

KURIKULUM MERDEKA BELAJAR KAMPUS MERDEKA UNESA 2020

**Program Studi S-1 Pendidikan Bahasa Inggris
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni**



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA
2020**

CURRICULUM SUMMARY VALIDATION

This curriculum summary of undergraduate program of English Language Education has been discussed and approved in a meeting that was attended by Senator, Dean, Head of Department and Head of Study Program, and Curriculum Development team of Faculty of Languages and Arts, Universitas Negeri Surabaya.

Surabaya, 20 August 2020



Acknowledged and approved
Dean of the Faculty of Languages and Arts,

Dr. Trisakti, M.Si

NIP. 196509281991032001

**KURIKULUM PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI SURABAYA**

A. IDENTITAS PROGRAM STUDI

1. Perguruan Tinggi : Universitas Negeri Surabaya
2. Pelaksana Proses Pembelajaran
 - a. Fakultas : Bahasa dan Seni
 - b. Jurusan : Bahasa dan Sastra Inggris
 - c. Program studi : Pendidikan Bahasa Inggris
3. Akreditasi BAN-PT
 - a. Nomor : 4142/SK/BAN-PT/Akred/S/X/2017,
tanggal 31 Oktober 2017
 - b. Peringkat Akreditasi : A
4. Gelar Lulusan Program Studi : Sarjana Pendidikan
5. Jumlah mahasiswa : 457
6. Jumlah Dosen : 24
7. Alamat prodi : Gedung T4 Lt 2. Kampus Unesa Lidah
Wetan Surabaya
8. Telepon : (031) 7532192
9. Web prodi : <http://s1pbing.fbs.unesa.ac.id/>

B. LANDASAN KURIKULUM

University value

Kebijakan Merdeka Belajar-Kampus Merdeka yang ditetapkan oleh Menteri Pendidikan dan Kebudayaan dimaksudkan untuk menata ulang kegiatan pembelajaran di perguruan tinggi agar mampu membekali mahasiswa menjadi pribadi yang tangguh, tanggap menghadapi tantangan zaman yang terus berubah dan berkembang secara cepat. Satu hal yang mencolok dalam kebijakan tersebut adalah kegiatan pembelajaran tidak terbatas di program studi yang dipilihnya, tetapi bisa juga di luar program studi selingkung perguruan tinggi tersebut, atau bahkan di luar kampus, yakni di kampus lain, di dunia usaha dan industri, di pedesaan, atau dunia nyata lainnya.

Hal itu sejalan dengan Permendikbud Nomor 3 Tahun 2020 yang menggariskan pemberian hak belajar kepada mahasiswa selama 3 semester berkegiatan belajar di luar program studinya. Mahasiswa diberi kemerdekaan untuk belajar selama 1 semester atau setara dengan 20 SKS di prodi lain selingkung kampusnya, dan selama 2 semester atau setara dengan 40 SKS berkegiatan pembelajaran di program studi pada perguruan tinggi lain, dan atau berkegiatan pembelajaran di luar kampus, seperti di pedesaan, perusahaan, perindustrian, tempat/bengkel kerja, pusat riset, pusat pengabdian, dan di masyarakat nyata.

Kurikulum Merdeka Belajar-Kampus Merdeka Prodi S1 Pendidikan Bahasa Inggris 2020 disusun sesuai kerangka dasar struktur kurikulum yang ditetapkan dari hasil perumusan pertemuan bidang akademik, dalam hal ini Wakil Rektor 1 bersama dengan para-Wakil Dekan 1 dari setiap fakultas, serta beberapa pihak yang terkait. Hal ini untuk memastikan isi kurikulum ini sesuai dengan University Value dari Universitas Negeri Surabaya.

Landasan Filosofis

Merdeka Belajar-Kampus Merdeka bersandar pada prinsip filosofis pendidikan progresivisme. Pendidikan yang menekankan terpenuhinya kebutuhan dan kepentingan mahasiswa melalui belajar membangun pengalaman hidup (Noddings, 2008). Merdeka Belajar-Kampus Merdeka memberikan kebebasan dan mendorong perkembangan alami mahasiswa, serta pertumbuhannya melalui kegiatan belajar yang menumbuhkan inisiatif, kreatif dan ekspresi diri. Merdeka Belajar Kampus Merdeka adalah pembelajar yang memberikan kebebasan bagi dunia eksistensi mahasiswa (Noddings, 1998).

Merdeka Belajar-Kampus Merdeka bersumber pada prinsip pembelajaran heutagogi. Pembelajaran yang menempatkan mahasiswa bertanggung jawab atas apa yang dipelajari dan kapan harus belajar, serta menyediakan kerangka kerja bagi mahasiswa bertanggung jawab untuk lebih maju dan adaptable terhadap potensi lingkungan, ilmu pengetahuan, dan teknologi. Pembelajaran yang melihat masa depan mahasiswa tahu cara belajar mendapatkan keterampilan, kompetensi, dan inovasi sesuai dengan perubahan zaman dan lingkungannya (Danim, 2010).

Pembelajaran aktif dan proaktif yang mengembangkan kemampuan mahasiswa melayani diri sebagai agen utama pembelajaran yang terjadi akibat dari pengalaman pribadi (Hase & C, 2007). Merdeka Belajar Kampus Merdeka adalah pembelajaran yang mengembangkan kedewasaan, otonomi, dan kemandirian mahasiswa (Canning & Callan, 2010). Mahasiswa sebagai subjek yang bebas merdeka untuk menentukan arah hidupnya berkembang secara optimal dalam suasana yang penuh cinta, hati yang penuh pengertian dan relasi pribadi yang efektif (Arbayah, 2013). Merdeka Belajar Kampus Merdeka sebagai self determined learning dan self regulated learning.

Merdeka Belajar-Kampus Merdeka berintikan pemikiran pembelajaran konstruktivistik. Pembelajaran yang memberikan kebebasan mahasiswa aktif mengkonstruksikan pengetahuannya sendiri melalui proses sosial dan konteks kehidupan nyata (Bruning, Schraw, Norby, & Ronning, 2004). Selain itu, Merdeka Belajar-Kampus Merdeka bersandar pada self determined and regulated learning, mahasiswa dibiasakan mengatur pilihannya dan memonitor hasil belajarnya sendiri. Merdeka Belajar Kampus Merdeka berarti pembelajaran dapat dilaksanakan di dalam kampus dan di luar kampus, memberikan kesempatan belajar pada berbagai konteks yang relevan.

Dengan demikian Merdeka Belajar Kampus Merdeka merupakan salah satu perwujudan pembelajaran yang berpusat pada mahasiswa (student centered learning) yang sangat esensial. Pembelajaran dalam Merdeka Belajar Kampus Merdeka memberikan tantangan dan kesempatan untuk pengembangan kreativitas, kapasitas, kepribadian, dan kebutuhan mahasiswa, serta mengembangkan kemandirian dalam mencari dan menemukan pengetahuan melalui kenyataan dan dinamika lapangan seperti persyaratan kemampuan, permasalahan riil, interaksi sosial, kolaborasi, manajemen diri, tuntutan kinerja, target dan pencapaiannya.

Landasan Sosiologis

Merdeka Belajar-Kampus Merdeka adalah salah satu kebijakan yang dikeluarkan oleh Menteri Pendidikan dan Kebudayaan. Salah satu program dari kebijakan tersebut adalah Hak Belajar Tiga Semester di Luar Program Studi. Program tersebut dibuat sebagai wujud dasar atau landasan hukum di tingkat pendidikan tinggi untuk meningkatkan mutu pembelajaran dan mutu lulusan. Untuk menciptakan mutu lulusan yang siap berkompetisi di dunia kerja yang penuh dengan tantangan dan perubahan sosial, budaya serta teknologi; maka mahasiswa harus disiapkan untuk menjadi pribadi yang kompeten dan siap beradaptasi sesuai dengan perkembangan dan kebutuhan zaman. Perguruan Tinggi harus mendesain dan melaksanakan proses pembelajaran yang inovatif dan kreatif sehingga mahasiswa mampu menyelesaikan pembelajaran yang mencakup aspek sikap, pengetahuan, dan keterampilan.

