	<i>Pancasila</i>	2		?		2
13.	Indonesian	<i>Indonesian</i>	2		?		2
14.	Physical Education and Wellness	<i>Physical and Fitness Education</i>	2		√		2

No	Course Name	Name of Course (in English)	Activities (credits)		Status		Sem ke
			K	P	W	Pil	
15.	Expository and Analytical Writing	Expository and Analytical Writing	3		√		2
16.	Active Reading	Active Reading	2		√		2
17.	Critical Listening	Critical Listening	2		√		2
18.	Public Speaking	Public Speaking	2		√		2
19.	Functional Grammar	Functional Grammar	2		√		2
20.	Introduction to Linguistics	Introduction to Linguistics	2		√		2
21.	ELT Methods	ELT Methods	4		√		2
<b>Semester III</b>							
22.	Pendidikan Kewarganegaraan	Civics	2		√		3
23.	Argumentative Writing	Argumentative Writing	2		√		3
24.	Critical Reading	Critical Reading	2		√		3
25.	Academic Speaking	Academic Speaking	2		√		3
26.	Current Issues and Policies in Education	Current Issues and Policies in Education	2		√		3
27.	Educational Research Methodology	Educational Research Methodology	3		√		3
28.	School curriculum	School curriculum	2		√		3
29.	Syllabus design	Syllabus design	2		√		3
30.	ELT Assessment	ELT Assessment	2		√		3
31.	Introduction to SFL	Introduction to SFL	2		√		3
<b>Semester IV</b>							
32.	Thesis Proposal Writing	Thesis Proposal Writing	2		√		4
33.	Reading for Research	Reading for Research	2		√		4
34.	Educational Technology in ELT	Educational Technology in ELT	2		√		4
35.	TEYL	TEYL	2		√		4
36.	Classroom Language	Classroom Language	2		√		4
37.	Developing EFL Materials	Developing EFL Materials	2		√		4
38.	Microteaching	Microteaching	2		√		4
39.	Qualitative & quantitative analyese	Qualitative & quantitative analyese	2		√		4
40.	Second Language Acquisition	Second Language Acquisition	2		√		4
<b>Semester V</b>							
41.	ESP Program Design	ESP Program Design	3			√	5
42.	ESP Material development	ESP Material development	3			√	5
43.	ESP Assessment	ESP Assessment	2			√	5
44.	ESP Vocabulary Building	ESP Vocabulary Building	2			√	5



No	Course Name	Name of Course ( <i>in English</i> )	Activities (credits)		Status		Sem ke
			K	P	W	Pil	
45.	ESP Course Management	ESP Course Management	2			√	5
46.	Games, songs and story telling	Games, songs and story telling	2			√	5
47.	LMS for ELT	LMS for ELT	2			√	5
48.	Intercultural Communication	Intercultural Communication	2			√	5
<b>Semester VI</b>							
49.	KKNT	<i>Community Service</i>	20				7
<b>V</b>	<b>Semester VII</b>						
50.	School Field Experience	<i>School Based Experience</i>	20		?		6
<b>VI</b>	<b>Semester VIII</b>						
51.	Essay	<i>Thesis</i>	6		?		8

**Description:**

- K : Number of credits of lectures (total credits of the Constitutional Court)
- Pr : Number of practice credits (including learning activities in the field)
- W : Compulsory Course
- P : Elective Course

#### L. ARRANGEMENTS REGARDING STUDY LOAD AND GRADUATION

Minimum Prerequisite Course Value	: D (maximum 2 courses)
Number of Credits for Compulsory Courses	:1 30 credits
Number of available Elective Course Credits	:18 credits
Students are declared passed if they have taken a minimum of 14 8 credits with the composition:	
Number of Credits for Compulsory Courses	:1 30 credits
Minimum number of credits for elective courses	:18 credits

#### M. IMPLEMENTATION OF STUDENTS' LEARNING RIGHTS FOR MAXIMUM 3 SEMESTERS OFF-CAMPUS

JML SMT	JML SMT	LEARNING EXPERIENCE	CURRICULUM	SEMESTER							
				1	2	3	4	5	6	7	8
5	5	Own Study Program	MK Study Program	x	x	x	x				x
1	-	own study program	MK Package					x			
-	1	Other Study Programs at Unesa	MK Free					x			
2	2	Off Campus	PKL/PI or PLP						x	x	
			KKN or other forms						x	x	

SELECTED COURSE PACKAGES	
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 CREDITS	18
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#### **OTHER TERMS**

1. Clause on Recognition of Past Experience
2. Recognition of students' past learning experiences can be recognized by Study Program as equivalent to certain subjects or Learning Outcomes, referring to Permenristekdikti Number 26 of 2016 concerning Recognition of Past Learning, with a mechanism determined by the Chancellor. For example, with a certain mechanism, student achievements at certain level competitions are equalized with theses or other subjects (Unesa Chancellor Regulation number 10 of 2019 concerning the Giving of Academic Awards to Outstanding Students at the State University of Surabaya).
3. Other settings within the scope of Study Program (TEP 525, ESC level 7)
4. Student development activities through extracurricular activities and SIPENA (min 450 points)
5. and others deemed necessary.

### MBKM Course Identity 2020

No	Course Name	Course Description	CLO	References
1	Pancasila Education	This course will discuss the concept and nature of Pancasila as the basis and ideology of the state, as well as nation's view of life. This course also examines Pancasila Historically, Juridically, and Philosophically as well as actualization in national and state life. Pancasila as a foundation in political ethics and Paradigm of Development and its implementation in the life of society, nation and state through assessment, presentation of concepts, discussions, case studies, and assignment of both individual and group	<ol style="list-style-type: none"> <li>1. Making use of IT to collect, gather, and process any basics and practices about prose appreciation to improve literature analysis skills as well as the implementation in the English teaching and learning process</li> <li>2. Mastering theoretical concepts of the basics and practices about prose appreciation as well as being able to formulate it to solve the problems in prose appreciation practice procedurally</li> <li>3. Making a strategic decision based on the data and information analysis, and providing guidance to choose alternative solutions to solve the problems in prose appreciation practice at schools.</li> <li>4. Having commitment and responsibility of their work and team to solve the problems in prose appreciation practice at schools.</li> </ol>	<p>1Tim MKU Pendidikan Pancasila Unesa. 2014. Pendidikan Pancasila. Surabaya: Unesa University Press 3. 2. Direktorat Jenderal Pendidikan Tinggi. 2012. Materi Ajar Mata Kuliah Pendidikan Pancasila. Jakarta: Direktorat Pembelajaran dan Kemahasiswaan 3. Syarbaini, Syahrial. 2011. Pendidikan Pancasila: Implementasi Nilai-nilai Karakter Bangsa di Perguruan Tinggi. Bogor: Ghalia Indonesia 4. Latif, Yudi. 2011. Negara Paripurna: Historisitas, Rasionalitas, dan Aktualitas Pancasila. Jakarta: PT 5. Warsono. 2014. Pancasila-Isme dalam Dinamika Pendidikan. Surabaya: Unesa University Press</p> <p>1. Irsyadillah, I. (2019), "The ideological character of accounting textbooks: Insights from Indonesian accounting lecturers", Journal of Accounting in Emerging Economies, Vol. 9 No. 4, pp. 542- 566. <a href="https://doi.org/10.1108/JAEE-02-2017-0011">https://doi.org/10.1108/JAEE-02-2017-0011</a> 2. Oxford Analytica (2017), "Ban could help Indonesia's Widodo, but trigger protest", Expert Briefings.<a href="https://doi.org/10.1108/OXAN-DB222446">https://doi.org/10.1108/OXAN-DB222446</a> 3. Bintang, S., Mujibussalim, M. and Fikri, F. (2019), "Decentralization of Indonesia social health insurance",</p>

