



Universitas Negeri Surabaya
Faculty of Languages and Arts
English Language Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Analysis of School Curriculum	8820303220		T=3	P=0	ECTS=4.77	4	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O															
	PO Matrix at the end of each learning stage (Sub-PO)																
		P.O	Week														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This subject introduces the kinds of curriculum, the historical background of curriculum development, the principles of curriculum development, and the government policy of recent curriculum (2013 curriculum). Then the curriculum 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, and presentation.
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References	Main :	
	1.	1. Jack C. Richard. (2001). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press. 2. Depdiknas. 2004. Kurikulum 2004. <i>Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS</i> . Jakarta: Depdiknas. 3. Depdiknas. 2013. Kurikulum 2013. <i>Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS</i> . Jakarta: Depdiknas.
	Supporters:	

Supporting lecturer	Ririn Pusparini, S.Pd., M.Pd. Nur Chakim, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd. Arik Susanti, S.Pd., M.Pd.
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Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	To explain the notion of curriculum (definition, principles, and historical background of curriculum development)	-- Explaining the definition and types of curriculum -- Explaining the historical background of curriculum development - Explaining the principles of curriculum development		Lecturing, discussing, questioning and answering 3 X 50			0%
2	To explain the notion of curriculum (definition, principles, and historical background of curriculum development)	· Explaining the definition and types of curriculum · Explaining the historical background of curriculum development - Explaining the principles of curriculum development		Lecturing, discussing, questioning and answering 3 X 50			0%
3	To explain the quest for new methods and the emergence of a curriculum approach in language teaching	· Explaining the quest for new methods · Mentioning the reasons of changing needs for foreign languages in Europe · Explaining English for Specific Purposes (ESP) · Identifying Needs Analysis in ESP · Explaining Communicative Language Teaching · Explaining the emergence of a curriculum approach in language teaching Explain the government policy of recent curriculum (curriculum 13)	Criteria: -	Lecturing, discussing, questioning and answering 3 X 50			0%
4	To understand how to design Needs Analysis	- Mentioning the purposes and the users of Needs Analysis- Explaining the procedures of administering and conducting Needs Analysis- Designing Needs Analysis	Criteria: -	- Lecturing, Discussing, Questioning and answering, Project 3 X 50			0%
5	To analyze the factors in Situation Analysis	Analyzing the factors in Situation Analysis	Criteria: -	Lecturing, discussing, questioning and answering 3 X 50			0%
6	To state curriculum outcomes: Aims and Objectives	· Explaining the concepts of the ideology of the curriculum · Differentiating Aims from Objectives · Stating Curriculum Outcomes · Explaining the Competency-based Program Outcomes	Criteria: -	Lecturing, discussing, questioning and answering, presenting, and consulting 3 X 50			0%

7	To develop courses	<ul style="list-style-type: none"> - Differentiating between course planning and syllabus design - Mentioning the stages of developing course - Explaining each stage of course development - Developing the course 	Criteria: -	Lecturing, discussing, questioning and answering, presentation, and project 3 X 50			0%
8	To explain the history of curriculum in Indonesia	<ul style="list-style-type: none"> · Mentioning the kinds of curriculum in Indonesia · Explaining each kind of curriculum in Indonesia - Differentiating each curriculum in Indonesia 	Criteria: -	Lecturing, discussing, questioning and answering, and presenting 3 X 50			0%
9	Mid-term Test	Mid-term Test	Criteria: -	Mid-term Test 3 X 50			0%
10	To analyze the transactional and interpersonal texts	<ul style="list-style-type: none"> · Identifying the transactional and interpersonal texts · Explaining the transactional and interpersonal texts · Differentiating the transactional and interpersonal texts - Analyzing the transactional and interpersonal texts 	Criteria: -	Lecturing, discussing, questioning and answering, and presenting 3 X 50			0%
11	To analyze short functional texts	<ul style="list-style-type: none"> · Identifying short functional texts · Explaining short functional texts · Differentiating short functional texts - Analyzing short functional texts 	Criteria: -	Lecturing, discussing, questioning and answering, and presenting 3 X 50			0%
12	To analyze long functional texts	<ul style="list-style-type: none"> · Identifying long functional texts · Explaining long functional texts · Differentiating long functional texts - Analyzing long functional texts 	Criteria: -	Lecturing, discussing, questioning and answering, and presenting 3 X 50			0%
13	To analyze 2013 Curriculum	<ul style="list-style-type: none"> · Analyzing PP No. 20/year 2016 · Analyzing PP No. 21/year 2016 · Analyzing PP no. 22/year 2016 · Analyzing PP No. 23/2016 	Criteria: -	Lecturing, discussing, questioning and answering, and presenting 3 X 50			0%
14	To analyze 2013 Curriculum	<ul style="list-style-type: none"> · Analyzing PP No. 20/year 2016 · Analyzing PP No. 21/year 2016 · Analyzing PP no. 22/year 2016 · Analyzing PP No. 23/2016 	Criteria: -	Lecturing, discussing, questioning and answering, and presenting 3 X 50			0%

15	To analyze 2013 Curriculum	· · Analyzing PP No. 20/year 2016 · Analyzing PP No. 21/year 2016 · Analyzing PP no. 22/year 2016 · Analyzing PP No. 23/2016	Criteria: -	Lecturing, discussing, questioning and answering, and presenting 3 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment:** test and non-test.
- 8. Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- 9. Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- 10. Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 11. The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.**