Kebijakan Merdeka Belajar-Kampus Merdeka di Universitas Negeri Surabaya bersifat otonom dan fleksibel sehingga dapat tercipta budaya belajar yang tidak mengekang dan lebih sesuai dengan kebutuhan mahasiswa. Hak belajar tiga semester di luar program studi ini berarti

mahasiswa diberikan kebebasan mengambil SKS di luar program studi. Tiga semester tersebut berupa 1 semester kesempatan mengambil mata kuliah di luar program studi dan 2 semester melaksanakan aktivitas pembelajaran di luar perguruan tinggi. Bentuk kegiatan belajar di luar perguruan tinggi adalah dengan melakukan magang atau praktik kerja di industri atau tempat kerja lainnya, melaksanakan melaksanakan proyek pengabdian kepada masyarakat di desa, mengajar di satuan pendidikan, mengikuti pertukaran mahasiswa, melakukan penelitian, melakukan kegiatan kewirausahaan, membuat studi/proyek independen, dan mengikuti program kemanusiaan. Selama proses pelaksanaannya, dosen akan melakukan bimbingan kepada mahasiswa.

Dengan diberlakukannya Merdeka Belajar-Kampus Merdeka di Universitas Negeri Surabaya diharapkan mampu memberikan pengalaman mahasiswa untuk menjadi lulusan yang siap kerja atau menciptakan lapangan kerja baru. Untuk dapat mengimplementasikan ide-ide Merdeka Belajar-Kampus Merdeka ke dalam Kurikulum Unesa 2020, maka diperlukan Pedoman Pengembangan dan Implementasi Kurikulum Merdeka Belajar-Kampus Merdeka Unesa 2020 yang selanjutnya disebut Kurikulum MBKM Unesa 2020.

Landasan Historis

Unesa sejak 2014 secara bertahap telah mengembangkan dan mengimplementasikan Kurikulum Prodi berbasis KKNi dan SNPT. Berdasarkan perkembangan literasi digital, tanggap bencana, anti radikalisme, serta pentingnya pendidikan jasmani dan kebugaran bagi calon lulusan di Unesa, berdasarkan SK Rektor Unesa Nomor 896/UN38/HK/KR/2019, Prodi melakukan revisi kurikulum. Mengingat kurikulum Prodi di Unesa telah diberlakukan lima sampai enam tahun, sudah saatnya dilakukan evaluasi kurikulum dan pengembangan kurikulum baru. Pengembangan kurikulum baru Unesa juga disebabkan dinamika pemikiran untuk melayani mahasiswa sesuai minatnya pada berbagai konteks lingkungan belajar, yang diinisiasi Kemdikbud (2020) dalam bentuk Merdeka Belajar-Kampus Merdeka.

Landasan Hukum

1. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
2. Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 tentang Pendidikan Tinggi.
3. Undang-Undang Nomor 6 Tahun 2014, tentang Desa
4. Peraturan Pemerintah Republik Indonesia Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi.
5. Peraturan Pemerintah Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia.
6. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi.
7. Peraturan Menteri Desa, Pembangunan Daerah Tertinggal, dan Transmigrasi Nomor 11 Tahun 2019, tentang Prioritas Pembangunan Dana Desa Tahun 2020.
8. Peraturan Menteri Desa, Pembangunan Daerah Tertinggal, dan Transmigrasi Nomor 16 Tahun 2019, tentang Musyawarah Desa.
9. Peraturan Menteri Desa, Pembangunan Daerah Tertinggal, dan Transmigrasi Nomor 17 Tahun 2019, tentang Pedoman Umum Pembangunan dan Pemberdayaan Masyarakat Desa.
10. Peraturan Menteri Desa, Pembangunan Daerah Tertinggal, dan Transmigrasi Nomor 18 Tahun 2019, tentang Pedoman Umum Pendampingan Masyarakat Desa.
11. SK Rektor Unesa Nomor 896/UN38/HK/KR/2019 tentang Penetapan Buku Pedoman Penambahan Muatan dan Matakuliah Pengembangan Kepribadian Institusional pada Kurikulum Universitas Negeri Surabaya
12. Peraturan Rektor Universitas Negeri Surabaya Nomor 10 Tahun 2019 Tentang pemberian Penghargaan Akademis Kepada Mahasiswa Berprestasi Universitas Negeri Surabaya.

C. VISI, MISI, TUJUAN

1. Visi Keilmuan

Menjadi Penyelenggara Pendidikan Bahasa Inggris berbasis English for Specific Purposes (ESP) dan menghasilkan course designer yang unggul dan berwawasan global.

2. Misi

1. Menyelenggarakan pendidikan untuk menghasilkan calon pendidik Bahasa Inggris yang profesional, berjiwa mandiri, adaptif, kreatif, inovatif terhadap perubahan zaman yang bersumber pada kearifan lokal.
2. Melaksanakan penelitian untuk mengembangkan dan meningkatkan kualitas pembelajaran.
3. Melaksanakan pengabdian kepada masyarakat di bidang pembelajaran Bahasa Inggris.
4. Melaksanakan pengelolaan program studi yang transparan, kredibel dan akuntabel.
5. Menjalin kerjasama dan meningkatkan tanggung jawab sosial kepada masyarakat.

3. Tujuan

1. Menghasilkan calon pendidik Bahasa Inggris yang profesional, berjiwa mandiri, adaptif, kreatif, inovatif terhadap perubahan zaman yang bersumber pada kearifan lokal.
2. Terlaksananya penelitian bidang Pendidikan Bahasa Inggris yang relevan dengan perkembangan pembelajaran Bahasa Inggris yang mutakhir dan aplikatif.
3. Terlaksananya pengabdian kepada masyarakat di bidang Pendidikan Bahasa Inggris yang mutakhir dan aplikatif sebagai wujud tanggung jawab sosial kepada masyarakat.
4. Terlaksananya pengelolaan program studi yang transparan, kredibel dan akuntabel
5. Terjalinnnya kerjasama dengan lembaga pendidikan dan lembaga-lembaga terkait baik dalam negeri maupun luar negeri secara berkelanjutan.

4. Strategi Pencapaian Tujuan

Tujuan	Strategi pencapaian			
	2020	2021	2022	2023
1. Menghasilkan calon pendidik Bahasa Inggris yang profesional, berjiwa mandiri, adaptif, kreatif, inovatif terhadap perubahan zaman yang bersumber pada kearifan lokal.	Menambah jumlah dosen studi berpendidikan S3 sebanyak 5 orang	Menambah jumlah dosen studi berpendidikan S3 sebanyak 10 orang	Menambah jumlah dosen studi berpendidikan S3 sebanyak 15 orang	Menambah jumlah dosen studi berpendidikan S3 sebanyak 20 orang
2. Terlaksananya penelitian bidang Pendidikan Bahasa Inggris yang relevan dengan perkembangan pembelajaran Bahasa Inggris yang mutakhir dan aplikatif.	Menambah pendanaan penelitian dosen menjadi 7.5 juta per orang	Menambah pendanaan penelitian dosen menjadi 10 juta per orang	Menambah pendanaan penelitian dosen menjadi 12.5 juta per orang	Menambah pendanaan penelitian dosen menjadi 15 juta per orang
3. Terlaksananya pengabdian kepada masyarakat di bidang Pendidikan Bahasa Inggris yang	Menambah pendanaan pengabdian dosen menjadi 5 juta per orang	Menambah pendanaan pengabdian dosen menjadi 7.5 juta per orang	Menambah pendanaan pengabdian dosen menjadi 10 juta per orang	Menambah pendanaan pengabdian dosen menjadi 12.5 juta per orang