No	Course Name	Course Description	CLO	References
				<p>International Journal of Law and Management, Vol. 61 No. 2, pp. 310-327. <a href="https://doi.org/10.1108/IJLMA-07-2018-0143">https://doi.org/10.1108/IJLMA-07-2018-0143</a></p> <p>4. Suryani, S., Sudrajat, B., Hendryadi, H., Oktrivina, A., Hafifuddin, H. and Ali Buto, Z. (2021), "Can Islamic work ethics encourage knowledge-sharing behaviors? The role of job embeddedness and organizational identification", Journal of Islamic Accounting and Business Research, Vol. ahead-of-print No. ahead-ofprint. <a href="https://doi.org/10.1108/JIABR-03-2021-0103">https://doi.org/10.1108/JIABR-03-2021-0103</a></p> <p>5. Oxford Analytica (2017), "Indonesia minority violence could hit government", Expert Briefings. <a href="https://doi.org/10.1108/OXAN-DB222133">https://doi.org/10.1108/OXAN-DB222133</a></p>
2	Indonesian	Discussion of (1) the history, position and function of the Indonesian language (2) critical reading (3) characteristics scientific Indonesian (4) EYD (5) scientific papers (6) proposal writing (7) articles and papers (8) editing (9) citations and reference lists, and (10) presentations. The methods used are lectures, discussions, projects, and case studies	<p>Utilizing science and technology to obtain, collect, and process various basic etymological concepts of Sanskrit and vocabulary enrichment in order to improve the understanding of Indonesian language as well as literature concepts and their implementation in Indonesian language learning in the school.</p> <p>Mastering theoretical concepts about the etymological bases of Indonesian and its vocabulary enrichment. Also, being able to formulate the solution to</p>	<p>1 Tim. 2015. Menulis Ilmiah: Buku Ajar MPK Bahasa Indonesia. Surabaya: Unesa Press</p> <p>2. Ahmadi, Anas. 2015. Psikologi Menulis. Yogyakarta: Ombak</p> <p>3. Alwi, Hasan, dkk. 2003. a. TBBBI</p> <p>4. _____. 2003. b. PUP</p> <p>5. Permen 49. 2009. EyD. Jakarta</p> <p>5. Sugono, Dendy, dkk. 2003. a. Pengindonesiaan Istilah Asing dalam Bahasa Indonesia</p> <p>6. Axelrod, R.B. &amp; Cooper, C.R. 2010. Guide to Writing. Benfork: Boston</p>

No	Course Name	Course Description	CLO	References
			<p>various Indonesian learning problems both ancient and present Indonesian in procedurally.</p> <p>Deciding a strategic based on analysis of information and data then provide a guidance in choosing various alternative solutions in solving basic etymological problems of Indonesian and enriching its vocabulary in the school.</p> <p>Have a commitment and responsibility for the learning performance both independently and group study in solving various basic etymological problems of Indonesian as well as enriching its vocabulary in the school.</p>	<p>1. Hutchings, K. and Wahyuni Ratnasari, S. (2006), "Cross-cultural non-work transition stresses: domestic transferees in Indonesia", <i>Cross Cultural Management: An International Journal</i>, Vol. 13 No. 2, pp. 114- 131. <a href="https://doi.org/10.1108/13527600610662302">https://doi.org/10.1108/13527600610662302</a></p> <p>2. Quah, J.S.T. (2011), "Chapter 10 Indonesia", Quah, J.S.T. (Ed.) <i>Curbing Corruption in Asian Countries: An Impossible Dream? (Research in Public Policy Analysis and Management</i>, Vol. 20), Emerald Group Publishing Limited, Bingley, pp. 341-395. <a href="https://doi.org/10.1108/S0732-1317(2011)0000020017">https://doi.org/10.1108/S0732-1317(2011)0000020017</a></p> <p>3. Soewarno, N. and Tjahjadi, B. (2020), "Mediating effect of strategy on competitive pressure, stakeholder pressure and strategic performance management (SPM): evidence from HEIs in Indonesia", <i>Benchmarking: An International Journal</i>, Vol. 27 No. 6, pp. 1743-1764. <a href="https://doi.org/10.1108/BIJ-06-2019-0292">https://doi.org/10.1108/BIJ-06-2019-0292</a></p> <p>4. William Domm, G. (2014), "Beyond culture: Further dimensions of difference in corporate communication operating environments in South East Asia", <i>Corporate Communications: An International Journal</i>, Vol. 19 No. 4, pp. 357- 370. <a href="https://doi.org/10.1108/CCIJ-04-2014-">https://doi.org/10.1108/CCIJ-04-2014-</a></p>

No	Course Name	Course Description	CLO	References
				0022 5. Afrizal, S.H., Hidayanto, A.N., Handayani, P.W., Besral, B., Martha, E., Markam, H., Budiharsana, M. and Eryando, T. (2020), "Evaluation of integrated antenatal care implementation in primary health care: A study from an urban area in Indonesia", Journal of Integrated Care, Vol. 28 No. 2, pp. 99-117. <a href="https://doi.org/10.1108/JICA-07-2019-0031">https://doi.org/10.1108/JICA-07-2019-0031</a>
3	Religious education	Islamic Religious Education courses provide provisions for the formation of the student's personality as a whole (kaffah) by making Islamic teachings the basis for thinking, behaving, and behaving in scientific and professional development. A complete personality can only be realized if the self every student is embedded in faith and piety to Allah SWT. Faith and piety, will only come true if it is supported by the development of its elements, namely: insight/knowledge about Islam (Islamic knowledge), religious dispositions/attitudes, skills in carrying out teachings Islam (Islamic skills), commitment to Islam (Islamic commitment), self-confidence as a Muslim (Moslem confidence), and skills in carrying out religious teachings (Islamic competence). In psychosocial	1. Utilize learning resources and ICT to support learning design and implementation Islamic education includes insight/knowledge about Islam (Islamic knowledge), attitudes religiosity (religion dispositions / attitudes), skills in carrying out Islamic teachings (Islamic skills), commitment towards Islam (Islamic commitment), self-confidence as a Muslim (moslem confidence), and skills in carrying out religious teachings (Islamic competence). In the psycho-social constellation, both as individuals, family members, community members, as well as Indonesian citizens 2. Students have knowledge and critical thinking about (Islamic knowledge according to reference sources. 3. College student have the ability to analyze case studies, presentations and	Alquran dan Terjemahannya. 2014. Jakarta : Kementerian Agama Republik Indonesia. 2. Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung : Salamadani. 3. Achmad Sauqi. 2010. Meraih Kedamaian Hidup ; Kisah Spiritualitas Orang Modern . Yogyakarta: Sukses Offset. 4. Juhaya S. Praja. 2002. Filsafat dan Metodologi Ilmu dalam Islam dan Penerapannya di Indonesia. Jakarta: Teraju. 5. Maman. 2012. Pola Berpikir Sains Membangkitkan kembali Tradisi Keilmuan Islam. Bogor: QMM Publishin 6. Munawar Rahmat. 2010. Pendidikan Insan Kamil Berbasis Sufisme Syaththariah . Bandung: ADPISI Press 7. Mustaqim, Abdul. 2012. Epistemologi Tafsir Kontemporer. Yogyakarta: LKIS. 8. Nurcholis Madjid. 2008. Islam Kemoderenan dan Keindonesiaan.

