PBI
UNIVERSITAS SANATA DHARMA

CURRICULUM
2021

English Language Education Study Program
Faculty of Teacher Training and Education
Sanata Dharma University

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Preface

The English Language Education Study Program (ELESP) as part of Sanata Dharma University always strives to carry out the mandate of the institution's vision, namely "Becoming a humanistic and excellent seeker of truth for the promotion of a better society." For this reason, the ELESP has prepared a comprehensive education plan so that this vision can be implemented with the spirit that is in line with this ELESP curriculum document.

In designing this curriculum, the curriculum team has considered growing contexts, from both internal and external dynamics. Internal dynamics related to the reformulation of the profile of ELESP of SDU graduates as educational outputs, the Ignatian Pedagogy paradigm which is the foundation of curriculum implementation in learning, as well as the desire to further optimize scientific collaboration across fields to answer the community needs. External dynamics are related to the development of education laws at the national level. Some of them are Regulation of the Minister of Education Number 73 of 2013 concerning the need to develop Learning Outcomes (LO) for graduates of study programs at universities, Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia, Number 55 of 2017, concerning Teacher Education Standards, Minister of Education and Culture Regulation on National Higher Education Standards (SNDIKTI number 03 of 2020 concerning National Standards for Higher Education, Guidelines for Higher Education Curriculum in the Industrial Era 4.0 (2019), Guidelines for Higher Education Curriculum in the Industrial Age 4.0 to support *Merdeka Belajar – Kampus Merdeka* (MBKM) (2020) and various sources related to Outcome-Based Education (OBE.

This curriculum document is expected to be a kind of handbook for all lecturers and students of the ELESP in carrying out all the dominant educational dimensions that prioritize a dialogical learning process in the current era of disruption.

Curriculum Team

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01.   Introduction

The curriculum is often interpreted as a granary or as a place to store important objects or also a tree with several branches that reflect the main points of interrelated and mutually supportive disciplines. The meaning of curriculum can be simply interpreted as three things, namely the curriculum as a document, as a learning event, and as implied attitudes and values. The curriculum is a document that will serve as a guide for providing learning experiences and imply the values that must be instilled in graduates. The curriculum is a belief in certain values and attitudes that are practised in learning events and then documented.

Curriculum dynamics must be responsive to changing times, policies, and dynamic needs. The curriculum revision carried out by the English Language Education Study Program (ELESP) has involved tracer studies activities which include conducting a series of activities, namely soliciting feedback from active students, graduates and alumni, work partners, graduate users and some experts in the respected field. Based on the results of tracer studies for the last three years, the average horizontal alignment of ELESP graduates' competencies is 81%, and the average vertical alignment is 90%. The mean means that 81% for horizontal alignment is understood that graduates state that what is learned at ELESP is in accordance with the needs of the world of work. Meanwhile, the average vertical alignment of graduates is 90%, which means that 90% of graduates work according to the qualification level. Based on feedback from alumni, alumni assessed that ELESP graduates showed very prominent virtues, especially in terms of commitment to continuous learning, willingness to take on serving roles, and love for students. Things that still need to be improved are the willingness to compete (especially when alumni work in Jakarta), and mastery of linguistic competence. English Education conducts learning achievement analysis (LO), evaluation of the learning process through a learning survey at the end

of the semester. The RPS quality audit and evaluation instruments were also carried out.

Curriculum documents must be in line with the basic values and attitudes adopted by educational institutions, and in line with everyday learning events. Thus the meaning of the curriculum will be intact, not just a pile of documents separated from daily learning events. The curriculum as a document and learning event is never value-free. The revitalization of the ELESP USD curriculum refers to the Ignatian pedagogical philosophy which is the basis of USD education as a Jesuit university. This revitalization also refers to the latest developments in Indonesia, namely the provision of wider choices to students. Giving freedom to choose various learning activities is in line with the times that knowledge and skills can be obtained in many places and through various ways. This revitalization adopts the principles of the Independent Learning-Independent Campus (MBKM) which is a very strong direction or stimulant for accelerating curriculum revision. The important thing to emphasize is the right to study outside the Study Program.

Philosophical Foundation

The philosophical foundation of the ELESP SDU curriculum is Ignatian Pedagogy. These educational principles reflect the basic values initiated by St. Ignatius of Loyola more than 500 years ago. Based on the Spiritual Exercises of St. Ignatian and based on a humanist curriculum, Ignatian education emphasizes the active acquisition of knowledge and skills to build ethical and intelligent human beings.

The Ignatian Pedagogy Paradigm (IPP) encourages personal education (cura personalis). The Ignatian Pedagogical Paradigm applies a continuous learning cycle. This paradigm invites educators to know the background of their students and how this background affects their learning. This paradigm reminds educators to build reflective practice so that students try to make meaning from their learning and then take action based on what they have learned and evaluate their actions.

Sociological Foundation

Curriculum development must be in line with the basic values and attitudes adopted by educational institutions, and in line with everyday learning events. Thus the meaning of the curriculum will be intact, not just a pile of documents separated from daily learning events. Therefore, the curriculum as a document and learning event is never value-free. Eisner (1985) at least suggests that there are various curriculum ideologies that are written in curriculum documents and implied in everyday learning events. This ideology stems from various assumptions about the state of society and assumptions about the meaning of education.

Curriculum specialists sometimes distinguish the ideologies of the existing curriculum in detail by emphasizing the differences. But in reality, there are no extreme social conditions that only use one type of curriculum ideology. Curriculum development and revitalization must be contextual and sustainable so that a flexible and eclectic approach will encourage change for the better. Revitalization of curriculum that is not sustainable and contextual rarely brings change. The burden of education due to the inaccurate assumption that school or university is a silver bullet, one solution that solves all problems becomes heavy. All problems that occur in society are charged to the school or university to be resolved. The failure to function in a social order such as rampant corruption is "caused" by the failure of education. (Guidelines for Revitalizing the USD Curriculum, 2021, page 8)

Psychological Foundation

In the Guide to the Preparation of the Higher Education Curriculum (2020), it is emphasized that the curriculum needs to encourage and motivate students as learners who are constantly thirsty for knowledge so that over time they will increasingly understand their roles and functions as part of society. For this reason, the curriculum must encourage students to have higher-order thinking skills, not just memorizing knowledge that may soon be forgotten again when the exam period is over.

A curriculum that can facilitate students to learn to become complete human beings, namely humans who are free, responsible, confident, moral or have ul karimah, able to collaborate, tolerant, and become educated human beings who are fully determined to contribute to achieving the ideals in the opening of the 1945 Constitution. (Handbook for Higher Education Curriculum Development, 2020, page 14)

Moreover, with the growing distribution of knowledge through various platforms and the unique skills of future graduates, it is almost impossible for a curriculum to meet the needs of students for future skills without an open attitude to collaborate with other parties. This means that not all things students need must be provided by the study program curriculum. If only from internal study programs, the implementation of education is less effective and efficient. In a time full of uncertainty about the future (VUCA), the efficiency and effectiveness of curriculum implementation must be a strategy adopted in every study program. For this reason, a planned and measurable collaboration program between study programs or with partners outside the institution is expected to be the answer to the study program's struggle to meet student needs for various future skills; it is also important to answer the concrete needs of students at this time, for example, communication and social skills. (Guidelines for Revitalizing the USD Curriculum, 2021, page 16).

Historical Foundation

The birth of VUCA (Volatile, Uncertain, Complex, Ambiguous) requires the use of a higher education curriculum that can prepare graduates to face changes and future uncertainties. Therefore, the curriculum must be dynamic, adaptive, and oriented to the development of strong scientific basic competencies. Only with a solid scientific foundation, a graduate can continue to learn and develop themselves. In addition, the curriculum must be oriented towards developing the competence of graduates to be able to optimally use and utilize internet technology.

The need for study programs to reformulate the meaning of educating students is triggered by the fact that the internet has not only provided abundant and inexpensive

information and knowledge but also provides cross-border flexibility and accessibility. With the advancement of artificial intelligence technology, this cross-border flexibility involves not only diminishing boundaries of space and time but also includes written and spoken language. Learning resources on the internet can be accessed from anywhere, by anyone, in any language. In a situation like this, educating becomes increasingly irrelevant if it doesn't take place in a flexible, format-rich manner, and has no added value. Therefore, the educational curriculum must be able to provide a framework of learning models that should be developed by lecturers. The framework is actually quite simple: how to create meaningful and relevant learning experiences rather than how to teach great.