mutakhir dan aplikatif sebagai wujud tanggung jawab sosial kepada masyarakat.				
4. Terlaksananya pengelolaan program studi yang transparan, kredibel dan akuntabel	Menambah system online pengelolaan program studi untuk perkuliahan, keuangan, saran dan prasarana dan kepegawaian menjadi 30 %	Menambah system online pengelolaan program studi untuk perkuliahan, keuangan, saran dan prasarana dan kepegawaian menjadi 50 %	Menambah system online pengelolaan program studi untuk perkuliahan, keuangan, saran dan prasarana dan kepegawaian menjadi 70 %	Menambah system online pengelolaan program studi untuk perkuliahan, keuangan, saran dan prasarana dan kepegawaian menjadi 90 %
5. Terjalinnnya kerjasama dengan lembaga pendidikan dan lembaga-lembaga terkait baik dalam negeri maupun luar negeri secara berkelanjutan.	Menambah kerjasama dengan institusi pendidikan dalam /luar negeri 5 dan lembaga non pendidikan 2 lembaga	Menambah kerjasama dengan institusi pendidikan dalam /luar negeri 8 dan lembaga non pendidikan 4 lembaga	Menambah kerjasama dengan institusi pendidikan dalam /luar negeri 12 dan lembaga non pendidikan 6 lembaga	Menambah kerjasama dengan institusi pendidikan dalam /luar negeri 15 dan lembaga non pendidikan 8 lembaga

D. TUJUAN PROGRAM STUDI

Menghasilkan calon pendidik profesional dan desainer program di bidang ELT yang mampu berkembang dan belajar sepanjang hayat, beretika, adaptif, kreatif, dan inovatif.

E. PROFIL LULUSAN PROGRAM STUDI

a. Profil Utama

Calon pendidik profesional di bidang ELT yang mampu menggunakan kompetensi dan penguasaan keilmuan pembelajaran bahasa untuk merencanakan, melaksanakan dan mengevaluasi kegiatan pembelajaran bahasa Inggris secara efektif dan komprehensif dan memiliki kemampuan belajar sepanjang hayat, beretika, adaptif, kreatif, inovatif serta bertanggung jawab dalam melaksanakan profesinya.

b. Profil Tambahan

Desainer program di bidang ELT yang mampu menggunakan kompetensi dan penguasaan keilmuan pembelajaran bahasa untuk menciptakan program pembelajaran bahasa Inggris yang memiliki kemampuan berkembang dan belajar sepanjang hayat, beretika, adaptif, kreatif, inovatif serta bertanggung jawab dalam melaksanakan profesinya.

Catatan:

Kemampuan yang diharapkan dari lulusan (*expected learning outcome*) dan profil lulusan ini dicapai setelah sekitar 4-5 tahun lulus, bukan saat lulus.

F. CAPAIAN PEMBELAJARAN LULUSAN PROGRAM STUDI

PENGETAHUAN	
PLO 1	Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR.
PLO 2	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.
KETERAMPILAN KHUSUS	
PLO 3	Menerapkan konsep linguistik terapan dalam pembelajaran Bahasa Inggris.
PLO 4	Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.
PLO 5	Melakukan penelitian dan pengkajian pembelajaran Bahasa Inggris.
PLO 6	Menciptakan produk terkait dengan pembelajaran bahasa Inggris.
KETERAMPILAN UMUM	
PLO 7	Menerapkan pemikiran kritis dan keterampilan analitis untuk memecahkan masalah pembelajaran bahasa Inggris
PLO 8	Menunjukkan keterampilan presentasi tertulis, visual dan lisan untuk mengkomunikasikan pengetahuan yang berhubungan dengan bahasa Inggris
PLO 9	Berpartisipasi dalam pembelajaran seumur hidup, kegiatan pengembangan karir dan mengikuti perkembangan teknologi
PLO 10	Menunjukkan keterampilan memimpin, berkolaborasi dan beradaptasi.
SIKAP	
PLO 11	Menunjukkan kesadaran tentang nilai, etika, norma dan tanggung jawab yang terkait dengan perilaku akademis.
PLO 12	Mewujudkan karakter “Beriman, Cerdas, Mandiri, Jujur, Peduli dan Tangguh” serta disiplin.

Keterangan :

1. P = Pengetahuan
2. KK = Keterampilan Khusus
3. KU = Keterampilan Umum
4. S = Sikap

G. RUMUSAN BAHAN KAJIAN

BAHAN KAJIAN	MATA KULIAH PENDUKUNG
1. Kajian keterampilan berbahasa Inggris	<ul style="list-style-type: none"> • Essential Speaking Skills • Essential Reading Skills • Essential Writing Skills • Listening for General Communication • Public Speaking • Active Reading • Expository and Analytical Writing • Critical Listening • Academic Speaking • Critical Reading • Argumentative Writing
2. Kajian konten bahasa Inggris	<ul style="list-style-type: none"> • Pronunciation Practice

BAHAN KAJIAN	MATA KULIAH PENDUKUNG
	<ul style="list-style-type: none"> • Introduction to linguistics • Intro to SFL • Essential English Grammar • Functional Grammar • ESP Vocabulary Building
3. Kajian kurikulum dan silabus	<ul style="list-style-type: none"> • School curriculum • Syllabus design • ESP Program Design • ESP Course Management
4. Kajian pengembangan bahan dan media ajar	<ul style="list-style-type: none"> • Educational technology in ELT • Developing EFL materials • ESP Material development • Digital Literacy • Games, songs and story telling • LMS for ELT
5. Kajian metode pengajaran bahasa Inggris	<ul style="list-style-type: none"> • TEYL • Learning theories • ESP Teaching Method • ELT Method • Microteaching • PLP
6. Kajian penilaian dan evaluasi pembelajaran bahasa Inggris	<ul style="list-style-type: none"> • ELT assessment • ESP Assessment
7. Kajian pedagogy bahasa Inggris	<ul style="list-style-type: none"> • Principles of education • Classroom Language • Current issues and Policies in Edu • SLA
8. Kajian metode penelitian pembelajaran bahasa Inggris.	<ul style="list-style-type: none"> • ERM • QQA • Thesis • TPW • Reading for Research
9. Kajian sosial dan budaya	<ul style="list-style-type: none"> • Religion • Pancasila • Bahasa Indonesia • Pendidikan jasmani dan kebugaran • Civics • Intercultural communication • KKN • Intro to lit

1. Calon pendidik profesional di bidang ELT memerlukan:

BAHAN KAJIAN	MATA KULIAH PENDUKUNG PEO CALON PENDIDIK PROFESIONAL DI BIDANG ELT
1. Kajian keterampilan berbahasa Inggris	<ul style="list-style-type: none"> • Essential Speaking Skills • Essential Reading Skills • Essential Writing Skills • Listening for General Communication

BAHAN KAJIAN	MATA KULIAH PENDUKUNG PEO CALON PENDIDIK PROFESIONAL DI BIDANG ELT
	<ul style="list-style-type: none"> ● Public Speaking ● Active Reading ● Expository and Analytical Writing ● Critical Listening ● Academic Speaking ● Critical Reading ● Argumentative Writing
2. Kajian konten bahasa Inggris	<ul style="list-style-type: none"> ● Pronunciation Practice ● Introduction to linguistics ● Intro to SFL ● Essential English Grammar ● Functional Grammar
3. Kajian kurikulum dan silabus	<ul style="list-style-type: none"> ● School curriculum ● Syllabus design
4. Kajian pengembangan bahan dan media ajar	<ul style="list-style-type: none"> ● Educational technology in ELT ● Developing EFL materials ● Digital Literacy ● Games, songs and story telling ● LMS for ELT
5. Kajian metode pengajaran bahasa Inggris	<ul style="list-style-type: none"> ● TEYL ● Learning theories ● ELT Method ● Microteaching ● PLP
6. Kajian penilaian dan evaluasi pembelajaran bahasa Inggris	<ul style="list-style-type: none"> ● ELT assessment
7. Kajian pedagogy bahasa Inggris	<ul style="list-style-type: none"> ● Principles of education ● Classroom Language ● Current issues and Policies in Edu ● SLA
8. Kajian metode penelitian pembelajaran bahasa Inggris.	<ul style="list-style-type: none"> ● ERM ● QQA ● Reading for Research
9. Kajian sosial dan budaya	<ul style="list-style-type: none"> ● Intercultural communication ● Intro to lit