No	Course Name	Course Description	CLO	References
		constellation, both as individuals, family members, community members, and as citizens Indonesia, this course upholds the values of divinity, humanity, unity, deliberation, and justice within the framework of Pancasila and the Unitary State of the Republic of Indonesia. This course also integrates disaster response materials, digital literacy, planting noble character and antiradicalism. Lectures are carried out with an analytical system case studies, presentations and discussions, project assignments/problem solving, and reflection.	discussions, project assignments/problem solving (problem solving), and reflection on PAI learning. 4. Students have the character of Faith, intelligent, independent, honest, caring, responsible, tough and adorn themselves with the values of divinity, humanity, unity, deliberation, and justice within the framework of Pancasila and the Unitary State of the Republic of Indonesia, with noble character, anti-radicalism, respond to disasters and have literacy intelligence.	Bandung: PT Mizan Pustaka 9.-. 2008. Islam Agama Peradaban . Jakarta: Paramadina 10. Sukidi. 2002.Kecerdasan Spiritual . Jakarta: Gramedia. 11. Syahidin. 2005. Pemberdayaan Umat Berbasis Masjid. Bandung: CV Alfabeta 12. Tim Penulis Kemendikbud, 2014, Pendidikan Agama Islam pada Perguruan Tinggi Umum. Jakarta : Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 13. Tim Dosen PAI-Unesa. 2010, Pendidikan Agama Islam pada Perguruan Tinggi Umum , Surabaya : Unesa University Press. 14. Toshihiko, Izutsu. 2003. Konsep-konsep Etika Religius dalam Al-Quran. (Penerjemah AE Priyono dkk.). Yogyakarta: Tiara Wacana Yogya. 15. Sayuti, K.M. and Amin, H. (2021), "Islamic mortgage adoption: examining the moderating effects of Islamic altruism", Journal of Islamic Marketing, Vol. ahead-of-print No. ahead-of-print. <a href="https://doi.org/10.1108/JIMA-11-2018-0219">https://doi.org/10.1108/JIMA-11-2018-0219</a> 16. Roslan Mohd Nor, M. and Malim, M. (2014), "Revisiting Islamic education: the case of Indonesia", Journal for Multicultural Education, Vol. 8 No. 4, pp. 261-276. <a href="https://doi.org/10.1108/JME-05-2014-0019">https://doi.org/10.1108/JME-05-2014-0019</a> 17. Hardaker, G. and Sabki, A.A. (2018), "A Spiritual Understanding of



No	Course Name	Course Description	CLO	References
				Islamic Education", Pedagogy in Islamic Education, Emerald Publishing Limited, Bingley, pp. 55-62. <a href="https://doi.org/10.1108/978-1-78754-531-1201810054_18">https://doi.org/10.1108/978-1-78754-531-1201810054_18</a> . R'boul, H. (2021), "Alternative theorizing of multicultural education: an Islamic perspective on interculturality and social justice", Journal for Multicultural Education, Vol. 15 No. 2, pp. 213-224. <a href="https://doi.org/10.1108/JME-07-2020-0073">https://doi.org/10.1108/JME-07-2020-0073</a> 19. Mourad, M. and El Karanshaw, H. (2013), "Branding Islamic studies: exploratory study in the Middle East", Journal of Islamic Marketing, Vol. 4 No. 2, pp. 150-162. <a href="https://doi.org/10.1108/17590831311329287">https://doi.org/10.1108/17590831311329287</a>
4	Civic education	This course is an introduction to the nature of Civics, followed by discussing the rights and obligations of citizens in accordance with the constitution in the context of national identity, implemented democratically and based on applicable law. Then it was deepened with talks about law enforcement and human rights, gender, Archipelago Insights, followed by National Resilience and ended on Anti-Corruption Education. Lectures are carried out using a case study analysis	<p>5. Utilize learning resources and ICT-assisted learning media to browse data/information in order to identify and solve problems related to nationality and citizenship</p> <p>6. Recognize the theoretical concept of citizenship in the context of nation and state</p> <p>7. Have a mindset, attitude pattern and pattern of action that reflects self-confidence and fosters pride as an Indonesian citizen and as an Indonesian nation and love for the</p>	<p>Cogan, Johan L dan Murry Print. 2012. Civic Education in The Asia Pasific Regional. Roeledge ISBN0415932130</p> <p>2. Tim. Pendidikan Kewarganegaraan MPK-Unesa. 2015. Pendidikan Kewarganegaraan. Surabaya: Unesa University Press</p> <p>3. UU RI No. 3 Tahun 2002. tentang Pertahanan Negara. Bandung: Penerbit &amp; Idquo Citra Umbara &amp; rdquo</p> <p>4. UU RI No 12 Tahun 2006. tentang Kewarganegaraan RI. Jakarta: Penerbit &amp; Idquo Cemerlang&amp;rdquo 5. UU yang relevan dengan materi pembelajaran</p>

No	Course Name	Course Description	CLO	References
		system, presentations and discussions, problem solving tasks, and reflection.	<p>Indonesian homeland in the context of the values and morals of Pancasila, the 1945 Constitution of the Republic of Indonesia, the values and commitment of Bhinneka Tunggal Ika and The Unitary State of the Republic of Indonesia.</p> <p>8. Make decisions based on the theoretical concepts of Citizenship Education to solve relevant problems in society, the nation. and country.</p> <p>9. Have a responsible attitude and behavior that reflects as a good citizen (be a good citizen) in the life of society, nation and state</p>	<p>6 Schrock, A.R. (2019), "What is Civic Tech? Defining a Practice of Technical Pluralism", Cardullo, P., Di Felicianantonio, C. and Kitchin, R. (Ed.) The Right to the Smart City, Emerald Publishing Limited, Bingley, pp. 125-133. <a href="https://doi.org/10.1108/978-1-78769-139-120191009">https://doi.org/10.1108/978-1-78769-139-120191009</a></p> <p>7. Bedford, D. and Sanchez, T.W. (2021), "Civic and Political Networks", Knowledge Networks (Working Methods for Knowledge Management), Emerald Publishing Limited, Bingley, pp. 241-255. <a href="https://doi.org/10.1108/978-1-83982-948-220211015">https://doi.org/10.1108/978-1-83982-948-220211015</a></p> <p>8. Callahan, R.M. and Obenchain, K.M. (2013), "Bridging Worlds in the Social Studies Classroom: Teachers' Practices and Latino Immigrant Youths' Civic and Political Development", Kawecka Nenga, S. and Taft, J.K. (Ed.) Youth Engagement: The Civic-Political Lives of Children and Youth (Sociological Studies of Children and Youth, Vol. 9), Emerald Group Publishing Limited, Bingley, pp. 97- 123. <a href="https://doi.org/10.1108/S1537-4661(2013)0000016009">https://doi.org/10.1108/S1537-4661(2013)0000016009</a></p> <p>4. Miller, W. and Gunnels, K. (2020), "Engagement in Higher Education: Building Civil Society through Campus Activism", Sengupta, E., Blessinger, P. and Mahoney, C. (Ed.) Civil Society and Social Responsibility in</p>