Another consequence of the presence of science in the internet format is the increasing empowerment of the community to learn independently (independently). This reality is the thing that most threatens the existence of the PT's role as an educator. Although universities can still survive this situation because of the need for educational formalities, the most appropriate response to this is to develop a learning model that is contextual to the reality of knowledge in internet format. For this reason, it is time for us to redefine the meaning and significance of educating today. (Guidelines for Revitalizing the USD Curriculum, 2021, page 2)

Legal Foundation

1. Regulation of the National Accreditation Board for Higher Education Number 3 of 2019 concerning Higher Education Accreditation Instruments
2. Permendikbud No 3 of 2020 concerning National Standards for Higher Education
3. Permendikbud Number 4 of 2020 concerning Changes in State Universities to Legal Entity Universities
4. Permendikbud No. 5 of 2020 concerning Accreditation of Study Programs and Universities
5. Permenristekdikti No 62 of 2016 concerning Internal Quality Assurance System

6. Permendikbud No. 6 of 2020 concerning New Student Admissions for Undergraduate Programs and State Universities
7. Permendikbud No. 7 concerning the Establishment, Amendment, Dissolution of State Universities and the Establishment, Amendment, and Revocation of Permits for Private Universities
8. Academic Regulations of Sanata Dharma University 2018

02. The History of the English Language Education Study Program

The English language education program (ELESP) was established in 1955 as one of the programs offered by Sanata Dharma Teacher Education Higher Learning, which was known as PTPG (*Perguruan Tinggi Pendidikan Guru*). The idea to initiate this teacher education came from the Minister of Education, Teaching, and Culture of Indonesia, Prof. Moh. Yamin, S.H. in 1950. This great thought was then welcomed by the Jesuits in Indonesia that had administered several educational courses, including De Britto Foundation in Yogyakarta by Pater H. Loeff, S.J. and Loyola Foundation in Semarang by Pater W.J. Van der Meulen, S.J. and Pater H. Bastiaanse, S.J.

With the support from Congregatio de Propaganda Fide, Pater Kester as the Jesuit Superior made all the educational courses into one higher education, PTPG, on 20 October 1955, and officially opened by the government on 17 December 1955. Pater Prof. Nicolaus Driyarkara, S.J. was the Dean and Pater H. Loeff sebagai was the Deputy Dean.

Sanata Dharma has undergone several transformations after its first establishment. The status of Sanata Dharma PTPG was changed into the Faculty of Teacher Training and Education (FKIP) in 1958. Then, in 1965, Sanata Dharma became the Institute of Teacher Training and Education (IKIP). After 28 years as an IKIP, Sanata Dharma was transformed into a university in 1993.

The faculty of teacher training and Education of Sanata Dharma (1958 – 1965) Sanata Dharma as a faculty of teacher training and education (FKIP) was part of a Catholic university in Indonesia. The status was accredited by the Minister of Higher Education and Science of Indonesia (SK Menteri PTIP No.1/1961 on 6 Mei 1961 jo No.77/1962 on 11 July 1962).

The institute of teacher training and education of Sanata Dharma (1965 – 1993)

Adjusting to the situation, FKIP was changed into the Institute of Teacher Training and Education (IKIP) according to the Indonesian Ministry of Higher

Education and Science regulation No. 237/B-Swt/U/1965. As a Teacher Education Institute, Sanata Dharma offered several programs, including baccalaureate, bachelor, and diploma. English language education, Mathematic education, Physics education, Indonesian language education, social science education, and civic education were the study programs offered.

The University of Sanata Dharma (1993 – present)

As a response to the growing needs of society, Sanata Dharma became a university in 1993 (SK Mendikbud No. 46/D/O/1993). By changing into a university, Sanata Dharma, well-known as USD, hopes to give more contribution to educational advancement in Indonesia. USD keeps the existence of the Faculty of Teacher Training and Education, in which the English Education study program takes place, and expands its commitment to education by adding some other faculties.

English Language Education is one of the oldest study programs in Sanata Dharma. To date, this study program has successfully demonstrated professionalism and commitment to educating young generations. It has been accredited by the National Accreditation Board of Higher Education with a predicate A for over 20 years.

03. Vision, Mission, Goals & Strategies, and Values of the Study Program

The vision of SDU and Faculty of Teacher and Training Education (FTTE)

Vision of SDU	Vision of FTTE
"Becoming a humanistic and excellent seeker of truth for the promotion of a better society."	Becoming an excellent and humanist institute of teachers' education in providing educators who integrate the three pillars of higher education rooted in the Ignatian Spirituality.

Mission of SDU and FTTE

Mission of SDU	Mission of FTTE
1. Administering a holistic education system that integrates academic excellence and human values through personal-care-oriented, dialogic, pluralistic, and transformative approaches.	1. Developing and administering a holistic education system that integrates academic excellence and human values by implementing the Ignatian Pedagogy paradigm to shape educators who are professional, love the students, and are generous.

Mission of SDU	Mission of FTTE
2. Cultivating a scholastic community that respects academic freedom and intellectual autonomy, values interdisciplinary cooperation, fosters the deep preference for broad scientific insights in striving for truth by way of education, research, and community service.	2. Conducting research and community service in education to improve the quality of education in the efforts of striving for truth.
3. Enlightening and sharpening the mind of the society through scientific publication resulting from activities in education, research, and community service, by encouraging cooperation with diverse collaborators with common visions and concerns, and by empowering graduates to develop tangible commitments in the society.	3. Educating society through scientific publication resulting from activities in education, research, and community service.
	4. Fostering networks of collaboration with partners and empowering the alumni.

Motto of SDU and FTTE

Motto of SDU	Motto of FTTE
"Integrating academic excellence and human values." In brief: EXCELLENT and HUMANIST.	"Excellent and humanist educators"

Values of SDU and FTTE

Values of SDU	Values of FTTE
1. Love the truth, 2. Fight for justice, 3. Respect diversity, 4. Uphold the nobility of human dignity.	1. Professional 2. Love the students 3. Generous

Vision of ELESP

"Becoming an English Language Education study program that is excellent in researching, developing, and implementing English language learning through holistic and transformative education in preparing humanist education graduates to create a dignified society."

ELESP Mission	ELESP Objectives
1. Develop and implement a superior and humanist English education system by implementing the Ignatian Pedagogy	1. Prepare educators who have academic excellence and humanistic values through a learning process that integrates professional competence, conscience, and compassion.

ELESP Mission	ELESP Objectives
paradigm to produce professional educators, love students, and be generous.	
2. Carry out research and community service in the fields of education and English that contribute to improving the quality of education to explore the truth.	2. Improve the quality of English education and services to the community for the realization of an increasingly dignified society.
3. Educate the community through the publication of the results of learning activities, research, and community service.	3. Organize learning, research, and community service programs that make a real contribution to the marginalized society.
4. Develop collaborative networks with various partners and empower alumni.	4. Establish partnerships with schools, other stakeholders, and empower alumni to improve the community's quality of life.

04. Graduate Profile and Learning Outcome

Graduate Profile

The following document is an overview of the 2021 ELESP Curriculum. This curriculum refers to outcomes-based education and accommodates the idea of Independent Learning-Independent Campus (*Merdeka Belajar - Kampus Merdeka/*MBKM).

The English Language Education Study Program at Sanata Dharma University has a curriculum designed to achieve the following graduate profile:

> *ELESP graduates who master the abilities and skills to become educators in the field of English in secondary schools and entrepreneurs in the field of professional education, love students, have generosity, appreciate diversity, and have reflective, adaptive, critical, creative, communicative and collaborative skills.*

Learning Outcome

ELESP has three (3) graduate learning outcomes (LO) which can be achieved through the ELESP core curriculum and the university curriculum. The following are the Program/GraduateLearning Outcomes of ELESP graduates.

Graduate/ Program Learning Outcomes	Description
PLO1	Graduates demonstrate scientific, critical and reflective knowledge in English linguistics, English literature, and pedagogy based on the principles of the Ignatian Pedagogy paradigm

Graduate/ Program Learning Outcomes	Description
PLO 2	Graduates demonstrate skills in communicating in English and managing English learning based on Technological, Pedagogical Content Knowledge (TPACK) in the context of learning that is scientific, professional, generous, loves students and respects the diversity of students.
PLO 3	Graduates demonstrate collaborative, reflective, critical, and innovative knowledge, skills and entrepreneurial attitudes in the creative industry of English learning by taking into account the diversity of religions, views, social, and culture.