2. Desainer program di bidang ELT memerlukan:

BAHAN KAJIAN	MATA KULIAH PENDUKUNG PEO DESAINER PROGRAM DI BIDANG ELT
1. Kajian keterampilan berbahasa Inggris	<ul style="list-style-type: none"> ● Essential Speaking Skills ● Essential Reading Skills ● Essential Writing Skills ● Listening for General Communication ● Public Speaking ● Active Reading ● Expository and Analytical Writing ● Critical Listening ● Academic Speaking ● Critical Reading

BAHAN KAJIAN	MATA KULIAH PENDUKUNG PEO DESAINER PROGRAM DI BIDANG ELT
	<ul style="list-style-type: none"> Argumentative Writing
2. Kajian konten bahasa Inggris	<ul style="list-style-type: none"> Pronunciation Practice Introduction to linguistics Intro to SFL Essential English Grammar Functional Grammar ESP Vocabulary Building
3. Kajian kurikulum dan silabus	<ul style="list-style-type: none"> School curriculum Syllabus design ESP Program Design ESP Course Management
4. Kajian pengembangan bahan dan media ajar	<ul style="list-style-type: none"> Educational technology in ELT Developing EFL materials ESP Material development Games, songs and story telling LMS for ELT
5. Kajian metode pengajaran bahasa Inggris	<ul style="list-style-type: none"> TEYL Learning theories ESP Teaching Method ELT Method
6. Kajian penilaian dan evaluasi pembelajaran bahasa Inggris	<ul style="list-style-type: none"> ESP Assessment
7. Kajian pedagogy bahasa Inggris	<ul style="list-style-type: none"> Current issues and Policies in Edu SLA

H. STRUKTUR KURIKULUM

No	Kode MK	Nama Matakuliah	Nama Matakuliah (in English)	Kegiatan		Status		Sem ke	Prasyarat
				K	P	W	Pil		
I MK Pengembangan Kepribadian Nasional									
1		Pendidikan Pancasila	<i>Pancasila</i>	2		√		1	
2		Bahasa Indonesia	<i>Bahasa Indonesia</i>	2		√		1	
3		Pendidikan Agama	<i>Religion</i>	2		√		2	
4		Pendidikan Kewarganegaraan	<i>Civics</i>	2		√		2	
II MK Pengembangan Kepribadian Instiusional									
5		Literasi Digital	<i>Digital Literacy</i>	2		√		2*	
6		Pendidikan Jasmani dan Kebugaran	<i>Physical and Fitness Education</i>	2		√		2*	
III MK Keahlian dan Keilmuan									
7		Essential Writing Skills	Essential Writing Skills	2		√		1	
8		Essential Reading Skills	Essential Reading Skills	2		√		1	

No	Kode MK	Nama Matakuliah	Nama Matakuliah (in English)	Kegiatan		Status		Sem ke	Prasyarat
				K	P	W	Pil		
9		Listening for General Communication	Listening for General Communication	2		√		1	
10		Essential Speaking Skills	Essential Speaking Skills	2		√		1	
11		Essential English Grammar	Essential English Grammar	2		√		1	
12		Pronunciation Practice	Pronunciation Practice	2		√		1	
13		Introduction to literature	Introduction to literature	2		√		1	
14		Expository and Analytical Writing	Expository and Analytical Writing	3		√		2	
15		Active Reading	Active Reading	2		√		2	
16		Critical Listening	Critical Listening	2		√		2	
17		Public Speaking	Public Speaking	2		√		2	
18		Functional Grammar	Functional Grammar	2		√		2	
19		Introduction to Linguistics	Introduction to Linguistics	2		√		2	
20		ELT Methods	ELT Methods	4		√		2	
21		Argumentative Writing	Argumentative Writing	2		√		3	
22		Critical Reading	Critical Reading	2		√		3	
23		Academic Speaking	Academic Speaking	2		√		3	
24		Current Issues and Policies in Education	Current Issues and Policies in Education	2		√		3	
25		Introduction to SFL	Introduction to SFL	2		√		3	
26		Thesis Proposal Writing	Thesis Proposal Writing	2		√		4	
27		Reading for Research	Reading for Research	2		√		4	
28		Educational Technology in ELT	Educational Technology in ELT	2		√		4	
29		TEYL	TEYL	2		√		4	
30		Classroom Language	Classroom Language	2		√		4	
31		Second Language Acquisition	Second Language Acquisition	2		√		4	
32		ESP Program Design	ESP Program Design	3			√	5	
33		ESP Material development	ESP Material development	3			√	5	
34		ESP Assessment	ESP Assessment	2			√	5	
35		ESP Vocabulary Building	ESP Vocabulary Building	2			√	5	
36		ESP Course Management	ESP Course Management	3			√	5	
37		Games, songs and story telling	Games, songs and story telling	3			√	5	
38		LMS for ELT	LMS for ELT	2			√	5	

No	Kode MK	Nama Matakuliah	Nama Matakuliah (in English)	Kegiatan		Status		Sem ke	Prasyarat
				K	P	W	Pil		
39		Intercultural Communication	Intercultural Communication	2			√	5	
IV MK Dasar Keahlian									
40		Educational Research Methodology	Educational Research Methodology	3			√	3	
41		Qualitative & Quantitative Analyses	Qualitative & Quantitative Analyses	2			√	3	
42		Principles of Education	Principles of Education	2			√	1	
43		Learning theories	Learning theories	2			√	2	
44		School curriculum	School curriculum	2			√	3	
45		Syllabus design	Syllabus design	2			√	3	
46		Developing EFL Materials	Developing EFL Materials	2			√	4	
47		ELT Assessment	ELT Assessment	2			√	4	
48		Microteaching	Microteaching	2			√	4	
V MK Keahlian Berkarya									
49		Pengalaman Lapangan Persekolahan	<i>School Based Experience</i>	18			√	6	
50		Skripsi	<i>Thesis</i>	6			√	8	
VI MK Berkehidupan Bermasyarakat									
51		KKN	<i>Community Service</i>	18				7	

Keterangan:

- K : Jumlah SKS perkuliahan (sks total MK)
- Pr : Jumlah SKS Praktek (termasuk kegiatan belajar di lapangan)
- W : Matakuliah Wajib
- P : Matakuliah Pilihan

I. PENGATURAN MENGENAI BEBAN BELAJAR DAN KELULUSAN

Nilai Mata Kuliah Prasyarat Minimal	: D (maksimal 2 mata kuliah)
Jumlah SKS Mata Kuliah Wajib	:126 SKS
Jumlah SKS Mata Kuliah Pilihan yang tersedia	:20 SKS
Mahasiswa dinyatakan lulus apabila telah menempuh minimal 146 SKS dengan komposisi:	
Jumlah SKS Mata Kuliah Wajib	:126 SKS
Jumlah SKS Mata Kuliah Pilihan Minimal	:20 SKS

PAKET MATA KULIAH PILIHAN PRODI	
ESP Program Design	3
ESP Material development	3
ESP Assessment	2
ESP Vocabulary Building	2
ESP Course Management	3
Games, songs and story telling	3

LMS for ELT	2
Intercultural Communication	2
TOTAL SKS	20

J. IDENTITAS MATAKULIAH

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
1		Pendidikan Pancasila			
2		Bahasa Indonesia			
3		Pendidikan Agama			
4		Pendidikan Kewarganegaraan			
5		Literasi Digital			
6		Pendidikan Jasmani dan Kebugaran			
7		Essential Writing Skills	<p>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, 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</p>	<p>Students are able to;</p> <ol style="list-style-type: none"> 1. internalize values, norms, and ethics which encompass academic integrity into their descriptive and narrative paragraphs (PLO 10, PLO 11, PLO 12) 2. practice logical, systematic and critical thinking skills in addition to being innovative to write descriptive and narrative paragraphs that meet the criteria of said paragraphs (PLO 7 & PLO 8) 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) 	<ol style="list-style-type: none"> 1. Juzwiak, C. (2012). <i>Stepping Stones: a Guided Approach to Writing Sentences and Paragraphs</i> (2nd ed.). Boston: Bedford/St. Martin's. 2. Langan, J. (2010). <i>Exploring Writing: Sentences and Paragraphs</i>. 3. Oshima, A., & Hogue, A. (2007). <i>Introduction to Academic Writing Level 3</i> (3rd ed.). Pearson Education, Inc. 4. Savage, A., & Shafiei, M. (2007). <i>Effective Academic Writing 1: The Paragraph</i>. New York: Oxford University Press. 5. Zemach, D. E., & Islam, C. (2005). <i>Paragraph Writing: from Sentence to Paragraph</i>. Oxford: Macmillan Publishers Limited.

