

Module/Course Handbook

Instructional Design					
Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
8820304091	119	4,77 ECTS	Odd	42 CU	14 Meetings
1	Types of courses a) Direct meeting b) Structured work c) Self-study	Contact hours 5,5	Independent Study 3 hours	Class size 25 students	
2	Prerequisites for participation (if applicable) Analysis of School Curriculum				
3	Learning outcomes PLO <ol style="list-style-type: none"> 2. Demonstrate good understanding about the concepts of English learning in national and global perspectives. 4 Plan, carry out and evaluate English instructions effectively and creatively. 6. Create products related to English learning. CLO <ol style="list-style-type: none"> 1. Being responsible and having strong commitment in developing students' characters and competencies in designing and developing English teaching kits. 2. Having critical, innovative, systematic thought, and self evaluation in making use of learning sources and IT to design and implement English syllabus and lesson plan. 3. Possessing knowledge of the principles of designing English lesson plan and being able to think critically and analytically in formulating the indicators, learning objectives and in selecting appropriate technique/method/model, media, kinds of assessment, and materials. 4. Being able to produce appropriate English syllabus and lesson plan for students in junior and senior high schools. 				
4	Subject aims/Content This subject aims to be able to design and develop syllabus and lesson plan, starting from formulating the indicators, selecting the materials, method/technique, media, developing teaching and learning process, until 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.				
5	Teaching methods				

	Lectures, Discussions, Practices, Project																				
6	<p>Assessment methods</p> <p>A student is competent when he/she passes the exams with minimum score 68, which include Mid Term (UTS), Final Term (UAS), Structured work (T), and participation (P).</p> <p>The Final Score (NA) is computed using the following formula: $NA = \frac{(2 \times P) + (3 \times T) + (2 \times UTS) + (3 \times UAS)}{10}$</p> <p>The score conversion 0-100 to scale 0-4 is according to the following table:</p> <table border="1"> <thead> <tr> <th>Letter Scale</th> <th>Interval</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4,00 85 ≤ A < 100</td> </tr> <tr> <td>A-</td> <td>3,75 80 ≤ A- < 85</td> </tr> <tr> <td>B+</td> <td>3,50 75 ≤ B+ < 80</td> </tr> <tr> <td>B</td> <td>3,00 70 ≤ B < 75</td> </tr> <tr> <td>B-</td> <td>2,75 65 ≤ B- < 70</td> </tr> <tr> <td>C+</td> <td>2,50 60 ≤ C+ < 65</td> </tr> <tr> <td>C</td> <td>2,00 55 ≤ C < 60</td> </tr> <tr> <td>D</td> <td>1,00 40 ≤ D < 55</td> </tr> <tr> <td>E</td> <td>0,00 0 ≤ E < 40</td> </tr> </tbody> </table>	Letter Scale	Interval	A	4,00 85 ≤ A < 100	A-	3,75 80 ≤ A- < 85	B+	3,50 75 ≤ B+ < 80	B	3,00 70 ≤ B < 75	B-	2,75 65 ≤ B- < 70	C+	2,50 60 ≤ C+ < 65	C	2,00 55 ≤ C < 60	D	1,00 40 ≤ D < 55	E	0,00 0 ≤ E < 40
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7	<p>This module/course is used in the following study programme/s as well</p> <p>None</p>																				
8	<p>Module Coordinators</p> <p>Esti Kurniasih, S.Pd., M.Pd. Ririn Pusparini, S.Pd., M.Pd. Arik Susanti, S.Pd., M.Pd. Anis Trisusana, S.S., M.Pd.</p>																				
9	<p>References</p> <ol style="list-style-type: none"> 1. Depdiknas. (2013). <i>Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS</i>. Jakarta: Depdiknas. 2. Dubin, F. & Olsain, E. (1986). <i>Course Design: Developing Program and Materials for Language Learning</i>. Cambridge: Cambridge University Press. 3. Feez, S. & Joyce, H. (1998). <i>Text-based Syllabus Design</i>. Sydney: AMES 4. Nation, I.S.P and Macalister, John. (2010). <i>Language Curriculum Design</i>. New York: Routledge. 5. Wachidah, Siti, dkk. (2017). <i>When English Rings a Bell</i>. Jakarta: Kemendikbud. 6. Kementerian Pendidikan dan Kebudayaan. (2017). <i>Model Pengembangan RPP</i>. Jakarta: Direktorat Pembinaan SMA. 																				

	7. Kementerian Pendidikan dan Kebudayaan. (2017). <i>Penyusunan Soal Higher Order Thinking Skill (HOTS)</i> . Jakarta: Dirjen Pendidikan Dasar dan Menengah.
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