The formulation of the Graduate/Progam Learning Outcomes done by the English Language Education Study Program Association (or *Asosiasi Program Studi Pendidikan Bahasa Inggris*/APSPBI) is elaborated in the appendix. The mechanism of the department's PLO Evaluation is seen in Figure 1 and the process of writing the English Language Department's curriculum can be seen in Figure 2.
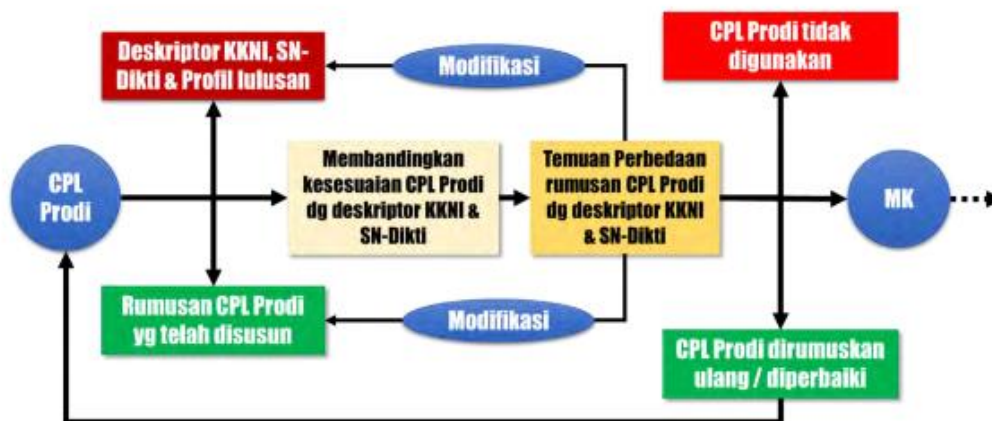
Figure 1. Evaluation Mechanism for the PLO

The process of writing the curriculum is done through a comprehensive mechanism. The document is written based on numerous data, including the stakeholders' input and the PLO issued by the English Language Education Study Program Association (or *Asosiasi Program Studi Pendidikan Bahasa Inggris*/APSPBI).
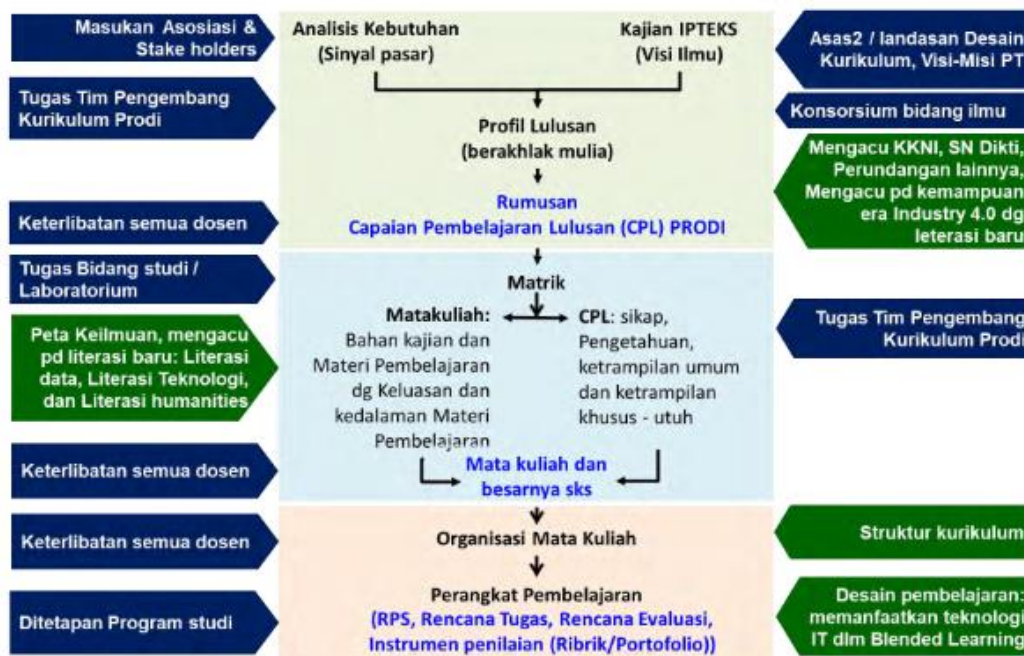
Figure 2. Steps in Writing the English Department's Curriculum

Body of Knowledge and Courses

The study program determines the study materials based on the Learning Outcomes. The sources of the study materials are from the domain of subject-specific pedagogy knowledge by considering the visions, missions, and objectives. The study materials include the language elements, language skills, literature in English education and teaching, pedagogy, and research in education.

Body of Knowledge	Components
Language Elements	1. Vocabulary 2. Pronunciation Practice 3. Basic Grammar in Use 4. Intermediate Grammar in Use 5. Advanced Grammar in Use 6. Grammar in ELT
Language Skills	7. Book Report 8. Basic Listening and Speaking 9. Basic Reading and Writing 10. Intermediate Listening and Speaking 11. Intermediate Reading and Writing 12. Advanced Listening and Speaking 13. Advanced Reading and Writing 14. Creative Writing 15. Standardized Test 16. Cross-Cultural Understanding
Linguistics	17. Introduction to Linguistics 18. Introduction to English Phonetics and Phonology 19. Theories and Practice of Translation
Literature in English education and teaching	20. Introduction to Educational English literature 21. Prose in ELT 22. Drama in ELT 23. Play Performance
Language Pedagogy	24. Teaching Methods & Conventional Media 25. Digital Learning Media Development 26. Learning Program Design and Assessment 27. English for Specific Purposes 28. Service Program Design 29. English for Young Learners

Body of Knowledge	Components
Pedagogy	30. Introduction to Education 31. Psychology of Learning and Teaching 32. School Management 33. Introduction to Guidance and Councelling 34. Micro teaching 35. Internship Program-School Environment 36. Internship Program-Classroom Management
Research in education	37. Research methods 38. Research Proposal 39. Thesis/Research Paper
Social community	1. Religion Education 2. Pancasila Education 3. Bahasa Indonesia 4. Civic Education 5. Theology/Philosophy of Morality 6. Community Service

The Structure of the Curriculum

The Program Learning Outcomes (PLO) and the Sub PLO are achieved through the compulsory courses offered in the university, faculty, study program level, and through the enrichment courses. Whereas, the Learning Freedom (*Merdeka Belajar Kampus Merdeka*) which takes place in Semester 5 is related to the students' freedom to choose the courses offered in the different study programs. In semester 6 and 7, the students are allowed to take courses in different universities or take an internship in the industry sectors. The following table demonstrates the credits taken per level, from the university to the study program.

No	Category	Credit	ECTS	Percentage
1.	University level	14	25.7	9.7
2.	Faculty level	14	29	9.7
3.	Study Program level	96	161.3	66.7
4.	Enrichment courses	20	32	13.9
	TOTAL	144	248	100

Throughout the 8 semesters studying at the ELESP, students take 144 credits which equals to 248 Europeean Credit Transfer and Accumulation System (ECTS). For the theoretical courses, the credit is calculated as follows: (1 contact hour + 2 hours of self study) x 16 meetings, and then divided by 30 hours. So, 1 credit equals 1.6 ECTS. In addition, for practical courses, the credit is calculated as follows: (3 contact hours + 2 hours of self study) x 16 meetings, and then divided by 30 hours. Therefore, 1 credit equals 2.7 ECTS.

ELESP courses are meant for the attainment of the competencies which are related to English linguistics knowledge, English language skills knowledge, and English learning management. It, thus, includes PLO 1, PLO 2, and PLO3.

The Course Level of Mastery and Program Learning Outcome

No.	Courses	PLO 1	PLO 2	PLO 3
1	Religion Education			E
2	Pancasila Education			E
3	Bahasa Indonesia			E
4	Civic Education			E

No.	Courses	PLO 1	PLO 2	PLO 3
5	Theology/Philosophy of Morality			E
6	Community Service			M
7	Introduction to Education	I		
8	School Management	E		
9	Internship Program-School Environment		E	
10	Psychology of Learning	I		
11	Introduction to Guidance and Counseling	I		
12	Microteaching-semi capstone		M*	
13	Internship Program-Classroom Management		M	
14	Pronunciation Practice		E	
15	Vocabulary	E	E	
16	Basic Grammar in Use	M	M	
17	Basic Listening and Speaking		M	
18	Basic Reading and Writing		M	
19	Book Report		E	
21	Intermediate Listening and Speaking		M	
22	Intermediate Reading and Writing		M	
23	Introduction to Educational English Literature	I	I	
24	Prose in ELT		E	
25	Advanced Grammar in Use	M*	M	
26	Introduction to Linguistics	I		
20	Intermediate Grammar in Use	M	M	
27	Advanced Reading and Writing		E	
28	Advanced Listening and Speaking		M	
29	English for Young Learners	E	E	

No.	Courses	PLO 1	PLO 2	PLO 3
30	Teaching Methods & Conventional Media	E	E	
31	Grammar in English Language Teaching	I	E	
32	Learning Program Design & Assessment	E	E	
33	Introduction to English Phonetics and Phonology	E	E	
34	Drama in ELT		E	
35	Creative Writing		E	
36	Standardized Test	M*		
37	Digital Learning Media Development	E	E	I
38	English Play Performance		M*	I
39	Service Program Design	E	E	M*
40	Cross Cultural Understanding	E	E	
41	Research Methods	E	E	
42	Theories and Practice of Translation	E	E	
43	English for Specific Purposes	E	E	E
44	Research Proposal	E	E	
45	Thesis	M	M*	
	Enrichment courses			
46	International Curriculum	E		
47	English for Creative Industry		E	
48	Discourse Analysis	E	E	
49	Approaches to Lit Criticism	E	E	
50	Mass Media Communication			E
51	Consecutive Interpreting		E	
52	Register Translation		E	
53	Simultaneous Interpreting		E	