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
			writing assignments outside the class-hours.	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 & PLO 6)	
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 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.	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 pre-intermediate level (PLO 10, PLO 11, PLO 12). 2. Apply logical, critical, systematic, and innovative thinking to respond to current pre-intermediate level reading passages (PLO 7). 3. Locate information, use context clues to supply meaning of 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). 4. Make use of learning sources and IT to use search engines effectively, use interactive lab-based software, use an e-learning platform and	1. Beatrice, S. M. & Linda, J. (1996). More Reading Power. London: Longman. 2. Zwier, L. J. (2009). Inside Reading 2: The Academic Word List In Context. Oxford: Oxford UP. 3. https://www.victoria.ac.nz/lals/resources/academicwordlist . Accessed on January 2019.

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
				write a guided summary of 8-10 sentences that paraphrases the passages' main ideas and major details (PLO 3).	
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 summarizing. By the end of this course, the students will be able to understand listening materials which are probably be found in daily context.	Students are able to; 1. Comprehending and responding to simple and short oral text independently (PLO 8, 12). 2. Distinguishing literal and implied meaning in simple and short oral texts. (PLO 1, 3). 3. Applying listening strategies to facilitate comprehension on simple and short oral texts (PLO 3) 4. Presenting simple and short oral texts comprehension in group or class discussion using offline and online platforms (PLO 9, 11).	1. Real Listening and Speaking 3 and 4 2. Just Listening and Speaking (intermediate) 3. Headway pre-intermediate 4. TOEFL part A & B 5. Other related sources
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	Students are able to; 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)	1. Gammidge, Mick. 2004. Speaking Extra. Cambridge University Press. 2. Learning Express. 2005. Reasoning Skills Success in 20 Minutes A Day. Learning Express, LLC. New York. 3. Daley, Patrick & Dahlie, Michael S. 2001. 50 Debate Prompts for Kids. USA:Scholastic. Inc. 4. Gibson, Jamie. Elementary Problem Solving Manual. 2014.

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
			preciseness of pronunciation, stress, intonation and fluency.	<ol style="list-style-type: none"> 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) 3. Engaging in intellectual communications and discussions actively of diverse views and contexts in daily bases (PLO 8, PLO 9) 4. Employ proper and correct transactional and interpersonal languages to show ideas in various themes and contexts to communicate fluently (PLO1) 	
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.	<p>Students are able to;</p> <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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.

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
				to rewrite better compositions. (PLO-3)	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). 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).	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. 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,	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)	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

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
			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.	<ol style="list-style-type: none"> 3. demonstrate understandable literary analysis.in written and spoken English (PLO 1, 8) 4. use technology to improve students' insight into literature. (PLO 9) 	
14		Expository and Analytical Writing	The course provides students with fundamental knowledge of essay writing that incorporates basics of critical 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>Students are being able to:</p> <ol style="list-style-type: none"> 1. internalize values, norms, and ethics which encompass academic 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, & PLO 12) 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 & PLO 8) 3. write properly structured and organized sentences (thesis 	<ol style="list-style-type: none"> 1. Bailey, S. (2015). Academic Writing A Handbook for International Students. 2. Kirsznner, L. G., & Mandell, S. R. (2009). Writing First: Practice in Context with Readings (Fourth Edi). Boston: Bedford/St. Martin's. 3. Oshima, A., & Hogue, A. (2007). Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc. 4. Zemach, D. E., & Ghulldu, L. A. (2011). Writing Essays: from Paragraph to Essay. London: Macmillan Publishers Limited.

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				<p>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>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)</p>	
15		Active Reading	<p>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</p>	<p>Students are able to;</p> <ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 1. http://www2.open.ac.uk/students/skillsforstudy/active-reading.php. 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.

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			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.	<ol style="list-style-type: none"> 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 and cultural terms related to the topic discussed (PLO 1) 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). 	<ol style="list-style-type: none"> 5. https://www.victoria.ac.nz/lals/resources/academicwordlist. Accessed on January 2019.
16		Critical Listening	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 & 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	<p>Students are able to;</p> <ol style="list-style-type: none"> 1. Comprehend and respond to long oral text independently (PLO 8, 12). 2. Distinguish literal and implied meaning in long oral texts. (PLO 1, 3). 3. Apply listening strategies to facilitate comprehension on long oral texts (PLO 3) 4. Present comprehension of long oral texts in group or class discussion using offline and online platforms (PLO 9, 11). 	<ol style="list-style-type: none"> 1. Barral, Irene and Rogers, John. 2011. Lifestyle: English for work, socializing, and travel. Upper-Intermediate. Pearson Longman 2. Soars, John and Liz. 2014. New Headway upper intermediate. Oxford University Press 3. Open Forum 4. Authentic Materials 6. Reader's Digest Audio book

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			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 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"> 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) 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) 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) 	<ol style="list-style-type: none"> 1. Cummings, Martha Graves. 1992. Listen, Speak, Present; A Step By Step Presenter's Workbook. USA: Thomson & Heinle. 2. Sprague, J., Stuart, D., & Bodary, D. 2010. The speaker's handbook (10th ed). Belmont, CA: Thomson/Wadsworth. 3. Steven A. Beebe, Susan J. Beebe. 2012. Public Speaking : An Audience-Centered Approach, 8th Ed. Pearson Education, Inc. 4. Alberts, Jess K., Nakayama, Thomas K. & Martin, Judith N. 2010. Communication in Society. Pearson Education, Inc.

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				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)	
18		Functional Grammar	This course focuses on further practices of the forms, meanings and usage of 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.	Students are able to: 1. show responsibility by participating in class discussion and submitting assignment on time by making use of learning sources and IT (PLO 9, 11) 2. apply appropriate grammar writing in various context. (PLO 1, 8) 3. create well-formed sentences using the concepts of sentences' syntax and to enrich their knowledge of grammar (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 1)	1. Azar, Betty Schramfer. 2002. Understanding and Using English Grammar. White Plains, NY:Pearson Education 2. Eastwood, John.2002. Oxford Practice Grammar. Oxford:Oxford University Press. 3. Hewings, Martin. 2013. Advanced English Grammar in Use:third edition.Cambridge: Cambridge University Press. 4. Steer, Jecelyn. 1998. Advanced English Grammar. Boston: Heinle&Heinle
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	Students are able to: 1. Be responsible and having strong commitment in developing students' characters to master spoken and written English skills (PLO 11, 12)	1. Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language. (9th ed.). Australia: Wadsworth, Cengage Learning. 2. Yule, G. 2010. The Study of Language. (4th ed.). Cambridge: Cambridge University Press.

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			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.	<ol style="list-style-type: none"> 2. Have critical, innovative, systematic thought, and self evaluation in mastering language skills and using them in a real context (PLO 1, 7) 3. Be able to demonstrate understandable and accepted spoken and written English skills contextually (PLO 1, 8) 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.	<p>Students are able to:</p> <ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 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).