No	Course Name	Course Description	CLO	References
				Higher Education: International Perspectives on Curriculum and Teaching Development (Innovations in Higher Education Teaching and Learning, Vol. 10), Emerald Publishing Limited, Bingley, pp. 163- 179. <a href="https://doi.org/10.1108/S2055-364120200000021011">https://doi.org/10.1108/S2055-364120200000021011</a> 5. DiGiacomo, D.K. (2021), "Digital civic learning in schools: Youth perspectives and experiences", Information and Learning Sciences, Vol. ahead-of-print No. ahead-of-print. <a href="https://doi.org/10.1108/ILS-01-2020-0013">https://doi.org/10.1108/ILS-01-2020-0013</a>
5	Digital Literacy			
6	Physical Education and Wellness	This course discusses the meaning, scope and contribution of educational psychology, student development, learning theories, personality aspects that affect learning, learning difficulties, counseling guidance in schools, and classroom management for effective learning. Lectures are carried out using direct learning, independent assignments, and group discussions	1Mastering the basic concepts of educational psychology, student development, learning theory, and aspects of personality that affect learning, and classroom management  Make decisions about concepts and theories within the scope of educational psychology that are relevant to solving specific learning cases or learning difficulties in the classroom.  Responsible for learning performance individually and in groups, by showing active involvement in carrying out the	Slavin, Robert E. 2011. Psikologi Pendidikan: Teori dan Praktik edisi ke-9 (Jilid 1 & 2) . Jakarta: PT Indeks  2. Santrock, J W. 2013. Psikologi Pendidikan (jilid 1&2) . Jakarta: Salemba Humanika  3. Djiwandono, Sri Esti W. 2009. Psikologi Pendidikan . Jakarta: Grasindo  4. Nursalim, M, dkk. 2007. Psikologi Pendidikan . Surabaya: Unesa University Press  5. Nursalim, M, dkk. 2017. Psikologi Pendidikan . Surabaya: Unesa University Press

No	Course Name	Course Description	CLO	References
			<p>tasks and roles assigned both individually and in groups during the learning process.</p> <p>Utilize learning resources and ICT-assisted learning media to support the implementation of learning</p>	<p>6. Gutiérrez-Braojos, C., Montejó-Gámez, J., Eugenia Marín-Jiménez, A. and Poza-Vilches, F. (2018), "A Review of Educational Innovation from a Knowledge-building Pedagogy Perspective", Visvizi, A., Lytras, M.D. and Daniela, L. (Ed.) The Future of Innovation and Technology in Education: Policies and Practices for Teaching and Learning Excellence (Emerald Studies in Higher Education, Innovation and Technology), Emerald Publishing Limited, Bingley, pp. 41-54.  <a href="https://doi.org/10.1108/978-1-78756-555-520181005">https://doi.org/10.1108/978-1-78756-555-520181005</a></p> <p>7. Silverman, A. and Cohen, G. (2014), "Fostering Positive Narratives: Social-Psychological Interventions to Maximize Motivation in the Classroom and Beyond", Motivational Interventions (Advances in Motivation and Achievement, Vol. 18), Emerald Group Publishing Limited, Bingley, pp. 177-211.  <a href="https://doi.org/10.1108/S0749-742320140000018005">https://doi.org/10.1108/S0749-742320140000018005</a></p> <p>8. Nambudiri, R., Shaik, R. and Ghulyani, S. (2020), "Student personality and academic achievement:</p>

No	Course Name	Course Description	CLO	References
				<p>mediating role of psychological capital (PsyCap)", International Journal of Educational Management, Vol. 34 No. 4, pp. 767-781.  <a href="https://doi.org/10.1108/IJEM-12-2018-0385">https://doi.org/10.1108/IJEM-12-2018-0385</a></p> <p>9. Park, J.J., Freeman, J.L., Schallert, D.L. and Steinhardt, M.M. (2017), "How emotions contribute to graduate students' psychological responses during their online application for human subject research approval", Studies in Graduate and Postdoctoral Education, Vol. 8 No. 2, pp. 169-188.  <a href="https://doi.org/10.1108/SGPE-D-17-00015">https://doi.org/10.1108/SGPE-D-17-00015</a></p> <p>10. Ye, Y.E. and Na, J.-C. (2018), "To get cited or get tweeted: a study of psychological academic articles", Online Information Review, Vol. 42 No. 7, pp. 1065-1081.  <a href="https://doi.org/10.1108/OIR-08-2017-">https://doi.org/10.1108/OIR-08-2017-</a></p>
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,	<p>Students are able to;</p> <ol style="list-style-type: none"> <li>1. internalize values, norms, and ethics which encompass academic integrity into their descriptive and narrative paragraphs (PLO 10, PLO 11, PLO 12)</li> <li>2. practice logical, systematic and critical thinking skills in addition to being innovative to write</li> </ol>	<ol style="list-style-type: none"> <li>1. Juzwiak, C. (2012). Stepping Stones: a Guided Approach to Writing Sentences and Paragraphs (2nd ed.). Boston: Bedford/St. Martin's.</li> <li>2. Langan, J. (2010). Exploring Writing: Sentences and Paragraphs.</li> <li>3. Oshima, A., &amp; Hogue, A. (2007). Introduction to Academic Writing</li> </ol>

No	Course Name	Course Description	CLO	References
		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 writing assignments outside the class-hours.	<p>descriptive and narrative paragraphs that meet the criteria of said paragraphs (PLO 7 &amp; PLO 8)</p> <p>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)</p> <p>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 &amp; PLO 6)</p>	<p>Level 3 (3rd ed.). Pearson Education, Inc.</p> <p>4. Savage, A., &amp; Shafiei, M. (2007). Effective Academic Writing 1: The Paragraph. New York: Oxford University Press.</p> <p>5. Zemach, D. E., &amp; Islam, C. (2005). Paragraph Writing: from Sentence to Paragraph. Oxford: Macmillan Publishers Limited.</p>
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	<p>Students are able to;</p> <p>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).</p> <p>2. Apply logical, critical, systematic, and innovative thinking to respond to current pre-intermediate level reading passages (PLO 7).</p> <p>3. Locate information, use context clues to supply meaning of</p>	<p>1. Beatrice, S. M. &amp; Linda, J. (1996). More Reading Power. London: Longman.</p> <p>2. Zwier, L. J. (2009). Inside Reading 2: The Academic Word List In Context. Oxford: Oxford UP.</p> <p>3. <a href="https://www.victoria.ac.nz/lals/resources/academicwordlist">https://www.victoria.ac.nz/lals/resources/academicwordlist</a>. Accessed on January 2019.</p>