No.	Courses	PLO 1	PLO 2	PLO 3
54	Business/Copy Writing		E	
55	*Pengantar Pembelajaran* BIPA	E	E	
56	Remote/Distance Learning	E	E	
57	Qualitative Data Analysis	E		
58	Statistics in ELT	I		
59	Applied Grammar		E	
60	Semantics-Pragmatics	E		
61	Introduction to English Morpho-Syntax	E		
62	Introduction to English Sociolinguistics	E		
63	Poetry in ELT	E		
64	Mandarin	I	I	
65	Korean	I	I	
66	Japanese	I	I	
	Performance Test for the Student Teachers of ELESP (*Ujian Kinerja Calon Guru*): micro-teaching test	M*		
	Linguistic Competence Test (LTC)	M*		

Notes:

1. Introduction (I)

2. Emphasis (E)

3. Mastery (M)

4. Opportunity for assessing outcome *

Distribution of Courses

The courses in the ELESP are distributed into eight semesters. The following is the distribution of courses in each semester

Sem	Credits	Course and Its Credits							
VIII	4	Thesis/Published Article/Project (4)							
		Research Paper (2)	Enrichments: Introduction to BIPA / Discourse Analysis/ Poetry (2)						
VII	20	Research proposal (4)	Enrichments Distance Learning (2)	Enrichments Qualitative Data Analysis (2)	Enrichments Statistics in ELT (2)	Enrichments Textual Grammar/ Semantics-Pragmatics/ Introduction to English Sociolinguistics (2)	Enrichments Mass Media Communication (2)	Enrichments Consecutive Interpreting/ Register Translation/ Simultaneous Interpreting (2)	Enrichments Korean Language/ Mandarin Language (2)
		MBKM (16-20)							
VI	20	Community Service (3)	Internship Program: Classroom management (3)	Research Methods (3)	Service Program Design (3)	English for Specific Purposes (4)	Enrichments: International Curriculum/ Introduction to English Morpho-Syntax/ Approaches to Literary Criticism (2)		Enrichments: English for Creative Industry (2)
		MBKM (14-20)							
V	20	Introduction to Guidance and Counseling (2)	Digital Learning Media Development (3)	Micro Teaching (2)	Standardized Test (3)	Play Performance (3)	Creative Writing (2)	Theories and Practice of Translation (3)	Cross Cultural Understanding (2)
IV	20	Theology/philosophy of morality (2)	Civic Education (2)	Teaching Methods and Conventional Media (4)	Learning Program Design and Assessment (4)	Drama in ELT (2)	Grammar in ELT (2)	English for Young Learners (2)	Introduction to English Phonetics and Phonology (2)
III	20	Psychology of Learning (2)	School Management (2)	Internship Program: School Environment (1)	Introduction to Linguistics (2)	Prose in ELT (2)	Advanced Grammar in Use (3)	Advanced Listening and Speaking (4)	Advanced Reading and Writing (4)
II	20	Bahasa Indonesia (3)		Introduction to Education (2)	Book Report (2)	Introduction to Educational English Literature (2)	Intermediate Grammar in Use (3)	Intermediate Listening and Speaking (4)	Intermediate Reading and Writing (4)
I	20	Religion Education (2)	Pancasila Education (2)	Vocabulary (2)	Pronunciation (3)	Basic Grammar in Use (3)		Basic Listening and Speaking (4)	Basic Reading and Writing (4)

In completing their studies, students are entitled to follow the "Freedom of Learning Program" content in the curriculum from the government (MBKM), as follows:

1. Prior to semester 6, students are encouraged to take courses across study programs or APTIK/NUNI as part of the MBKM managed by USD.

2. MBKM programs are managed by the Ministry of Education and Culture, namely Student Exchange, Internships/Work Practices, Teaching Assistance, Research/Research, Humanitarian Projects, Entrepreneurial Activities, Independent Studies, Village Building/Thematic Community Service Programs. Regarding this program, students can choose a Ministry of Education and Culture partner according to their field of interest by consulting the DPA as an academic advisor. Provisions related to this are contained in the Learning Guidebook Outside the PBI 2021 Study Program.

3. The study program can offer the MBKM program independently in semester 6 where students can take the MBKM package of 18 credits by going through the following program packages:

   a. In the 6th semester, as much as possible include PLP PP (PLP PP and teaching assistance / extended PLP) or thematic KKN in the form of PLP in schools and activities in the surrounding community which are categorized as "village building" activities.

   b. In semester 7, research, humanitarian projects, internships, self-study/independent studies, and entrepreneurship are offered.

ELESP offers courses related to *MBKM* programs as follows:

1. Creative Writing (related to internship)
2. Service Program Design (related to internships)
3. English for Young Learners (related to internships)
4. English for Specific Purposes (related to internships)
5. Interpreting (related to internships)

6. Mass Media Communication (related to internship)
7. Qualitative Data Analysis (related to independent studies)
8. Statistics (related to independent studies)
9. Play Performance (related to internship)
10. English for Creative Industry (related to internships)

More detailed information can be found in the Subject Learning Programme (SLP) for each course.

Course Distribution in Each Semester and the Credits

SEMESTER 1						
Course Code	**Course Names**	**Prerequisite**	**Credit**	**ECTS**	**Characteristic**	
TEOL 101	Religion Education	-	2	3.2	Compulsory	
KEBN 101	Pancasila Education	-	2	3.2	Compulsory	
LEDU 103	Vocabulary	-	2	3.2	Compulsory	
LEDU 110	Pronunciation Practice	-	3	4.8	Compulsory	
LEDU 111	Basic Grammar in Use	-	3	4.8	Compulsory	
SEDU 117	Basic Listening and Speaking	-	4	6.4	Compulsory	
SEDU 118	Basic Reading and Writing	-	4	6.4	Compulsory	
	TOTAL		20	32		
SEMESTER 2						
Course Code	**Course Names**	**Prerequisite**	**Credit**	**ECTS**	**Characteristic**	
BIND 101	Bahasa Indonesia	-	3	4.8	Compulsory	
PKGF101	Introduction to Education	-	2	3.2	Compulsory	
SEDU 105	Book Report	-	2	3.2	Compulsory	
ELIT 107	Introduction to Educational English Literature	-	2	3.2	Compulsory	
LEDU 112	Intermediate Grammar in Use	-	3	4.8	Compulsory	
SEDU 119	Intermediate Listening and Speaking	-	4	6.4	Compulsory	
SEDU 120	Intermediate Reading and Writing	-	4	6.4	Compulsory	

	TOTAL		20	32	

SEMESTER 3

Course Code	Course Names	Prerequisite	Credit	ECTS	Characteristic
PKGF102	Psychology of Learning	-	2	3.2	Compulsory
PKGF104	School Management	-	2	3.2	Compulsory
PRPS101	Internship Program-School Environment	-	1	2.7	Compulsory
LING 101	Introduction to Linguistics	-	2	3.2	Compulsory
ELIT 108	Prose in ELT	ELIT 107	2	3.2	Compulsory
LEDU 113	Advanced Grammar in Use	-	3	4.8	Compulsory
SEDU 121	Advanced Listening and Speaking	-	4	6.4	Compulsory
SEDU 122	Advanced Reading and Writing	-	4	6.4	Compulsory
	TOTAL		20	33.1	

SEMESTER 4

Course Code	Course Names	Prerequisite	Credit	ECTS	Characteristic
FITE 107/FILS 105	Theology/Philosophy of Morality	-	2	3.2	Compulsory
KEBN 102	Civic Education	-	2	3.2	Compulsory
EEDU 109	Teaching Methods and Conventional Media	-	4	6.4	Compulsory
EEDU 110	Learning Program Design and Assessment	-	4	6.4	Compulsory
ELIT 109	Drama in ELT	ELIT 107	2	3.2	Compulsory
LEDU 114	Grammar in ELT	-	2	3.2	Compulsory
EEDU 111	English for Young Learners	-	2	3.2	Compulsory
LING 102	Introduction to English Phonetics and Phonology	LING 101	2	3.2	Compulsory
	TOTAL		20	32	

SEMESTER 5

Course Code	Course Names	Prerequisite	Credit	ECTS	Characteristic
PKGF103	Introduction to Guidance and Counseling	-	2	3.2	Compulsory
EEDU 112	Digital Learning Media Development	EEDU 109	3	4.8	Compulsory
EEDU 105	Micro Teaching	EEDU 109 EEDU 110	2	5.4	Compulsory

Course Code	Course Names	Prerequisite	Credit	ECTS	Characteristic
EPRO 102	Standardized Test	-	3	4.8	Compulsory
ELIT 110	Play Performance	ELIT 107 ELIT 109	3	4.8	Compulsory
SEDU 123	Creative Writing	-	2	3.2	Compulsory
TISI 101	Theories and Practice of Translation	-	3	8.1	Compulsory
LCUL 101	Cross Cultural Understanding	-	2	3.2	Compulsory
	TOTAL		20	37.5	