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
					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 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,	Students are able to: 1. internalize values, norms, and ethics which encompass academic integrity, respect towards diversity and originality in ideas into individual and collaborated works and performance of the course. (PLO 10, PLO 11, & PLO 12) 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, & PLO 9) 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) 4. produce argumentative essays that communicate the intended purposes by incorporating the process of writing, the use of supporting ICT and principles of	1. Coe, Norman et al. (1986). Writing Skills. London: Cambridge University Press. 2. Kiszner, Laurie G. Dan Stephen R. Mandell. (1983). Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's. 3. Oshima, Alice and Hogue, Ann. (1999). Writing Academic English. New York: Longman. 4. Bailey, S. (2011). Academic writing: A handbook for international students (Third ed.). Oxon: Routledge.

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				unity and coherence in effective, creative and learner – centred learning activities. (PLO 3 & PLO 6)	
22		Critical Reading	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, 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.	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 upper-intermediate level (PLO 10, PLO 11, PLO 12). 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) 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	1. Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan. 2. Fairbairn, G. J., & Fairbairn, S. A. 2001. Reading at university: A guide for students. Buckingham: Open University Press. 3. Online Newspaper articles: in The Guardian, The New York Times. 4. Papers and proceedings from reputable sources.

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				<p>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 write a key points summary independently (KK1, KK2).</p>	
23		Academic Speaking	<p>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.</p>	<p>Students are able to;</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>4. Be responsible for applying the rules and techniques in delivering professional and articulate presentations for academic and professional forums where English</p>	<p>1. Taylor, H.M. and A.G. Mears. 1978. The Right Way to Conduct Meetings, Conferences, and Discussions. London: Cox & Wayman, Ltd.</p> <p>2. Dignen, Bob. 1999. English for presentations. York: York Associates</p> <p>3. Osborn, R.P. & Osborn, S. (1994). Public Speaking. Boston: Houghton Mifflin</p>

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				is the medium of communication. (PLO 10, PLO 11, PLO 12)	
24		Current Issues and Policies in Education	This course is designed to explore current issues and policies in education, especially in Indonesia. Information 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.	Students are able to; 1. Be responsible and having strong commitment in developing students' characters to understand trends in education.(PLO 12) 2. Have critical, innovative, systematic thought, and self evaluation in coping with problems in education (PLO 7) 3. demonstrate awareness into implication of policies in education (PLO 2, 11) 4. use technology to improve students' insight into education (PLO 9)	1. Academic Language and Literacy Development (2012). Writing proposal in education. Clayton: Faculty of Education. 2. Kimberley, N., & Crosling, G. (2012). Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University. 3. Podorova, A. 2012. Effective presentation: Strategies and ideas. Winter School 2012. Faculty of education, Monash University. 4. Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's. 5. Thomson Reuters. 2011. Endnote X4 Help. 6. Various research papers of the students' choice. 7. Video containing a session in an academic forum.
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,	Students are able to; 1. Develop responsibility and attitude as members of society in understanding meaning of language from its contexts (PLO 11) 2. understand the functional approach to language, and will have	1. Eggins, Suzanne (1994) An Introduction to Systemic Functional Linguistics. London: Continuum. 2. Downing, Angela and Philip Locke (2002) A University Course in English Grammar. London: Routledge (2nd edition).

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			fundamental concepts in a functional approach to language, such as genre and register; metafunctions (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>learnt the basic constructs in systemic functional linguistics and analyses of texts from different 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>3. Halliday, M.A.K. (1994) Introduction to Functional 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,</p>	<p>1. Academic Language and Literacy Development. (2012). Writing Proposal in Education. Clayton: Faculty of Education.</p> <p>2. Miner, J. T., & Ball-Stahl, K. C. (2005). Models of Proposal Planning & Writing. Westport: Praeger.</p> <p>3. Kimberley, N., & 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</p>

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				<p>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>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>paper. Chicago: University of Chicago Press..</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),	<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</p>	<p>1. Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan.</p> <p>2. Fairbairn, G. J., & Fairbairn, S. A. 2001. Reading at university: A</p>

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			<p>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 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.</p>	<p>upper-intermediate level (S1, S2, S3).</p> <ol style="list-style-type: none"> Utilize library sources and apply logical, critical, systematic, and innovative thinking to respond to current intermediate reading passages (KU1, KU2. KU3) 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). Making use of learning sources and IT to use search engines effectively, use interactive lab-based software, use an e-learning platform and 	<p>guide for students. Buckingham: Open University Press.</p> <ol style="list-style-type: none"> Online Newspaper articles: in The Guardian, The New York Times. Papers and proceedings from reputable sources.

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				write a key points summary independently	
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:

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					<p>Democratic Education in Potentiality. Rotterdam: Sense Publisher.</p> <p>8. Rahimi, M. & Pourshahbaz, S.(2019). English as a Foreign Language Teachers TPACK:Emerging Research and Opportunities. PA: IGI Global.</p> <p>9. Smadilno, Sharon & 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"> 1. Have a profound understanding of the basic concepts and principles of TEYL, and recognizing current issues on TEYL thoroughly (PLO-1, PLO-2) 2. work independently in selecting and applying appropriate teaching techniques and using various media in EYL classes (PLO-2;PLO-11, PLO-12) 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) 4. present the students' designed lesson plans and implemented 	<ol style="list-style-type: none"> 1. Cameron, Lynn. 2001. Teaching Languages to Young Learners. Cambridge: Cambridge University Press. 2. Halliwell, S. 1992. Teaching English in the Primary Classroom. Longman Handbooks for Language Teachers. 3. Scott A.,Wendy and LH, Ytreberg. 1990. Teaching English to Children. New York: Longman Group UK Limited 4. Garten,Sue.& Copland,Fiona. 2019. The Routledge Handbook of Teaching English to Young Learners. New York: Routledge the Taylor and Francis Group 5. Various articles on teaching English to young learners

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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 and evaluate critically how L2 is	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.

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			by classroom discussion, presentation, question and answer, and case studies.	<p>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 concepts in SLA and theoretical</p>	

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				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.	Students are able to: 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 PLO-2 2. design ESP program based on the needs of the target learners PLO-6 3. make use relevant learning sources and IT as media to support the development of ESP programs PLO-9 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 PLO-10, 12	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
33		ESP Material development	This course introduces students to basic principles and practice of developing ESP material. Students will learn to	Students are able to: 1. understand and apply concepts of developing ESP learning materials	1. Basturkmen, Helen. 2010. Developing Courses in English for

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			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.	<p>to meet the target learners' needs in learning English in ESP context</p> <p>PLO-2</p> <ol style="list-style-type: none"> select and develop ESP learning materials based on the needs and the targets of the learners PLO-6 make use relevant learning sources and IT as media to support the development of ESP learning material PLO-9 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 PLO-10, 12 	<p>Specific Purposes. Palgrave Macmillan</p> <ol style="list-style-type: none"> Hutchinson, Tom & Waters, Alan. 1990. English for Specific Purposes: A Learning-Centered Approach. Cambridge University Press: New York. 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. At the end of the course, the learners are expected to write indicators of assessing ESP learners' language skills	<p>Students are able:</p> <ol style="list-style-type: none"> 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 to: <ol style="list-style-type: none"> elaborate the interlink between teaching, assessment, and testing describe the types and principles of language assessment compare and contrast various process-oriented assessments 	<ol style="list-style-type: none"> Airasian, P. W., & Russell, M. K. 2012. Classroom assessment: Concepts and applications. New York: McGraw-Hill. Brown, H. Douglas. 2004. Language Assessment Principles and Classroom Practices. New York: Pearson education Inc. Harris, Michael & McCann, Paul. (1994). Assessment: Handbooks for English classroom. New York: MacMillan O'Malley, Michael J. & Pierce, Lorreine Valdes. 1996. Authentic Assessment for English Learners. White Plain, NY: Addison-Wesley.

