

 UNESA Universitas Negeri Surabaya	KURIKULUM	Tanggal Revisi :
	RENCANA PERKULIAHAN SEMESTER	Kode Dokumen :

Faculty : FBS
Study Program : S-1 English Education
Subject : Analysis of School Curriculum
Code : 8820303220
Semester : 6
Credit : 3
Pre-requisite : -
Lecturers : Ririn Pusparini, S.Pd., M.Pd.
Esti Kurniasih, S.Pd., M.Pd.
Arik Susanti, S.Pd., M.Pd.
Nur Chakim, S.Pd., M.Pd.

PLO

2. Demonstrate good understanding about the concepts of English learning in national and global perspectives.
- 4 Plan, carry out and evaluate English instructions effectively and creatively.
7. Apply critical thinking and analytical skills in solving problems in English instructions.
10. Demonstrate skills in leadership and collaboration.

CLO

1. Internalize academic values, norms and ethics as well as show responsibility in analyzing of ELT curriculum
2. Able to apply logical, critical, systematic and innovative thinking in the context of the development or the implementation of science and technology and also make decisions appropriately towards the problems based on the expertise and the results of data analysis
3. Able to master the science of education and English learning methodology covering developing curriculum; apply critical and analytical thinking skills to solve problems related to TEFL; and demonstrate the awareness on issues related to academic learning
4. Able to implement the concepts of applied linguistics in EFL Learning and also produce the concrete and abstract products related to language

Description:

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, presentation.

References

1. Jack C. Richard. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
2. Depdiknas. (2013). *Kurikulum 2013: Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS*. Jakarta: Depdiknas.
3. Depdiknas. (2004). *Kurikulum 2004: Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS*. Jakarta: Depdiknas.
4. Yudi, Bambang and Utami, Sri. (2016). *History of Indonesian Curriculum*. Malang. Malang University Press.
5. <https://www.literacyideas.com/different-text-types>. Accessed on September 2020.

A. Teaching and Learning Process

Meetings	Objectives *	Indicators	Materials**	Learning Strategy	Sources/media	Time Allotment	Learning Experience
1-2	To understand the notion of curriculum	• Explain the definition of curriculum	Kinds of curriculum, the historical background of curriculum development, the principles of curriculum development	Lecturing, discussing, questioning and answering	Internet sources, PPT CAM, Laptop, LCD projector Book 3	2X150'	• Discussing the definition of curriculum
		• Mention the kinds of curriculum					• Explaining the kinds of curriculum and identify the characteristics of each.
		• Explain the principles of curriculum development					• Analyzing the principles of curriculum development
3	To understand development of	• Explain the curriculum development in	2013 curriculum	Lecturing, discussing, questioning and answering	PPT CAM, Laptop, LCD	150'	• Analyzing the curriculum development in Indonesia

Meetings	Objectives *	Indicators	Materials**	Learning Strategy	Sources/media	Time Allotment	Learning Experience
	Curriculum	Indonesia			projector Book 1, 2, and internet sources		<ul style="list-style-type: none"> Analyzing the government policy of recent curriculum (curriculum 13)
4-5	To analyze the core competence and basic competence of curriculum 2013	<ul style="list-style-type: none"> Identify the core competence of curr 	2013 curriculum	Lecturing, discussing, questioning and answering	PPT CAM, Laptop, LCD projector Book 2, and internet sources	2X150'	Analyzing the core competence of the curriculum
		<ul style="list-style-type: none"> Identify the basic competence 					Analyzing the basic competence of the curriculum
		<ul style="list-style-type: none"> Classify the basic competence based on the kinds of texts 					Classifying the basic competence based on the kinds of texts
6-8	To analyze interpersonal and transactional texts	<ul style="list-style-type: none"> Mention kinds of interpersonal texts 		Lecturing, discussing, questioning and answering, presentation, and consulting	PPT CAM, Laptop, LCD projector Book 2 and internet sources	4X150'	Explaining the difference of transactional and interpersonal text by giving examples.
		<ul style="list-style-type: none"> identify the interpersonal texts given in junior and senior high 					Explaining kinds of interpersonal texts
		<ul style="list-style-type: none"> Mention the kinds of transactional texts 					<ul style="list-style-type: none"> Identifying and explaining the interpersonal texts given in junior and senior high Giving examples Explaining kinds of transactional texts