SEMESTER 6

Course Code	Course Names	Prerequisite	Credit	ECTS	Characteristic
Regular Curriculum					
STDL 101	Community Service	-	3	8.1	Compulsory
PRPS106	Internship Program-Classroom management	EEDU 105	3	8.1	Compulsory
REDU 101	Research Methods	-	3	4.8	Compulsory
KEWR 101	Service Program Design	EEDU 105	3	4.8	Compulsory
ENDU 104	English for Specific Purposes	-	4	6.4	Compulsory
ENDU 105 LING 115 ELIT 111	International Curriculum/ Introduction to English Morpho-Syntax/ Approaches to Literary Criticism	-	2	3.2	Enrichment
ENDU 106	English for Creative Industry	-	2	3.2	Enrichment
	TOTAL		20	38.6	
MBKM Curriculum Package					
	MBKM Package		**14**	**22.4**	
REDU 101	Research Methods	-	3	8.1	Compulsory
PRPS106	Internship Program-School management		3	8.1	Compulsory
	TOTAL		20	38.6	

SEMESTER 7

Course Code	Course Names	Prerequisite	Credit	ECTS	Characteristic
Regular Curriculum					
REDU 103	Research Proposal	REDU 101	4	6.4	Compulsory
EEDU 113	Distance Learning		2	3.2	Enrichment

Course Code	Course Names	Prerequisite	Credit	ECTS	Characteristic
REDU 108	Qualitative Data Analysis		2	3.2	Enrichment
REDU 109	Statistics in ELT		2	3.2	Enrichment
LEDU 115 LING 107 LING 109	Textual Grammar/ Introduction to English Sociolinguistics/ Semantics Pragmatics	LING 101 LING 101	2 2	3.2 3.2	Enrichment
ENDU 103	Mass Media Communication		2	3.2	Enrichment
TISI 153 TISI 151 TISI 152	Consecutive Interpreting/ Register Translation/ Simultaneous Interpreting		2	3.2	Enrichment
LCUL 102 LCUL 103	Korean Language/ Mandarin Language		2	3.2	Enrichment
	TOTAL		20	32	
MBKM Curriculum Package					
	MBKM Package		16	32	
REDU 103	Research Proposal	REDU 101	4	6.4	Compulsory
	TOTAL		20	32	

SEMESTER 8

Course Code	Course Names	Prerequisite	Credit	ECTS	Characteristic
REDU 104 REDU 105 REDU 106 REDU 107	Thesis Research Paper Published Article Project	REDU 101 REDU 103	4 2 4 4	10.8 5.4 10.8 10.8	Compulsory
EEDU 106 LING 106 ELIT 112	*Pengantar Pembelajaran* BIPA/ Discourse Analysis/ Poetry		2	3.2	Enrichment (for students taking Research paper)
	TOTAL		4	10.8 8.6 (Research paper)	

Curriculum Management

The English Education Study Program curriculum is implemented with reference to a continuous quality improvement cycle, with four main steps which include (1) planning, (2) implementation, (3) monitoring and evaluation, and (4) follow-up. "The Semester Course Plan (*Rencana Pembelajaran Semester/RPS*) document includes learning achievement targets, study materials, learning methods,

time and stages, assessment of learning outcomes. The Semester Course Plan (*RPS*) is reviewed and adjusted regularly and can be accessed by students, carried out consistently" (No. 40, Accreditation Assessment Matrix of 9 Criteria).

1) Planning

The relationship between the course and the PLO and the graduate's profile

The Semester Course Plan (*RPS*) in each course offered at the English Education Study Program is prepared with the aim of achieving Course Learning Outcomes (CLOs). The accumulation of CLOs achieved by each course will accumulate in the achievement of the Learning Outcomes Program (PLOs).

Mechanism of *RPS* preparation

Backward Design

The Semester Course Plan (*RPS*) is prepared with reference to three strategic steps in Backward Design, namely: (a) determination of learning goals, (b) development of learning assessments, and (c) determination of materials/strategies. The use of Backward Design will facilitate clarity (flow) of thinking, avoid the tendency of formalism (i.e. just fill out a template or format), and be oriented towards measurable results.

Collaborative

The Semetser Course Plan (*RPS*) is structured within the scope of scientific collaboration, namely: (a) language skills, (b) English language learning, (c) linguistics, (d) special skills (research), and (e) literature. Cooperation in small groups ensures a collaborative learning process that supports and corrects each other so that efforts to build linkages between each CLO and the PLO and target graduate profiles can be monitored early.

2) *RPS* Quality Audit

The Semester Course Plan (*RPS*) document that has been successfully developed by each lecturer will be reviewed in the *RPS* Quality Audit process using the Semester Course Plan (*RPS*) Quality Audit feature in the Lecturer's Academic Information System (SIA) (dosen.usd.ac.id/dosen). The mechanism for assigning, implementing, and recording the results of the RPS Quality Audit follows the flow in accordance with standard operating procedures that have been established by the Internal Quality Assurance Office (*LPMAI*).

05. Learning process

The learning processes in the English Education Study Program are based on Permendikbud No. 3 of 2020 (Article 11), and Ignatian Pedagogy as follows.

a. Interactive: graduate learning outcomes are achieved by prioritizing a two-way interaction process between students and lecturers.

b. Holistic: a learning process that encourages the formation of a comprehensive and broad mindset by internalizing local and national excellence and wisdom.

c. Integrative: graduate learning outcomes are achieved through an integrated learning process to meet the overall graduate learning outcomes in a unified program through an interdisciplinary and multidisciplinary approach.

d. Scientific: graduate learning outcomes are achieved through a learning process that prioritizes a scientific approach to create an academic environment based on a system of values, norms, and scientific principles and upholds religious and national values.

e. Contextual: the learning outcomes of graduates are achieved through a learning process that is adapted to the demands of the ability to solve problems in the realm of their expertise.

f. Thematic: graduate learning outcomes are achieved through a learning process that is adapted to the scientific characteristics of the Study Program and is linked to real problems through a transdisciplinary approach.

g. Effective: learning outcomes of graduates are achieved effectively by emphasizing the internalization of the material properly and correctly in an optimum period.

h. Collaborative: graduate learning outcomes are achieved through a shared learning process that involves interaction between individual learners to produce the capitalization of attitudes, knowledge, and skills.

i. Student-centered: learning outcomes for graduates are achieved through a learning process that prioritizes the development of creativity, capacity,

personality, and student needs, as well as developing independence in seeking and finding knowledge.

j. Based on Ignatian Pedagogy: learning activities are placed in Context, Experience, Reflection, Action, and Evaluation (CERAE) as a paradigm (not a learning procedure) to develop Competence, Conscience, and Compassion (3Cs).

The orientation of learning development is also based on OBE, which focuses on managing all learning activities with orientation on measurable learning outcomes. Practical (knowing how to do things, ability to make decisions), fundamental (understanding what you are doing and why), reflective (learn and adapt through self-reflection, apply knowledge appropriately and responsibly).

06. Learning Assessment System

The learning assessment system in the English Language Education Study Program refers to the 3Cs (competence, conscience, and compassion). In developing a curriculum based on Backward Design, it is very important to anticipate the characteristics of the learning evaluation that will be used. The assessment follows the following principles.

a. Educative

Assessments that motivate students to be able to:

1). improve planning and learning methods; and

2). achieve graduate learning outcomes.

b. Authentic

Assessment oriented to a continuous learning process and learning outcomes that reflect student abilities during the learning process.

c. Objective

Assessments are based on standards agreed upon between lecturers and students and are free from the influence of the subjectivity of the assessor and those being assessed.

d. Accountable

The assessment is carried out according to clear procedures and criteria, agreed at the beginning of the lecture, and understood by students.

e. Transparent

Procedures of assessment and results are accessible to all stakeholders.

07. Lecturer Academic Requirements

The academic qualifications of ELESP lecturers are at least through a postgraduate program that is in accordance with the field of expertise, namely in the fields of education, linguistics, and English literature. The minimum education level of lecturers is a Master's degree. ELESP lecturers hold academic positions and master English actively both orally and in writing.

In carrying out their duties, lecturers are required to:
1. carry out education, research and community service
2. plan, implement the learning process and assess and evaluate learning outcomes
3. improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology and the arts.
4. set an example and maintain the good name of the institution, profession and position in accordance with the trust given to him/her.

Furthermore, the Law on Teachers and Lecturers adds that lecturers in carrying out their professional duties are obliged to:
1. carry out education, research, and community service;
2. plan, implement the learning process, and assess and evaluate learning outcomes;
3. improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and the arts;
4. act objectively and non-discriminatory based on considerations of gender, religion, ethnicity, race, certain physical conditions, or the socio-economic background of students in learning;
5. uphold laws and regulations, laws and codes of ethics, as well as religious and ethical values; and

6. maintain and foster national unity and integrity.

7. more specifically, in the context of Sanata Dharma University, help students in finding values and reflecting on them through the courses they teach.