No	Course Name	Course Description	CLO	References
		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.	<p>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).</p> <p>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 sentences that paraphrases the passages' main ideas and major details (PLO 3).</p>	
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	<p>Students are able to;</p> <ol style="list-style-type: none"> <li>1. Comprehending and responding to simple and short oral text independently (PLO 8, 12).</li> <li>2. Distinguishing literal and implied meaning in simple and short oral texts. (PLO 1, 3).</li> <li>3. Applying listening strategies to facilitate comprehension on simple and short oral texts (PLO 3)</li> <li>4. Presenting simple and short oral texts comprehension in group or class discussion using offline and online platforms (PLO 9, 11).</li> </ol>	<ol style="list-style-type: none"> <li>1. Real Listening and Speaking 3 and 4</li> <li>2. Just Listening and Speaking (intermediate)</li> <li>3. Headway pre-intermediate</li> <li>4. TOEFL part A &amp; B</li> <li>5. Other related sources</li> </ol>

No	Course Name	Course Description	CLO	References
		summarizing. By the end of this course, the students will be able to understand listening materials which are probably be found in daily context.		
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.	<p>Students are able to;</p> <ol style="list-style-type: none"> <li>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)</li> <li>2. Understand the concepts of interpersonal and transactional communications and discussion systematically and contextually based on given themes and conditions for daily activities (PLO 3, PLO 6)</li> <li>3. Engaging in intellectual communications and discussions actively of diverse views and contexts in daily bases (PLO 8, PLO 9)</li> <li>4. Employ proper and correct transactional and interpersonal languages to show ideas in various themes and contexts to communicate fluently (PLO1)</li> </ol>	<ol style="list-style-type: none"> <li>1. Gammidge, Mick. 2004. Speaking Extra. Cambridge University Press.</li> <li>2. Learning Express. 2005. Reasoning Skills Success in 20 Minutes A Day. Learning Express, LLC. New York.</li> <li>3. Daley, Patrick &amp; Dahlie, Michael S. 2001. 50 Debate Prompts for Kids. USA:Scholastic. Inc.</li> <li>4. Gibson, Jamie. Elementary Problem Solving Manual. 2014.</li> </ol>



No	Course Name	Course Description	CLO	References
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 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).	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.

No	Course Name	Course Description	CLO	References
			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).	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 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.	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) 4. use technology to improve students' insight into literature. (PLO 9)	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
14	Expository and Analytical Writing	The course provides students with fundamental knowledge of essay writing that incorporates basics of critical	Students are being able to: 1. internalize values, norms, and ethics which encompass academic	1. Bailey, S. (2015). Academic Writing A Handbook for International Students.

No	Course Name	Course Description	CLO	References
		<p>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.</p>	<p>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, &amp; PLO 12)</p> <p>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 &amp; PLO 8)</p> <p>3. write properly structured and organized sentences (thesis statements, topic sentences, supporting sentences, and concluding sentences), paragraphs, 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)</p>	<p>2. Kirsznner, L. G., &amp; Mandell, S. R. (2009). Writing First: Practice in Context with Readings (Fourth Edi). Boston: Bedford/St. Martin's.</p> <p>3. Oshima, A., &amp; Hogue, A. (2007). Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</p> <p>4. Zemach, D. E., &amp; Ghulldu, L. A. (2011). Writing Essays: from Paragraph to Essay. London: Macmillan Publishers Limited.</p>

No	Course Name	Course Description	CLO	References
			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, neuroscience, anthropology, robotics and many more. 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 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, 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	1. <a href="http://www2.open.ac.uk/students/skillsforstudy/active-reading.php">http://www2.open.ac.uk/students/skillsforstudy/active-reading.php</a> . 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. <a href="https://www.victoria.ac.nz/lals/resources/academicwordlist">https://www.victoria.ac.nz/lals/resources/academicwordlist</a> . Accessed on January 2019.

No	Course Name	Course Description	CLO	References
			<p>and cultural terms related to the topic discussed (PLO 1)</p> <p>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).</p>	
16	Critical Listening	<p>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 &amp; 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 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</p>	<p>Students are able to;</p> <ol style="list-style-type: none"> <li>1. Comprehend and respond to long oral text independently (PLO 8, 12).</li> <li>2. Distinguish literal and implied meaning in long oral texts. (PLO 1, 3).</li> <li>3. Apply listening strategies to facilitate comprehension on long oral texts (PLO 3)</li> <li>4. Present comprehension of long oral texts in group or class discussion using offline and online platforms (PLO 9, 11).</li> </ol>	<ol style="list-style-type: none"> <li>1. Barral, Irene and Rogers, John. 2011. Lifestyle: English for work, socializing, and travel. Upper-Intermediate. Pearson Longman</li> <li>2. Soars, John and Liz. 2014. New Headway upper intermediate. Oxford University Press</li> <li>3. Open Forum</li> <li>4. Authentic Materials</li> <li>6. Reader's Digest Audio book</li> </ol>

No	Course Name	Course Description	CLO	References
		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.	<ol style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> <li>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)</li> </ol>	<ol style="list-style-type: none"> <li>1. Cummings, Martha Graves. 1992. Listen, Speak, Present; A Step By Step Presenter's Workbook. USA: Thomson &amp; Heinle.</li> <li>2. Sprague, J., Stuart, D., &amp; Bodary, D. 2010. The speaker's handbook (10th ed). Belmont, CA: Thomson/Wadsworth.</li> <li>3. Steven A. Beebe, Susan J. Beebe. 2012. Public Speaking : An Audience-Centered Approach, 8th Ed. Pearson Education, Inc.</li> <li>4. Alberts, Jess K., Nakayama, Thomas K. &amp; Martin, Judith N. 2010. Communication in Society. Pearson Education, Inc.</li> </ol>
18	Functional Grammar	This course focuses on further practices of the forms, meanings and usage of	Students are able to:	<ol style="list-style-type: none"> <li>1. Azar, Betty Schramfer. 2002. Understanding and Using English</li> </ol>