Meetings	Objectives *	Indicators	Materials**	Learning Strategy	Sources/media	Time Allotment	Learning Experience
		<ul style="list-style-type: none"> identify the transactional texts given in junior and senior high 					<ul style="list-style-type: none"> Identifying and explaining the transactional texts given in junior and senior high Giving examples
9	Mid Test	<ul style="list-style-type: none"> 					<ul style="list-style-type: none">
10-12	To analyze short functional texts	<ul style="list-style-type: none"> Mention kinds of short functional texts 	2013 curriculum	Lecturing, discussing, questioning and answering, presentation	PPT CAM, Laptop, LCD projector Book 2 and internet sources	3X150'	Explaining kinds of short functional texts
		<ul style="list-style-type: none"> identify the short functional texts given in junior high 					<ul style="list-style-type: none"> Identifying and explaining short functional texts given in junior high Giving examples
		<ul style="list-style-type: none"> identify the short functional texts given in senior high 					<ul style="list-style-type: none"> Identifying and explaining short functional texts given in senior high Giving examples
13-15	To analyze long functional texts (essay)	<ul style="list-style-type: none"> Mention kinds of essay 	2013 curriculum	Lecturing, discussing, questioning and answering, presentation	PPT CAM, Laptop, LCD projector Book 2 and internet sources	3X150'	Explaining kinds of essay
		<ul style="list-style-type: none"> identify the essay given in junior high 					<ul style="list-style-type: none"> Identifying and explaining essay given in junior high Giving examples
		<ul style="list-style-type: none"> identify the essay given in senior 					<ul style="list-style-type: none"> Identifying and explaining essay given

Meetings	Objectives *	Indicators	Materials**	Learning Strategy	Sources/media	Time Allotment	Learning Experience
		high					in senior high
16	UAS						<ul style="list-style-type: none"> Giving examples

Requirements for passing the course:

Class Participation	: 20%
Assignments	: 30%
Mid-term exam	: 20%
End-of-term exam	: 30%

Notes:

- Attendance must be more than 75% of the total meetings. Students who are absent 4 (four) times or more will fail this course.
- The assignment should be submitted on time. Late submission will cause a 5-point deduction.

Assessment

a. Knowledge/Cognitive Domain

The students' knowledge is assessed through assignments (individual and group) and exams (mid-term and end-of-term). The rubric used to assess their knowledge about ELT Methods is presented below.

Rubric for Mid-term and Final Term

Descriptions	Raw Scores
The answer is correct; the explanation is comprehensive; an accurate example of the concept is provided.	3
The answer is almost correct; the explanation is sufficient but some aspects are not discussed; a quite good example of the concept is provided.	2
The answer is a little bit correct; the explanation only includes a few aspects of the concept; the example is not relevant to the concept.	1

The answer is incorrect; the explanation is inaccurate; no example is provided.	0
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The above raw scores are converted into a score ranging from 0 to 100 by using the following formula:

$$\text{Converted score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

Rubric for Assignments to measure students' presentation

Presentation Components: (The components are developed on the basis of the instructional objectives)	Scale of score	Description: (the criteria for qualified academic speaking)
1. Organization and clarity	4	<ul style="list-style-type: none"> • Used appropriate pattern • Clearly stated main points . • Provide logical conclusion • Show coherence and cohesive devices
2. Introduction	4	<ul style="list-style-type: none"> • Gained attention and interest • Introduces speech purpose • Previewed main ideas • Established credibility
3. Content/Body	4	<ul style="list-style-type: none"> • Presentation had valuable materials • Subject knowledge is evident consisting of background, literature review, method, results and finding, and conclusion
4. Conclusion	4	<ul style="list-style-type: none"> • Signaled end speech • Summarized main points

		<ul style="list-style-type: none"> • Logical ending • Powerful close • Memorable
5. Fluency	3	<ul style="list-style-type: none"> • Use excellent smooth and fluid speech; • Use few to no hesitations; no attempts to search for words
6. Grammar	3	<ul style="list-style-type: none"> • Use accuracy & variety of grammatical structures
7. Pronunciation	3	<ul style="list-style-type: none"> • Use excellent pronunciation and good effort at accent
8. Vocabulary	3	<ul style="list-style-type: none"> • use suitable words/technical terms/concepts/appropriate registers (effective word choice)
9. Non verbal communication or physical delivery	3	<ul style="list-style-type: none"> • Appropriate use of gesture • Proper eye contact • Use of movement • Posture • Appropriate dress
10. Vocal quality	3	<ul style="list-style-type: none"> • Use formal language • Natural delivery style • Appropriate rate, volume, tone
11. Media PPT	4	<ul style="list-style-type: none"> • Employ digital media or visual displays that are polished and informative and support audience engagement and understanding • Use written visual mode in appropriate vocabulary including wide range of specialized and general vocabulary.
Final Score: $\underline{S1 + S2 + S3 + S4 + S5 + S6 + S7 + S8 + S9 + S10 + S11} \times 100 =$		
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Surabaya, 12 December 2018
Lecturer

Arik Susanti, S.Pd., M.Pd
NIP. 197802052005012001