8. clarify the values that can be drawn or abstracted from the subject in question, which can be applied in a wider context of life and demonstrate behaviours that can serve as examples of the application of these values in everyday life.

9. realize the vocation as an educator with the spirit of 3 C (Competence, Conscience, Compassion) which shows the presence of a commitment that being a teacher is a vocation.

08. Supporting Facilities

The process of implementing academic activities is supported by the Academic Information System (*SIA*). In addition, the university also requires the use of a Learning Management System (LMS) as a learning tool and a communication tool between students and lecturers managed by the Center for Learning Development and Innovation (*PPIP*). The LMS is equipped with synchronous learning facilities via the zoom platform. So that all students can attend lectures optimally by accessing the lectures at any time, the synchronous learning process through zoom is also recommended to be recorded and the recording results are linked in the LMS.

Each classroom is equipped with several standard facilities, such as a projector, screen, microphone, speaker, air conditioner, internet connection (LAN and wifi), and video camera. Other learning supports include an audio laboratory, a multimedia laboratory, and a micro-teaching laboratory.

The university library continues to improve services to students by providing various library resources that can be accessed directly or virtually. Here are some examples of library resources from outside the institution that can be accessed.

1. Cambridge Core (https://www.cambridge.org/core)

2. National Library (http://e-resources.perpusnas.go.id/index.php)

3. ProQuest (www.proquest.com/pqdweb)

4. Gale (www.infotrac.galegroup.com/itweb)

5. APTIK Digital Library (http://adl.aptik.or.id)

6. Jogja Library (http://jogjalib.com)

7. JStor (http://jstor.org)

8. Emerald (http://emeraldinsight.com)

9. EBSCO Host (http://search.ebscohost.com/)

10. PRAYER (http://doaj.org)

11. SAGE Knowledge (http://sk.sagepub.com/books)

12. Oxford Academic (https://academic.oup.com)

13. Sage Journals (http://journals.sagepub.com)

14. The Word Bank (http://www.wordbank.org/in/country/indonesia)

15. Google Scholar (https://scholar.google.co.id)

16. Regional Library (Perpusda), address http://bpadjogja.info/

17. Yogyakarta City Library, address http://perlibrary.jogjakota.go.id

18. Colossian Library of St. Ignatius, address: Jl. Abubakar Ali, Yogyakarta

19. Yogyakarta Gadjah Mada University Library (http://lib.ugm.ac.id/)

20. Yogyakarta Language Center Library, address: Jl. Dewa Nyoman Oka, No. 34

To support students' non-academic activities, the university provides several places to use, including the student hall and badminton court located on campus I, soccer field, open stage, and auditorium located on campus II.

09. Curriculum Evaluation

To maintain the quality and suitability of the English Education Study Program Curriculum with a wider context, curriculum reviews are carried out periodically every 4 or 5 years. Curriculum updating is carried out by involving several internal and external stakeholders. The curriculum design is evaluated by experts in the field of study programs, industry, associations to see the suitability of the design with the development of science and technology and user needs. Furthermore, the results of the review become input for study programs to improve the quality of curriculum design.

Compliance with curriculum monitoring and evaluation standards begins with the formation of a team tasked with periodically reviewing and evaluating the curriculum. The team has the responsibility to monitor and evaluate the process of implementing the curriculum within a certain period. Curriculum documents must be able to show the compatibility between educational goals and graduate competencies that have been determined with the right measuring tools.

To ensure the implementation of the curriculum, the study program prepares several supporting documents, including Semester Learning Plans (RPS), attendance lists of lecture participants, reports on lecture implementation, evaluation reports on lecture implementation, and test results.
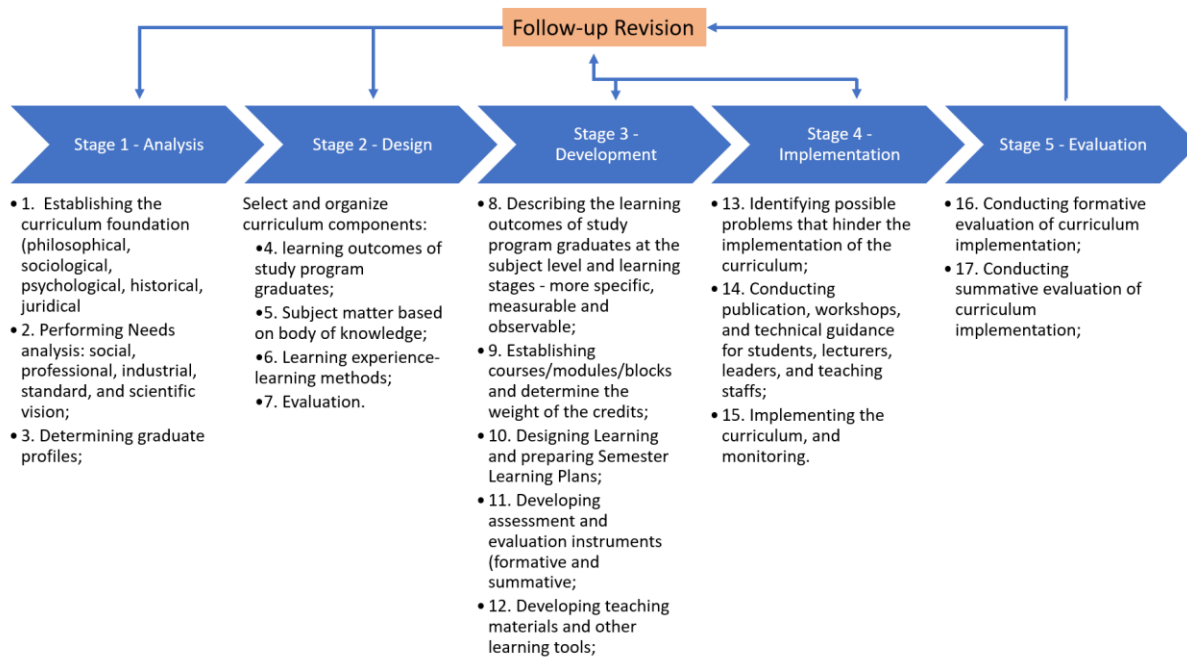
Follow-up Revision

Stage 1 - Analysis
- 1. Establishing the curriculum foundation (philosophical, sociological, psychological, historical, juridical
- 2. Performing Needs analysis: social, professional, industrial, standard, and scientific vision;
- 3. Determining graduate profiles;

Stage 2 - Design

Select and organize curriculum components:
- 4. learning outcomes of study program graduates;
- 5. Subject matter based on body of knowledge;
- 6. Learning experience-learning methods;
- 7. Evaluation.

Stage 3 - Development
- 8. Describing the learning outcomes of study program graduates at the subject level and learning stages - more specific, measurable and observable;
- 9. Establishing courses/modules/blocks and determine the weight of the credits;
- 10. Designing Learning and preparing Semester Learning Plans;
- 11. Developing assessment and evaluation instruments (formative and summative;
- 12. Developing teaching materials and other learning tools;

Stage 4 - Implementation
- 13. Identifying possible problems that hinder the implementation of the curriculum;
- 14. Conducting publication, workshops, and technical guidance for students, lecturers, leaders, and teaching staffs;
- 15. Implementing the curriculum, and monitoring.

Stage 5 - Evaluation
- 16. Conducting formative evaluation of curriculum implementation;
- 17. Conducting summative evaluation of curriculum implementation;

Figure 3. Higher Education Curriculum Cycle

10. Appendix 1

Course Equivalence 2016 Curriculum – 2021 Curriculum

After implementing the 2016 Curriculum for the past 4 years, the department reviewed it based on the development in the world of education, the workplaces' needs, and feedback from stakeholders. Another main reference in reviewing the curriculum is the Policy from the Ministry of Education, *Merdeka Belajar – Kampus Merdeka,* and Outcomes-Based Education (OBE). The changes that have been made require adjustments to the curriculum that is currently underway and is still being taken by several generations of students. Therefore, mapping of competencies from the old curriculum related to the new curriculum was carried out. This is done to ensure that students who are currently using the old curriculum can still be served well while still paying attention to the final LO to be achieved. The role of DPA in mentoring curriculum transitions can help students plan and complete studies with the new curriculum. Some MKs need to provide their equivalent. This transition period will occur for approximately 1 year.

