


A. Lesson Plan and Course Assessment

 UNESA <small>Universitas Negeri Surabaya</small>	Universitas Negeri Surabaya Faculty of Languages and Arts English Education Study Program					Document Code	
Lesson Plan							
COURSE	Code	Cluster	Credits		Semester	Compilation Date	
Syllabus Design	8820303089	English Education	T=1	P=1	3		
AUTHORIZATION		Lesson Plan Developer Ririn Pusparini	Coordinator <name>		Head of Study Program DR. Himmawan Adi Nugroho		
Program Learning Outcome (PLO)	PLO						
	PLO2	Demonstrate a good understanding of English language teaching (ELT) from national and global perspectives.					
	PLO4	Design, implement, and evaluate the English teaching and learning process effectively and creatively.					
	PLO6	Produce a product concerning English language teaching (ELT)					
	Course Learning Outcome (CLO)						
	CLO1	To be responsible and have a strong commitment to developing students' characters and competencies in constructing English teaching and learning kits.					
CLO2	To have critical, innovative, and systematic thought in using learning sources and IT to support the instructional design or constructing an English lesson plan.						
CLO3	To design, implement, and evaluate the lesson plan and the teaching and learning process.						
CLO4	To produce appropriate English teaching kits.						
Course Description	This subject aims to design a lesson plan, starting from designing the indicators, selecting the materials, method/technique, media, designing the teaching and learning process, and evaluation. The lesson plan designed is based on the 2013 curriculum and independent curriculum for an English program for various purposes and integrating with technology. All teaching-learning activities are conducted throughout case study, PjBL, discussion, and question-answer.						

Learning Materials/ Topics	<ol style="list-style-type: none"> 1. Analyzing basic competencies in the 2013 curriculum 2. Formulating indicators/instructional objectives 3. Selecting materials 4. Employing the teaching method/technique 5. Employing appropriate media 6. Designing teaching and learning process 7. Developing assessment/evaluation 8. Developing a learning sheet based on the assessment matrix 	
References	Primary	<ol style="list-style-type: none"> 1. Depdiknas. 2013. Kurikulum 2013. Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas 2. Kementerian Pendidikan dan Kebudayaan .2017. Model Pengembangan RPP. Jakarta: Direktorat Pembinaan SMA. 3. Kementerian Pendidikan dan Kebudayaan .2017. Penyusunan Soal Higher Order Thinking Skill (HOTS. Jakarta: Dirjen Pendidikan Dasar dan Menengah
	Supplementary	<ol style="list-style-type: none"> 4. Dubin, F. & Olsain, E. 1986. Course Design: Developing Program and Materials for Language Learning. Cambridge: CUP 5. Feez, S. & Joyce, H. 1998. Text-based Syllabus Design. Sydney: AMES 6. Nation, I.S.P and Macalister, John. 2010. Language Curriculum Design. N.Y: Routledge
Lecturer(s)	Ririn Pusparini, S.Pd., M.Pd Esti Kurniasih, S.Pd., M.P Arik Susanti, S.Pd., M.Pd. Nur Chakim, M.Pd	
Requirement Course	<ul style="list-style-type: none"> • Curriculum and Material Development • ELT Method 	

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/ Form/Type	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1-2	Analyzing the lesson plan (RPP) based on 2013 curriculum	<ol style="list-style-type: none"> 1. Explain the components in the lesson plan (RPP) based on 2013 curriculum 2. Analyze every component in the lesson plan (RPP) based on 2013 curriculum 	Assessment for learning	Case study: <ul style="list-style-type: none"> • Teacher gives a case about what teacher should be consider when designing lesson plan. • Students make a group. • Students analyze the data they got in group. • Students present the result of group discussion. 	Students search for the data: the examples of lesson plan in internet. (2 x 50 minutes)	4, 5, 6	5
3	Analyzing the lesson plan (MA) based on Independent curriculum	<ol style="list-style-type: none"> 1. Explain the components in the lesson plan (RPP) based on 2013 curriculum 2. Analyze every component in the lesson plan (RPP) based on 2013 curriculum 	Assessment for learning	<ul style="list-style-type: none"> • Classroom discussion is conducted, • Students draw a conclusion about the effective and appropriate lesson plan. - [2 x 2 x 50 minutes]	Students complete the reflective journal	1, 2	