No	Course Name	Course Description	CLO	References
		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.	<ol style="list-style-type: none"> <li>1. show responsibility by participating in class discussion and submitting assignment on time by making use of learning sources and IT (PLO 9, 11)</li> <li>2. apply appropriate grammar writing in various context. (PLO 1, 8)</li> <li>3. create well-formed sentences using the concepts of sentences' syntax and to enrich their knowledge of grammar (PLO 1)</li> <li>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)</li> </ol>	<ol style="list-style-type: none"> <li>1. Grammar. White Plains, NY:Pearson Education</li> <li>2. Eastwood, John.2002. Oxford Practice Grammar. Oxford:Oxford University Press.</li> <li>3. Hewings, Martin. 2013. Advanced English Grammar in Use:third edition.Cambridge: Cambridge University Press.</li> <li>4. Steer, Jecelyn. 1998. Advanced English Grammar. Boston: Heinle&amp;Heinle</li> </ol>
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.	<p>Students are able to:</p> <ol style="list-style-type: none"> <li>1. Be responsible and having strong commitment in developing students' characters to master spoken and written English skills (PLO 11, 12)</li> <li>2. Have critical, innovative, systematic thought, and self evaluation in mastering language skills and using them in a real context (PLO 1, 7)</li> <li>3. Be able to demonstrate understandable and accepted spoken and written English skills contextually (PLO 1, 8)</li> </ol>	<ol style="list-style-type: none"> <li>1. Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language. (9th ed.). Australia: Wadsworth, Cengage Learning.</li> <li>2. Yule, G. 2010. The Study of Language. (4th ed.). Cambridge: Cambridge University Press.</li> </ol>

No	Course Name	Course Description	CLO	References
			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	Students are able to: 1. internalize values, norms, and ethics which encompass academic integrity, respect towards diversity	1. Coe, Norman et al. (1986). Writing Skills. London: Cambridge University Press.



No	Course Name	Course Description	CLO	References
		rich in order to be able to communicate in written form. It is started by 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,	<p>and originality in ideas into individual and collaborated works and performance of the course. (PLO 10, PLO 11, &amp; PLO 12)</p> <p>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, &amp; PLO 9)</p> <p>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)</p> <p>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 &amp; PLO 6)</p>	<p>2. Kiszner, Laurie G. Dan Stephen R. Mandell. (1983). Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.</p> <p>3. Oshima, Alice and Hogue, Ann. (1999). Writing Academic English. New York: Longman.</p> <p>4. Bailey, S. (2011). Academic writing: A handbook for international students (Third ed.). Oxon: Routledge.</p>
22	Critical Reading	This course is designed to provide students with opportunities to apply their mastery of a wide variety of critical	<p>Students are able to;</p> <p>1. Internalize academic values, norms and ethics as well as show</p>	<p>1. Cottrell, Stella. 2005. Critical thinking skills: Developing effective</p>

No	Course Name	Course Description	CLO	References
		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 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.	<p>responsibility in applying appropriate reading strategies to comprehend nonfiction texts at upper-intermediate level (PLO 10, PLO 11, PLO 12).</p> <p>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)</p> <p>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).</p> <p>4. Make use of learning sources and IT to use search engines effectively, use interactive lab-based software, use an e-learning platform and</p>	<p>analysis and arguments. Hampshire: Palgrave MacMillan.</p> <p>2. Fairbairn, G. J., &amp; Fairbairn, S. A. 2001. Reading at university: A guide for students. Buckingham: Open University Press.</p> <p>3. Online Newspaper articles: in The Guardian, The New York Times.</p> <p>4. Papers and proceedings from reputable sources.</p>

No	Course Name	Course Description	CLO	References
			write a key points summary independently (KK1, KK2).	
23	Academic Speaking	This subject is specifically designed to give students the necessary skills and confidence to deliver professional and 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.	Students are able to; 1. Make use of learning sources and IT in delivering professional and 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)	1. Taylor, H.M. and A.G. Mears. 1978. The Right Way to Conduct Meetings, Conferences, and 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	Students are able to; 1. Be responsible and having strong commitment in developing	1. Academic Language and Literacy Development (2012). Writing

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		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 is delivered through lecture, presentation, and discussion.	<p>students' characters to understand trends in education.(PLO 12)</p> <ol style="list-style-type: none"> <li>Have critical, innovative, systematic thought, and self evaluation in coping with problems in education (PLO 7)</li> <li>demonstrate awareness into implication of policies in education (PLO 2, 11)</li> <li>use technology to improve students' insight into education (PLO 9)</li> </ol>	<p>proposal in education. Clayton: Faculty of Education.</p> <ol style="list-style-type: none"> <li>Kimberley, N., &amp; Crosling, G. (2012). Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</li> <li>Podorova, A. 2012. Effective presentation: Strategies and ideas. Winter School 2012. Faculty of education, Monash University.</li> <li>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.</li> <li>Thomson Reuters. 2011. Endnote X4 Help.</li> <li>Various research papers of the students' choice.</li> <li>Video containing a session in an academic forum.</li> </ol>
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	<p>Students are able to;</p> <ol style="list-style-type: none"> <li>Develop responsibility and attitude as members of society in understanding meaning of language from its contexts (PLO 11)</li> <li>understand the functional approach to language, and will have learnt the basic constructs in systemic functional linguistics and analyses of texts from different</li> </ol>	<ol style="list-style-type: none"> <li>Eggins, Suzanne (1994) An Introduction to Systemic Functional Linguistics. London: Continuum.</li> <li>Downing, Angela and Philip Locke (2002) A University Course in English Grammar. London: Routledge (2nd edition).</li> <li>Halliday, M.A.K. (1994) Introduction to Functional</li> </ol>

No	Course Name	Course Description	CLO	References
		(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 the SFL perspective. There will be an emphasis on writing-to-learn approaches.	<p>perspectives beyond a simple identification of patterns and labelling of text structures. (PLO 2)</p> <p>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)</p> <p>4. Use technology in analyzing and applying functional approach to language and language learning (PLO 3, 9)</p>	<p>Grammar. London: Arnold (2nd edition).</p> <p>4. Martin, J. R., Christian Matthiessen and Clare Painter (1997) Working with Functional Grammar. London: Arnold.</p> <p>5. Thompson, Geoff (1996) Introducing Functional Grammar. London: Arnold.</p>
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.	<p>Students are able to;</p> <p>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)</p> <p>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</p>	<p>1. Academic Language and Literacy Development. (2012). Writing Proposal in Education. Clayton: Faculty of Education.</p> <p>2. Miner, J. T., &amp; Ball-Stahl, K. C. (2005). Models of Proposal Planning &amp; Writing. Westport: Praeger.</p> <p>3. Kimberley, N., &amp; Crosling, G. (2012). Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</p> <p>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..</p>

No	Course Name	Course Description	CLO	References
			<p>related research, in order to present the theoretical framework and state of the arts of the topic chosen. (PLO 5, 7, 8)</p> <p>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 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)</p> <p>4. write a thesis proposal appropriately by utilizing available appropriate resources and information technology. (PLO 1, 5, 9)</p>	<p>5. Thomson Reuters. (2011). Endnote X4 Help.</p> <p>6. Various research papers of the students' choice.</p>
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,	<p>Students are able to;</p> <p>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).</p>	<p>1. Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan.</p> <p>2. Fairbairn, G. J., &amp; Fairbairn, S. A. 2001. Reading at university: A guide for students. Buckingham: Open University Press.</p>