Course Equivalence

The following is the equivalence of the 2016 Curriculum Course and the 2021 Curriculum

No.	Changes	Courses in the 2016 Curriculum	Courses in the 2021 Curriculum
1	Merge of Courses, Name changes, and Course Credits		
	Grammar is a compulsory subject given until the 4th semester. Therefore, a change of the name of the course and the credits are conducted.	Grammar I - VI in which each consists of 2 credits	Grammar subject is given in 4 semesters, and 1 Grammar subject as enrichment
		Grammar I (Sem 1, 2 credits)	Basic Grammar in Use (Sem 1, 3 credits)

No.	Changes	Courses in the 2016 Curriculum	Courses in the 2021 Curriculum
		Grammar II (Sem 2, 2 credits)	Intermediate Grammar in Use (Sem 2, 3 credits)
		Grammar III (Sem 3, 2 credits)	Advanced Grammar in Use (Sem 3, 3 credits)
		Grammar IV (Sem 4, 2 credits)	Grammar in ELT (Sem 4, 2 credits)
		Grammar V (Sem 5, 2 credits)	Textual Grammar (2 credits, enrichment course)
		Grammar VI (Sem 6, 2 credits)	
2	The Merging of the related language skills courses		
		Basic Listening (Sem 1, 2 credits)	Basic Listening and Speaking (4 credits)
		Speaking 1 (Sem 1, 2 credits)	
		Basic Reading (Sem 1, 2 credits)	Basic Reading and Writing (4 credits)
		Basic Writing (Sem 1, 2 credits)	
		Intermediate Listening (Sem 2, 2 credits)	Intermediate Listening and Speaking (4 credits)
		Speaking 2 (Sem 2, 2 credits)	
		Basic Reading II (Sem 2, 2 credits)	Intermediate Reading and Writing (4 credits)
		Paragraph Writing (Sem 2, 2 credits)	

No.	Changes	Courses in the 2016 Curriculum	Courses in the 2021 Curriculum
		Critical Listening and Speaking I (Sem 3, 4 credits)	Advanced Listening and Speaking (4 credits)
		Critical Listening and Speaking II (Sem 4, 4 credits)	
		Critical Reading and Writing I (Sem 3, 4 credits)	Advanced Reading and Writing (4 credits)
		Critical Reading and Writing II (Sem 4, 4 credits)	
3	Credits differences	Pronunciation Practice I (2 credits) Pronunciation Practice II (2 credits)	Pronunciation Practice (3 credits)
4	Merging	Approaches, Methods, and Techniques (3 credits)	Teaching Methods and Conventional Media (4 credits)
		Language Teaching Media (2 credits)	
		Language Teaching Media (2 credits)	Digital Learning Media Development (DLMD) (3 credits)
		Computer Assisted Language Learning (3 credits)	
		Learning Program Design (3 credits)	Learning Program Design and Assessment (4 credits)
		Language Learning Assessment (2 credits)	

No.	Changes	Courses in the 2016 Curriculum	Courses in the 2021 Curriculum
5	Compulsory and Elective Courses	English for Young Learners (elective) (3 credits)	English for Young Learners (compulsory) (2 credits)
		ESP (elective) (3 credits)	ESP (compulsory) (2 credits)
		Creative Writing (elective) (2 credits)	Creative Writing (compulsory) (2 credits)
		Standardized Test (elective) (2 credits)	Standardized Test (compulsory) (2 credits)
6	New course to achieve the newest LO	-	Remote Learning (2 credits)
	The consequences of the difference in the number of credits due to this change of curriculum can be compensated by taking enrichment courses to achieve a minimum of 144 credits.		

Course names in ELESP 2016 Curriculum and 2021 Curriculum

No	Curriculum 2016		Curriculum 2021	
	Course Subject	Credits	Course Subject	Credits
1	Pronunciation Practice I	2	Pronunciation Practice	3
2	Pronunciation Practice II	2		
3	Grammar I	2	Basic Grammar in Use	3
4	Grammar II	2	Intermediate Grammar in Use	3
5	Grammar III	2		
6	Grammar IV	2	Advanced Grammar in Use	3

7	Grammar V	2		
8	Grammar VI	2	Grammar in ELT	2
9	Public Speaking	2	-	
10	Speaking 1	2	Basic Listening and Speaking	4
11	Basic Listening	2		
12	Basic Reading	2	Basic Reading and Writing	4
13	Basic Writing	2		
14	Intermediate Listening	2	Intermediate Listening and Speaking	4
15	Speaking 2	2		
16	Critical Listening and Speaking I	4		
17	Basic Reading II	2	Intermediate Reading and Writing	4
18	Paragraph Writing	2		
19	Critical Reading and Writing I	4		
20	Critical Listening and Speaking II	4	Advanced Listening and Speaking	4
21	Critical Reading and Writing II	4	AdvancedReading and Writing	4
22	Introduction to Literature	2	Interoduction to Educational English Literature	2
23	Approaches, Methods, and Techniques	3	Teaching Methods and Conventional Media	4
24	Language Teaching Media	2		
25	Learning Program Design	3	Learning Program Design and	4

26	Language Learning Assessment	2	Assessment	
27	Academic Writing	2	-	

11. Appendix 2

Assignment Letters

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
Y O G Y A K A R T A

SURAT TUGAS

Nomor : 002a.1/FKIP/I/2021

Dalam rangka meningkatkan kualitas proses perkuliahan di lingkungan Fakultas Keguruan dan Ilmu Pendidikan, maka Dekan FKIP Universitas Sanata Dharma perlu mengangkat Penyusun Kurikulum Program Studi Pendidikan Bahasa Inggris tahun 2021. Adapun daftar nama Penyusun Kurikulum adalah sebagai berikut:

No.	Nama	Jabatan
1.	Caecilia Tutyandari, Ph.D.	Ketua
2.	Christina Kristiyani, M.Pd., Ph.D.	Anggota
3.	F.X. Ouda Teda Ena M.Pd., Ed.D.	Anggota
4.	Henny Herawati, S.Pd., M.Hum., Ph.D.	Anggota
5.	Markus Budiraharjo, S.Pd., M.Ed., Ed.D.	Anggota
6.	Paulus Kuswandono, Ph.D.	Anggota
7.	Priyatno Ardi, M.Hum.	Anggota
8.	Veronica Triprihatmini, M.Hum., M.A.	Anggota
9.	Christina Lhaksmita Anandari, Ed.M.	Anggota
10.	Barli Bram, Ph.D.	Anggota
11.	Concilianus Laos Mbato, M.A., Ed.D.	Anggota
12.	Pius Nurwidasa P., Ed.D.	Anggota
13.	F. Chosa Kastuhandani, M.Hum., Ph.D.	Anggota
14.	G. Punto Aji, S.Pd., M.Hum.	Anggota

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Fakultas Keguruan dan Ilmu Pendidikan
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No.	Nama	Jabatan
15.	Dr. Made Frida Yulia	Anggota
16.	Y. Veniranda, Ph.D.	Anggota
17.	Maria V Eka Mulatsih, S.S., M.A.	Anggota
18.	Mega Wulandari, M.Hum.	Anggota
19.	Rina Astuti Purnamaningwulan, M.Hum.	Anggota
20.	Thomas Wahyu Prabowo Mukti, M.Pd.	Anggota
21.	Patricia Angelina Lasut, M.Hum.	Anggota

Deskripsi tugas dari Penyusun Kurikulum Program Studi Pendidikan Bahasa Inggris adalah sebagai berikut:

1. Menyusun Kurikulum Program Studi Pendidikan Bahasa Inggris tahun 2021.
2. Melaporkan hasil penyusunan Kurikulum Program Studi Pendidikan Bahasa Inggris kepada Dekan .

Surat Tugas ini berlaku mulai tanggal 5 Januari s.d. 30 Juni 2021

Yogyakarta, 2 Januari 2021
Dekan FKIP

Drs. Yohanes Harsoyo, S.Pd., M.Si.

Tembusan:

1. Rektor USD sebagai laporan
2. Wakil Rektor I USD sebagai laporan
3. Segenap Wakil Dekan FKIP

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

SURAT TUGAS

Nomor : 386/FKIP/VI/2021

Dalam rangka meningkatkan kualitas proses perkuliahan di lingkungan Fakultas Keguruan dan Ilmu Pendidikan, maka Dekan FKIP Universitas Sanata Dharma perlu mengangkat *Editor* Kurikulum Program Studi Pendidikan Bahasa Inggris 2021, Fakultas Keguruan dan Ilmu Pendidikan. Adapun daftar nama *Editor* Kurikulum adalah sebagai berikut:

No.	Nama	Jabatan
1.	Christina Kristiyani, M.Pd., Ph.D.	Ketua
2.	Caecilia Tutyandari, Ph.D.	Anggota
3.	F.X. Ouda Teda Ena M.Pd., Ed.D.	Anggota
4.	Henny Herawati, S.Pd., M.Hum., Ph.D.	Anggota
5.	Markus Budiraharjo, S.Pd., M.Ed., Ed.D.	Anggota
6.	Paulus Kuswandono, Ph.D.	Anggota
7.	Priyatno Ardi, M.Hum.	Anggota
8.	Veronica Triprihatmini, M.Hum., M.A.	Anggota

Deskripsi tugas dari *Editor* Kurikulum Program Studi Pendidikan Bahasa Inggris adalah sebagai berikut:

1. Mengedit Kurikulum yang telah disusun dan berlaku di Program Studi Pendidikan Bahasa Inggris mulai Tahun 2021.
2. Melaporkan hasil perbaikan Kurikulum Program Studi Pendidikan Bahasa Inggris kepada Dekan.