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			and develop assessment units based on the indicators.	d) develop various process-oriented assessment instruments e) describe and develop various kinds of listening, speaking, reading and writing assessments in line with the national curriculum f) evaluate the test item quality PLO-2, 4, 5, 6, 8 3. to make use of various digital sources and IT in understanding concepts of assessment and developing assessment instruments PLO-9 4. to demonstrate integrity, fairness, commitment, and persistence in the instructional process PLO-12	
35		ESP Vocabulary Building	<p>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 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.</p>	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. understand the meanings of particular terms used in various occupational and professional contexts PLO-2 2. use, translate, and/or interpret particular terms used in various occupational and professional 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 	<ol style="list-style-type: none"> 1. Allison, J. and Emerson, P. 2000. The Business-Intermediate. Macmillan 2. Brieger, N. and Pohl, A. 2000. Technical English vocabulary and grammar. Summertown publishing. 3. Freitag-Lawrence, A. 2003. English for work – Business presentation. Longman 4. Frendo, E. 2002. English for construction. Pearson 5. Jack, G. and Phipps, A. 2005. Tourism and intercultural exchange

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				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	
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 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	Students are able to: 1. understand the basic concepts, techniques, and procedures of English language teaching through games, songs, and story telling. PLO-2	1. Hadfield, Jill. 1998 Elementary Vocabulary Games. Essex: Addison Wesley Longman, Ltd 2. Hadfield, Jill. 1990. Intermediate Communication Games. Essex: Addison Wesley Longman, Ltd

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			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.	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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, 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,	<p>Students are able to:</p> <ol style="list-style-type: none"> 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 2. apply the techniques and procedures of LMS for effective and efficient English language teaching and learning PLO-4, 9 3. identify, analyze, and evaluate current issues in the use of LMS for effective and efficient English language teaching and learning PLO-5, 9 	

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
			question-answer, and student presentation.	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	
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"> 1. Agger, B. 1999. Cultural studies as critical Theory . London. Palmer Press. 2. Barth, Fredrik. 1069. Ethnic Groups and Boundaries: The Social Organisation of Culture Difference. Bergen, London. Universities Forlaget//Allen& Unwin 3. Levine, DR. and Aldeman, MB. 1981. Beyond Language. New Jersey: Prentice Hall 4. Shullman, M. 1998. Cultures in Contrast . Michigan: The University of Michigan Press. 5. Peace Corps. 2012. Culture Matters: The Peace Corps Cross 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	<p>Students are able to:</p> <ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 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.

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
			<p>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.</p>	<ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 3. Burns, A. (2010). <i>Doing Action Research in English Language Teaching: A Guide for Practitioners</i> . New York: Routledge. 4. <i>Classroom Action Research: The Teacher as Researcher</i>. (1989). <i>Journal of Reading</i>, 33 (3), 216-218. 5. Cohen, L., Manion, L., & Morrison, K. (2005). <i>Research Methods in Education</i> London: Routledge/Falmer. 6. Costello, P. J. M. (2003). <i>Action Research</i> . London: Continuum. 7. Cresswell, J. W. (2007). <i>Qualitative Inquiry and Research Design: Choosing Among Five Traditions</i> . Thousand Oaks: Sage. 8. Crotty, M. (1998). <i>The Foundations of Social Research: Meaning and Perspective in the Research Process</i> . Crows Nest: Allen & Unwin. 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.), <i>The Sage Handbook of Qualitative Research</i> . Thousand Oaks: Sage Publications. 10. Gall, M. D., Gall, J. P., & Borg, W. R. (2003). <i>Educational Research: An Introduction</i>. Boston: Pearson Education, Inc.

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
					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: <ol style="list-style-type: none"> 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 quantitative data analysis (dari PLO 9) 	<ol style="list-style-type: none"> 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.
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: <ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 1. Santrock, J. W. 2008. Educational Psychology. Third Edition. Boston:McGraw-Hill. 2. Saiful Sagala. 2010. Konsep dan Makna Pembelajaran. Bandung: Alfabeta 3. Slavin, R.E. 2011. Psikologi Pendidikan: Teori dan Praktik. Edisi Kesembilan Jilid 1. Jakarta: PT Indeks.

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
				<ol style="list-style-type: none"> 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 Iman, cerdas, mandiri, jujur, peduli dan tangguh (Idaman Jelita) character when implementing various theories learned when teaching (PLO-11, 12). 	<ol style="list-style-type: none"> 4. Slavin, R.E. 2011. Psikologi Pendidikan: Teori dan Praktik. Edisi Kesembilan Jilid 2. Jakarta: PT Indeks. 5. Widodo, S & Utami, D. 2019. Belajar & Pembelajaran. 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 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>Students are able to:</p> <ol style="list-style-type: none"> 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 competency (core competence and basic competence), kinds of syllabus, the indicators of receptive and productive skills, and kinds of texts (PLO 7, 8). 3. Analyze kinds of curriculum, the development of curriculum, the history of curriculum in Indonesia and the government policy of 	<ol style="list-style-type: none"> 1. Jack 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 Indonesia Curriculum. Malang. Malang University Press 5. https://www.literacyideas.com/different-text-types. Accessed on September 2020

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
				<p>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>	
44		School curriculum	<p>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>	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. be a citizen who is proud and loves the country, has responsibility towards the nation, and internalize academic values, norms, and ethics 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 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 	<ol style="list-style-type: none"> 1. Jack C. Richard. (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press. 2. Depdiknas. 2004. Kurikulum 2004. Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas. 3. Depdiknas. 2013. Kurikulum 2013. 4. Kurikulum 2013. Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS. Jakarta: Depdiknas.

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
				produce the concrete and abstract products related to language (PLO-37 (KK-5) and PLO-38 (KK-6)).	
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:	<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. Dubin, F. & Olshtain, E. 1986. Course Design: Developing Program and Materials for Language Learning. Cambridge: CUP 3. Feez, S. & Joyce, H. 1998. Text-based Syllabus Design. Sydney: AMES 4. Nation, I.S.P and Macalister, John. 2010. Language Curriculum Design. N.Y: Routledge 5. Wachidah, Siti, dkk. 2017. When English Rings a Bell. Jakarta: Kemendikbud 6. Kementerian Pendidikan dan Kebudayaan .2017. Model Pengembangan RPP. Jakarta: Direktorat Pembinaan SMA. 7. 7. Kementerian Pendidikan dan Kebudayaan .2017. Penyusunan Soal Higher Order Thinking Skill (HOTS. Jakarta: Dirjen Pendidikan Dasar dan Menengah
46		Developing EFL Materials	This course introduces the theory and practice of developing English teaching	Students are able to:	<ol style="list-style-type: none"> 1. Azarnoosh, Maryam; Zeraatpiseh, Mitra; Faravani, Akram; &

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
			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.	<ol style="list-style-type: none"> 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) 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) 3. demonstrate skills in developing teaching materials with correct and acceptable English and contents which are accurate, authentic and acceptable locally and globally (PLO 1, 6, 7, 9) 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) 	<ol style="list-style-type: none"> 1. Kargozari, Hamid Reza (Eds). 2016. Issues in materials development. Rotterdam: Sense Publishers. 2. Tomlinson, Brian. (Ed.). 2011. Materials development in language teaching. Cambridge: Cambridge University Press. 3. Tomlinson, Brian (Ed.). 2014. Developing Materials for Language Teaching. London: Bloomsbury Academic. 4. Mishan, F. & Timmis, I. 2015. Materials development for TESOL. Edinburgh: Edinburgh University Press. 5. Garton, S. & Graves, K., 2014. International perspectives on materials in ELT. London: Springer. 6. Widodo, H.P., Perfecto, M.R., Van Canh, L. & Buripakdi, A. 2018. Situating Moral and Cultural Values in ELT Materials. London: Springer. 7. http://www.eflmagazine.com/how-to-create-great-materials-for-you-esl-classroom/ 8. https://oupeltglobalblog.com/2014/11/03/how-to-write-your-own-efl-materials-part-one-writing-for-different-levels/ 9. Kompetensi dasar mata pelajaran Bahasa Inggris SMP-SMA tahun 2018