No	Course Name	Course Description	CLO	References
		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, 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.	<ol style="list-style-type: none"> <li>Utilize library sources and apply logical, critical, systematic, and innovative thinking to respond to current intermediate reading passages (KU1, KU2. KU3)</li> <li>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 (P1, P2).</li> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>Online Newspaper articles: in The Guardian, The New York Times.</li> <li>Papers and proceedings from reputable sources.</li> </ol>

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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 English. The lessons are conducted in the form of lectures, group discussions and student presentations.	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 students are able to Design, develop and implement technology-rich learning program in the area of Teaching English as a Foreign Language (PLO 3)	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 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



No	Course Name	Course Description	CLO	References
				<p>Potentiality. Rotterdam: Sense Publisher.</p> <p>8. Rahimi, M. &amp; Pourshahbaz, S.(2019). English as a Foreign Language Teachers TPACK:Emerging Research and Opportunities. PA: IGI Global.</p> <p>9. Smadilno, Sharon &amp; Russell, James. 2004. Instructional Technology and Media for Learning. New Jersey: Pearson Merrill Prentice Hall</p>
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 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.	<p>Students are able to;</p> <ol style="list-style-type: none"> <li>1. Have a profound understanding of the basic concepts and principles of TEYL, and recognizing current issues on TEYL thoroughly (PLO-1, PLO-2)</li> <li>2. work independently in selecting and applying appropriate teaching techniques and using various media in EYL classes (PLO-2;PLO-11, PLO-12)</li> <li>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)</li> <li>4. present the students' designed lesson plans and implemented</li> </ol>	<ol style="list-style-type: none"> <li>1. Cameron, Lynn. 2001. Teaching Languages to Young Learners. Cambridge: Cambridge University Press.</li> <li>2. Halliwell, S. 1992. Teaching English in the Primary Classroom. Longman Handbooks for Language Teachers.</li> <li>3. Scott A.,Wendy and LH, Ytreberg. 1990. Teaching English to Children. New York: Longman Group UK Limited</li> <li>4. Garten,Sue.&amp; Copland,Fiona. 2019. The Routledge Handbook of Teaching English to Young Learners. New York: Routledge the Taylor and Francis Group</li> <li>5. Various articles on teaching English to young learners</li> </ol>

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			them in peer-teaching activities (PLO-8)	
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 appropriately, effectively, emphatically, and politely 4. be responsible for the use of expressions and communication strategies	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.
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	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	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.

No	Course Name	Course Description	CLO	References
		by classroom discussion, presentation, question and answer, and case studies.	<p>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).</p> <p>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).</p> <p>3. make necessary decision related 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 4, 7).</p> <p>4. be responsible for the implementation of the concepts and principles of how learners learn a second language, covering the</p>	

No	Course Name	Course Description	CLO	References
			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 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.	<p>Students are able to:</p> <ol style="list-style-type: none"> <li>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 <b>PLO-2</b></li> <li>2. design ESP program based on the needs of the target learners <b>PLO-6</b></li> <li>3. make use relevant learning sources and IT as media to support the development of ESP programs <b>PLO-9</b></li> <li>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 <b>PLO-10, 12</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Basturkmen, Helen. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan</li> <li>2. Hutchinson, Tom &amp; Waters, Alan. 1990. English For Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York.</li> <li>3. Paltridge, Brian &amp; Starfield, Sue (Eds.). 2012. The Handbook of English for Specific Purposes. Wiley-Blackwell</li> </ol>

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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 <b>PLO-2</b> 2. select and develop ESP learning materials based on the needs and the targets of the learners <b>PLO-6</b> 3. make use relevant learning sources and IT as media to support the development of ESP learning material <b>PLO-9</b> 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 <b>PLO-10, 12</b>	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' 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.	Students are able: 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	1. Airasian, P. W., & Russell, M. K. 2012. Classroom assessment: 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

No	Course Name	Course Description	CLO	References
		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.	<ul style="list-style-type: none"> <li>b) describe the types and principles of language assessment</li> <li>c) compare and contrast various process-oriented assessments</li> <li>d) develop various process-oriented assessment instruments</li> <li>e) describe and develop various kinds of listening, speaking, reading and writing assessments in line with the national curriculum</li> <li>f) evaluate the test item quality PLO-2, 4, 5, 6, 8</li> </ul> <ul style="list-style-type: none"> <li>3. to make use of various digital sources and IT in understanding concepts of assessment and developing assessment instruments PLO-9</li> <li>4. to demonstrate integrity, fairness, commitment, and persistence in the instructional process PLO-12</li> </ul>	<ul style="list-style-type: none"> <li>4. O'Malley, Michael J. &amp; Pierce, Lorreine Valdes. 1996. Authentic Assessment for English Learners. White Plain, NY: Addison-Wesley.</li> </ul>
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	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>1. understand the meanings of particular terms used in various occupational and professional contexts PLO-2</li> <li>2. use, translate, and/or interpret particular terms used in various occupational and professional</li> </ul>	<ul style="list-style-type: none"> <li>1. Allison, J. and Emerson, P. 2000. The Business-Intermediate. Macmillan</li> <li>2. Brieger, N. and Pohl, A. 2000. Technical English vocabulary and grammar. Summertown publishing.</li> <li>3. Freitag-Lawrence, A. 2003. English for work – Business presentation. Longman</li> </ul>

No	Course Name	Course Description	CLO	References
		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.	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	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 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	

No	Course Name	Course Description	CLO	References
			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 teaching of English and how it is implemented in the classroom. It explores the features of existing LMS, reviews LMS strengths and weaknesses,	Students are able to: 1. understand the features of various LMS as well as the concepts, the techniques, and the procedures of English language teaching through LMS. PLO-2, 9	



No	Course Name	Course Description	CLO	References
		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.	<ol style="list-style-type: none"> <li>2. apply the techniques and procedures of LMS for effective and efficient English language teaching and learning PLO-4, 9</li> <li>3. identify, analyze, and evaluate current issues in the use of LMS for effective and efficient English language teaching and learning PLO-5, 9</li> <li>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</li> </ol>	
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;	<ol style="list-style-type: none"> <li>1. Agger, B. 1999. Cultural studies as critical Theory . London. Palmer Press.</li> <li>2. Barth, Fredrik. 1069. Etchnic Groups and Boundaries: The Social Organisation of Culture Difference. Bergen, London. Universities Forlaget//Allen&amp; Unwin</li> <li>3. Levine, DR. and Aldeman, MB. 1981. Beyond Language. New Jersey: Prentice Hall</li> <li>4. Shullman, M. 1998. Cultures in Contrast . Michigan: The University of Michigan Press.</li> <li>5. Peace Corps. 2012. Culture Matters: The Peace Corps Cross</li> </ol>

No	Course Name	Course Description	CLO	References
				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.

No	Course Name	Course Description	CLO	References
				9. Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The Discipline 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	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.