4-5	Developing lesson plan: Formulate instructional objectives/indicators	1. Explain the components in a lesson plan 2. Formulate instructional objectives/indicators from basic competences	Assessment for learning: Completing task: formulate instructional objectives/indicators.	Project-based learning (PjBL) <ul style="list-style-type: none"> • Stage 1 Essential Question: How do you design effective teaching kits for secondary school students based on 2013 curriculum and Independent curriculum • Stage 2 Design a plan for the project: Students make a group and choose a leader. They determine the level of junior high students (class 7-9) and the level of senior high students (class 10-12) for the teaching kits they will design. Students make a plan to get data from any resources. • Stage 3 Create a schedule: Students make a schedule for producing two teaching kits based on two curriculum and for two level in secondary schools, junior and senior high. They have six weeks for producing each teaching kits. <ul style="list-style-type: none"> ✓ 1st and 2nd meetings (weeks 4 and 5): Plan the project and formulate instructional objectives/indicators ✓ 3rd meeting (week 6): Determine appropriate materials 		1, 2	
6	Developing a lesson plan: Selecting materials	1. Identify appropriate materials 2. Employ appropriate materials	Assessment for learning: Completing task: selecting appropriate materials			1, 2, 3	
7	Developing lesson plan: Determining teaching method/technique/model/strategy	1. Explain the teaching method/technique/model/strategy 2. Determine the appropriate teaching method/technique/model/strategy	Assessment for learning: Completing task: determining appropriate teaching method/technique/model/strategy			1, 2	

8-9	Developing lesson plan: Designing teaching and learning process	<ol style="list-style-type: none"> 1. Identify the activities for pre, whilst, and post activities 2. Design teaching and learning process as the reflection of instructional strategies/indicators and the implementation of the teaching technique and learning media 	Assessment for learning: Completing task: Designing teaching and learning process	<ul style="list-style-type: none"> ✓ 4th meeting (week 7) Determine teaching method/model/ technique and media ✓ 5th and 6th meetings (weeks 8 and 9) Design an effective teaching and learning process ✓ 7th and 8th (weeks 11 and 12) develop an assessment rubric ✓ 9th, 10th, and 11th meetings (weeks 13, 14, 15) develop learning sheets and present the product • Stage 4 Monitor the students and the progress of the project: The teacher will give feedback on students' work. [5 x 2 x 50 minutes] 	<p>Google Classroom) (discussion) Zoom meeting (lecture) Vilearn Unesa (discussion) [2 x 2 x 50 minutes]</p>	1. 2	
10 Midterm Test							
11-12	Developing lesson plan: Developing language assessment	<ol style="list-style-type: none"> 1. Identify the components of assessment 2. Develop language assessment 	Assessment for learning: Completing task: Developing language assessment	<ul style="list-style-type: none"> • Stage 5 Assess the outcomes: Students will present the teaching kits. Teacher and students will give suggestions and feedback. Henceforth, students will draw a conclusion. [3 x 2 x 50 minutes] 		1, 2	

13-15	Developing students' learning sheets	<ol style="list-style-type: none"> 1. Identify materials appropriate for students 2. Analyze the materials 3. Compile or write the materials 	Assessment for learning: Completing task: Developing students' learning sheets	<ul style="list-style-type: none"> • Stage 6 Evaluate the experience: Students will complete the reflective journal 	Google Classroom) (discussion) Zoom meeting (lecture) Vilearn Unesa (discussion) [2 x 50 minutes]	1 , 2	
16	Final Test						

ASSESSMENT RUBRIC

Syllabus Design Course

A. Assessment Rubric

1) Attitudes/Affective Domain

In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$\leq SA < 55$

2) Knowledge/Cognitive Domain

The students' knowledge is assessed through assignments (individual and group) and tests (mid-term and End-term tests).

a. Assignment Rubric

The criteria of assignment according to Assignment Rubrics:

No	Aspects	Max. Score
1	To develop the teaching kits: Indicators Instructional objectives Teaching method/techniques/strategies Media Teaching and learning process	100

	Assessment materials	
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b) Test (mid-term and End-term tests)

The criteria of mid-term and End-term tests in this course are:

- To design effective and applicable lesson plan;

c) End-term tests

1. To develop assessment based on the lesson plan
2. To develop learning sheets based on the lesson plan

B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

Assessment Components	Percentage
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