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
47		ELT Assessment	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 course is carried out with lectures, discussions, presentations and real teaching material development workshops.	Students are able to: <ol style="list-style-type: none"> 1. demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in the development and process of assessment (PLO 11, 12) 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) 3. demonstrate skills for developing various kinds of listening, speaking, reading and writing assessments in 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) 	<ol style="list-style-type: none"> 1. Russell, M. K. & Airasian, P. W. 2012. Classroom assessment: Concepts and applications (seventh edition). New York: McGraw-Hill. 2. Brown, H. D., & Abeywickrama, P. 2010. Language Assessment Principles and Classroom Practices. New York: Pearson education Inc. 3. Douglas, Dan. 2000. Assessing language for specific purposes. Cambridge: Cambridge University Press. 4. Harris, M. & McCann, P. 1994. Assessment: Handbooks for English classroom. New York: MacMillan 5. O'Malley, M.J. & Pierce, L.V. 1996. Authentic Assessment for English 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	Students are able to: <ol style="list-style-type: none"> 1. Demonstrate sincerity and commitment to develop students' attitudes, values and abilities PLO-12 2. Employ logical, critical, systematic, and innovative thinking in the 	<ol style="list-style-type: none"> 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.

No	Kode MK	Nama Matakuliah	Deskripsi Matakuliah	CLO	References
			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.	<p>context of the development of science and technology and considering the values of humanities PLO-7.</p> <p>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.</p> <p>4. Demonstrate the process of English instruction by designing lesson plan and utilizing various learning strategies, instructional models, learning media and ICT tools to produce an effective and creative English instruction through peer teaching activities PLO-8</p>	<p>3. Tim PLP. 2019. Pedoman Pengenalan Lapangan Persekolahan (PLP). Surabaya: Pusat Pengelolaan Praktik Pembelajaran, LP3M</p> <p>4. _____. 2017. Panduan Teknis IV: Instrumen Penilaian Kinerja UKMPPG. Jakarta: Ristekdikti</p> <p>5. _____. 2016. Permendikbud. Jakarta: Ristekdikti</p>
49		Pengalaman Lapangan Persekolahan			
50		Skripsi		Students are able to:	
51		KKN			

K. PEMETAAN MATA KULIAH TERHADAP CPL PRODI

No	Bahan Kajian	Mata Kuliah	SKS	PLO													
				1	2	3	4	5	6	7	8	9	10	11	12		
1.	Kajian keterampilan berbahasa Inggris	1. Essential Speaking Skills	2	1		1				1	1			1	1	1	
		2. Essential Reading Skills	2	1		1					1				1	1	1
		3. Essential Writing Skills	2	1		1					1	1			1	1	1
		4. Listening for General Commu	2	1		1						1			1	1	1
		5. Public Speaking	2	1		1					1	1	1	1	1	1	1
		6. Active Reading	2	1		1						1			1	1	1
		7. Expository and Analytical Writing	3	1		1					1	1			1	1	1
		8. Critical Listening	2	1		1						1			1	1	1
		9. Academic Speaking	2	1	1	1					1	1	1	1	1	1	1
		10. Critical Reading	2	1	1	1					1	1			1	1	1
		11. Argumentative Writing	2	1		1					1	1	1	1	1	1	1
2.	Kajian konten bahasa Inggris	12. Pronunciation Practice	2	1		1						1	1		1	1	
		13. Introduction to linguistics	2	1		1						1	1		1	1	
		14. Intro to SFL	2	1	1	1					1	1	1		1	1	
		15. Essential English Grammar	2	1		1						1			1	1	
		16. Functional Grammar	2	1		1						1			1	1	
		17. ESP Vocabulary Building	2	1		1					1	1			1	1	1
3.	Kajian kurikulum dan silabus	18. School curriculum	2	1	1		1	1		1	1			1	1	1	
		19. Syllabus design	2	1	1		1			1	1	1	1	1	1	1	
		20. ESP Program Design	3	1	1		1			1	1	1	1	1	1	1	
		21. ESP Course Management	2	1	1		1			1	1	1	1	1	1	1	

No	Bahan Kajian	Mata Kuliah	SKS	PLO											
				1	2	3	4	5	6	7	8	9	10	11	12
4.	Kajian pengembangan bahan dan media ajar	22. Educational technology in ELT	2	1	1			1		1	1	1	1	1	1
		23. Developing EFL materials	2	1	1	1		1	1	1	1	1	1	1	1
		24. ESP Material development	3	1	1	1		1	1	1	1	1	1	1	1
		25. Digital Literacy	2								1	1		1	1
		26. Games, songs and story telling	2		1		1			1		1			1
		27. LMS for ELT	2		1		1	1						1	1
5.	Kajian metode pengajaran bahasa Inggris	28. TEYL	2	1	1	1				1	1		1	1	1
		29. Learning theories	2	1	1					1	1		1	1	1
		30. ELT Method	4	1	1		1			1	1		1	1	1
		31. Microteaching	2	1	1		1			1	1		1	1	1
		32. PLP	18	1	1	1	1	1	1	1	1	1	1	1	1
6.	Kajian penilaian dan evaluasi pembelajaran bahasa Inggris	33. ELT assessment	2	1	1		1			1	1		1	1	1
		34. ESP Assessment	2	1	1		1	1		1	1		1	1	1
7.	Kajian pedagogy bahasa Inggris	35. Principles of education	2	1	1			1			1		1	1	1
		36. Classroom Language	2	1	1	1	1			1	1		1	1	1
		37. Current issues and Policies in Edu	2	1	1		1	1		1	1		1	1	1
		38. SLA	2	1	1						1		1	1	1
8.	Kajian metode penelitian pembelajaran bahasa Inggris.	39. ERM	3	1				1		1	1	1	1	1	1
		40. QQA	2	1				1		1	1	1	1	1	1
		41. Thesis	6	1	1			1	1	1	1	1	1	1	1
		42. TPW	2	1	1			1		1	1	1	1	1	1
		43. Reading for Research	2	1	1	1		1		1	1	1	1	1	1
9.	Kajian sosial dan budaya	44. Religion	2									1		1	1
		45. Pancasila	2									1		1	1
		46. Bahasa indonesia	2									1		1	1
		47. Pend jasmani dan kebugaran	2									1		1	1
		48. Civics	2									1		1	1

PENDIDIKAN BAHASA INGGRIS 2020

No	Bahan Kajian	Mata Kuliah	SKS	PLO											
				1	2	3	4	5	6	7	8	9	10	11	12
		49. Intercultural communication	2	1	1	1					1		1	1	1
		50. KKN	18	1	1	1	1	1	1	1	1	1	1	1	1
		51. Intro to lit	2	1		1					1	1	1	1	1
TOTAL			144	43	28	26	14	15	16	36	35	27	39	50	51

L. KETENTUAN LAIN

1. Klausul tentang Rekognisi Pengalaman Lampau
2. Rekognisi pengalaman belajar masa lampau mahasiswa dapat diakui Prodi setara dengan matakuliah atau Capaian Pembelajaran tertentu, mengacu pada Permenristekdikti Nomor 26 Tahun 2016 tentang Rekognisi Pembelajaran Lampau, dengan mekanisme yang ditetapkan Rektor. Sebagai contoh, dengan mekanisme tertentu prestasi mahasiswa pada lomba level tertentu disetarakan dengan skripsi atau matakuliah lain (Peraturan Rektor Unesa nomor 10 Tahun 2019 tentang Pemberian Penghargaan Akademik Kepada Mahasiswa Berprestasi Universitas Negeri Surabaya).
3. Pengaturan lain dalam cakupan Prodi (TEP 525, ESC level 7)
4. Kegiatan pengembangan mahasiswa melalui kegiatan ekstrakurikuler dan SIPENA (min 450 poin)
5. dan lain-lain yang dianggap perlu.