No	Course Name	Course Description	CLO	References
			quantitative data analysis (dari PLO 9)	
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 Faith, intelligent, independent, honest, caring and tough (Idaman Jelita) character when implementing various theories learned when teaching (PLO-11, 12).	1. Santrock, JW 2008. Educational Psychology. Third Edition. Boston:McGraw-Hill. 2. Saiful Sagala. 2010. The Concept and Meaning of Learning. Bandung: Alfabeta 3. Slavin, RE 2011. Educational Psychology: Theory and Practice. Ninth Edition Volume 1. Jakarta: PT Index. 4. Slavin, RE 2011. Educational Psychology: Theory and Practice. Ninth Edition Volume 2. Jakarta: PT Index. 5. Widodo, S & Utami, D. 2019. Learning & Learning. Yogyakarta: 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	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	1. Jack Richards. 2001. Curriculum Development in Language Teaching. Cambridge; Cambridge University Press 2. Ministry of National Education. 2013. Curriculum 2013. Curriculum 2013 English Subjects for SMA, and MA, SMP and MTS. Jakarta: Ministry of National Education

No	Course Name	Course Description	CLO	References
		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.	<p>competency (core competence and basic competence), kinds of syllabus, the indicators of receptive and productive skills, and kinds of texts (PLO 7, 8).</p> <p>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)</p> <p>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).</p>	<p>3. Ministry of National Education. 2004. Curriculum 2004. Competency Standards for English Subjects for SMA, and MA, SMP and MTS. Jakarta: Ministry of National Education</p> <p>4. Yudi, Bambang and Utami, Sri. 2016. History of Indonesia Curriculum. Poor. Malang University Press</p> <p>5. <a href="https://www.literacyideas.com/different-text-types">https://www.literacyideas.com/different-text-types</a>. Accessed on September 2020</p>
44	School curriculum	This subject introduces 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 are 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, and presentation.	<p>Students are able to:</p> <p>1. be a citizen who is proud and loves the country, has responsibility towards the nation, and internalize academic values, norms, and ethics</p> <p>2. 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</p>	<p>1. Jack C. Richard. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.</p> <p>2. Ministry of National Education. 2004. Curriculum 2004. Competency Standards for English Subjects for SMA, and MA, SMP and MTS. Jakarta: Ministry of National Education.</p> <p>3. Ministry of National Education. 2013. Curriculum 2013.</p> <p>4. Curriculum 2013. English Subjects for SMA, and MA, SMP and MTS.</p>

No	Course Name	Course Description	CLO	References
			3. 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. implement the concepts of applied linguistics in EFL Learning and also produce the concrete and abstract products related to language (PLO-37 (KK-5) and PLO-38 (KK-6)).	Jakarta: Ministry of National Education.
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. Ministry of National Education. 2013. Curriculum 2013. Curriculum 2013 English Subjects for SMA, and MA, SMP and MTS. Jakarta: Ministry of National Education 2. Dubin, F. & Olshtain, E. 1986. Course Design: Developing Programs and Materials for Language Learning. Cambridge: CUP 3. Feez, S. & Joyce, H. 1998. Text-based Syllabus Design. Sydney: AMES 4. Nation, ISP and Macalister, John. 2010. Language Curriculum Design. NY: Routledge

No	Course Name	Course Description	CLO	References
				5. Wachidah, Siti, et al. 2017. When English Rings a Bell. Jakarta: Ministry of Education and Culture 6. Ministry of Education and Culture .2017. RPP Development Model. Jakarta: Directorate of High School Development. 7. 7. Ministry of Education and Culture .2017. Preparation of Higher Order Thinking Skills (HOTS. Jakarta: Director General of Primary and Secondary Education
46	Developing EFL Materials	<p>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.</p>	<p>Students are able to:</p> <ol style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>3. demonstrate skills in developing teaching materials with correct and acceptable English and contents</li> </ol>	<ol style="list-style-type: none"> <li>1. Azarnoosh, Maryam; Zeraatpishe, Mitra; Faravani, Akram; &amp; Kargozari, Hamid Reza (Eds). 2016. Issues in materials development. Rotterdam: Sense Publishers.</li> <li>2. Tomlinson, Brian. (Ed.). 2011. Materials development in language teaching. Cambridge: Cambridge University Press.</li> <li>3. Tomlinson, Brian (Ed.). 2014. Developing Materials for Language Teaching. London: Bloomsbury Academic.</li> <li>4. Mishan, F. &amp; Timmis, I. 2015. Materials development for TESOL. Edinburgh: Edinburgh University Press.</li> <li>5. Garton, S. &amp; Graves, K., 2014. International perspectives on materials in ELT. London: Springer.</li> </ol>

No	Course Name	Course Description	CLO	References
			<p>which are accurate, authentic and acceptable locally and globally (PLO 1, 6, 7, 9)</p> <p>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)</p>	<p>6. Widodo, H.P., Perfecto, M.R., Van Canh, L. &amp; Buripakdi, A. 2018. Situating Moral and Cultural Values in ELT Materials. London: Springer.</p> <p>7. <a href="http://www.eflmagazine.com/how-to-create-great-materials-for-you-esl-classroom/">http://www.eflmagazine.com/how-to-create-great-materials-for-you-esl-classroom/</a></p> <p>8. <a href="https://oupeltglobalblog.com/2014/11/03/how-to-write-your-own-efl-materials-part-one-writing-for-different-levels/">https://oupeltglobalblog.com/2014/11/03/how-to-write-your-own-efl-materials-part-one-writing-for-different-levels/</a></p> <p>9. Basic competence of English subjects for junior-high school in 2018</p>
47	ELT Assessment	<p>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</p>	<p>Students are able to:</p> <p>1. demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in the development and process of assessment (PLO 11, 12)</p> <p>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)</p> <p>3. demonstrate skills for developing various kinds of listening, speaking, reading and writing assessments in</p>	<p>1. Russell, M. K. &amp; Airasian, P. W. 2012. Classroom assessment: Concepts and applications (seventh edition). New York: McGraw-Hill.</p> <p>2. Brown, H. D., &amp; Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices. New York: Pearson education Inc.</p> <p>3. Douglas, Dan. 2000. Assessing language for specific purposes. Cambridge: Cambridge University Press.</p> <p>4. Harris, M. &amp; McCann, P. 1994. Assessment: Handbooks for English classroom. New York: MacMillan</p> <p>5. O'Malley, M.J. &amp; Pierce, L.V. 1996. Authentic Assessment for English</p>



No	Course Name	Course Description	CLO	References
		course is carried out with lectures, discussions, presentations and real teaching material development workshops.	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)	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 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.	Students are able to: 1. Demonstrate sincerity and commitment to develop students' 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	1. Hughes, Glyn., Moate, Josephine., Raatikainen, Tiina. 2007. Practical Classroom English. New York. Oxford University Press. 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. Technical Guide IV: UKMPPG Performance Assessment Instrument. Jakarta: Ristekdikti 5. _____. 2016. Permendikbud. Jakarta: Ristekdikti

No	Course Name	Course Description	CLO	References
			produce an effective and creative English instruction through peer teaching activities PLO-8	
49	School Field Experience			
50	Essay		Students are able to:	
51	KKN			