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Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Surat Tugas ini berlaku mulai tanggal 30 Juni s.d. 31 Juli 2021

Yogyakarta, 20 Juni 2021
Dekan FKIP

Drs. Yohanes Harsoyo, S.Pd., M.Si.

Tembusan:

1. Rektor USD sebagai laporan
2. Wakil Rektor I USD sebagai laporan
3. Segenap Wakil Dekan FKIP

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Rector's Decree on the Implementation of the Curriculum

SANATA DHARMA UNIVERSITY

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RECTOR DECREE OF SANATA DHARMA UNIVERSITY

No: 309h/Rector/ VIII/2021

ON

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM CURRICULUM
FACULTY OF TEACHER TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
2021**

THE RECTOR OF SANATA DHARMA UNIVERSITY

Reading : The letter from the Head of Undergraduate Programe in English Language Education Study Program Faculty of Teacher Training and Education, Sanata Dharma Universuty No: 036/PBI/III/2022 with the subject Attestation of English Language Education Studi Program Curriculum 2021;

Considering : a. that in implementing the Tridharma of Higher Education, especially in teaching and educating, it is necessary to determine the Curriculum of Undergraduate Program of English Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University in accordance with the development and needs of stakeholders

b. that with the declaration of the *Merdeka Belajar Kampus Merdeka* (MBKM) or Freedom to Learn-Independent Campus by the Ministry of Education, Culture, Research, and Technology Indonesia, it is necessary to develop a curriculum that is in accordance with the MBKM program;

c. that the curriculum for the 2021 English Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University has been completed and is ready to be implemented starting in the Odd semester of the 2021/2022 academic year;

d. that based on points a, b, and c above, it is necessary to stipulate a Rector's Decree on Determining the English Language Education Study Program Curriculum, Faculty of Teacher Training and Education, Sanata Dharma University in 2021.

Whereas : 1. The Regulations of the Republic of Indonesia Number 20 of 2003 on the National Education System;

2. The Regulations of the Republic of Indonesia Number 12 of 2012 on Higher Education;

3. Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework;

4. The Government Regulation Number 4 of 2014 on the Implementation of Higher Education and Management of Higher Education;

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5. The Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 62 of 2016 on the Higher Education Quality Assurance System;

6. The Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 on National Standards for Higher Education;

7. The Regulation of the Minister of Education and Culture of the Republic Indonesia Number 5 of 2020 on Accreditation of Study Programs and Universities.

DECIDES

To stipulate :

First : To stipulate the English Language Education Study Program Curriculum, Faculty of Teacher Training and Education, Sanata Dharma University in 2021 as stated in the appendix which is an integral part of this Decree.

Second : The curriculum of the English Language Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University in 2021 applies to students starting from the 2020 batch.

Third : This decree commences effectively on the stated date, and if deemed necessary, revisions will be made accordingly.

Stipulated in Yogyakarta
on August 2, 2021
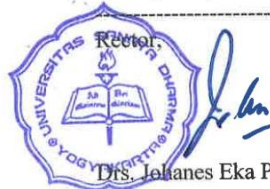
Rector:

Drs. Johanes Eka Priyatma, M.Sc., Ph.D.

Cc:
1. All Vice Rectors
2. Dean of Faculty of Teacher Training and Education
3. Head of Undergraduate Programe in English Language Education Study Program
4. The Office of Quality Assurance and Internal Audit

12. Appendix 3

Course Description

The following is a brief description of the courses in the ELESP Curriculum to provide a brief overview of the courses. The description of this course is possible to be revised according to the development of science and context.

1. Vocabulary (LEDU 103)

"Vocabulary" is a compulsory course designed to help students understand the meanings, forms, and uses of high frequency and academic words through various activities. In addition, students are exposed to various English phrases, collocations, and idiomatic expressions used in various contexts as well as the principles of word formation of contextual use. They are also required to apply vocabulary enrichment techniques independently and use dictionaries to enrich vocabularies. There is no prerequisite for taking this course.

2. Pronunciation Practice (LEDU 110)

The course is designed to assist students in enhancing their spoken proficiency for communication purposes in general and their pronunciation in particular. Specifically, it is meant to familiarize students with English speech sounds (segmentals) and suprasegmentals. In general, the course is divided into two parts. In the first part, the practice focuses on the English speech sounds (consonants, vowels and diphthongs). Students will practice pronouncing words, phrases and sentences which contain the focus sounds in each meeting. In the second parts, the practice focuses on the suprasegmentals (stress, rhythm and intonation). During the process, corrections are always provided as the feedback to the students' pronunciation problems both directly by the lecturer and the available softwares (online softwares), i.e. Oxford Advanced Learners, Cambridge Longman, and Merriam-Webster Dictionaries. Besides, differences between British and American English are also highlighted.

3. **Basic Grammar in Use (LEDU 111)**

The course is offered to the first semester students enrolled in the English Language Education Study Program. It equips students with the fundamental concepts and practices of English language, including parts of speech, basic English sentence patterns, concords, and English tenses. By the end of this course, students are expected to have proficient knowledge of basic English grammar and to be prepared for the next grammar course.

4. **Intermediate Grammar in Use (LEDU 112)**

This course equips students with a deeper understanding of different sentence varieties and verb features. In the first half of the semester, students are going to deal with phrase structures, and modals. Then, in the second half of the semester, topics that are discussed include passive sentences, gerunds, infinitives, causatives, and degrees of comparison. Students are expected to perform both individual and collaborative work in accomplishing the tasks. By the end of the course, they are expected to be able to compose a short text (consisting of around 500 words) that displays correct use of the learned sentence varieties and verb features.

5. **Advanced Grammar in Use (LEDU 113)**

This course equips students with the knowledge to produce compound and complex sentences, conditional sentences, and condense the complex sentences by means of non-finite constructions and use English compound, and complex sentences correctly accurately in given tasks.

6. **Grammar in ELT (LEDU 114)**

This course equips students with the knowledge to produce compound and complex ones, and condense the complex sentences by means of non-finite constructions. Students are trained to be able to apply grammar topics in Grammar in ELT accurately and deliver correctly and confidently the grammar topics in Grammar in ELT to learners of English.

7. Textual Grammar (LEDU 115)

This course presents the students with the use of grammar both in spoken and written discouses. The course trains students to identify challenges of English structure in order to understand authentic texts and apply relevant grammatical aspects discussed in the course to communication purposes. The analysis on the authentic uses covers, for example, basic elements of English sentences and parts of speech.

8. Book Report (SEDU 105)

This course is designed to introduce students to Extensive Reading, develop students' understanding of literary elements/aspects, increase their interest and enjoyment of reading literary and non-literary works, and express their thought and feeling regarded to the articles they are reading. Throughout the course students are to read articles with 4 major topics, namely kindness, love, honesty, and debatable choices. Students will report each article they read to their friends and discuss the elements/aspects, their feeling, and their thoughts. This course is compulsory and offered in semester II. There is no prerequisite course for Book Report.

9. Basic Listening and Speaking (SEDU 117)

This course is designed to help students comprehend various frequently used discourses in English and express basic communicative functions in English. In completing the course, the students will be able to understand sentences and frequently used expressions related to areas of most immediate relevance as well as the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure. Afterwards, the students will be able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters as well as describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans confidently, fluently, and accurately.

10. Intermediate Listening and Speaking (SEDU 119)

Intermediate Listening and Speaking course is designed introduce you to listening and giving personal response strategies. Throughout this course, you are expected to listen to and watch various intermediate extended discourse such as lectures, speeches, news reports, and expository passages in the given topics. Then, you will be learn to paraphrase, take notes and summarize the passages in outlines and mind-maps. You will be trained to give oral critical response and reflection based on the given topics in the form of short individual/group presentation.

11. Advanced Listening & Speaking (SEDU 121)

In completing the course, the students will be able to employ strategic skills, to comprehend upper intermediate to advanced, extended discourse such as news reports, informative narratives, persuasion, argumentation in the form of videos, podcasts, or reading articles; paraphrase, take notes and summarize upper intermediate to advanced, extended discourse such as news reports, narratives, persuasion, argumentation and in the form of videos, podcasts, or reading articles. Afterwards, the students will be able to do speech preparation, speech content organization, and oral delivery techniques in order to deliver oral critical responses and reflections confidently, fluently, and accurately based on the given topics.

12. Basic Reading and Writing (SEDU118)

Basic Reading and Writing course is designed to introduce students to some basic reading strategies and minimum requirements needed in writing as foundations of reading and writing activities. The students are to read texts related to humanism, humanistic education, self-reflection and empowerment, and success stories to improve their reading comprehension, critical thinking, reflective thinking, and vocabulary mastery in expository, descriptive, and recount texts. Through various reading activities, the students are exposed to written English employing the minimum requirement rules (e.g. agreement, grammar, tenses, spelling, and diction) and the aforementioned text types. The exposure, input, and provided feedback will facilitate

them to write correct sentences in compositions and to produce their own responses, recounts, and descriptions. The overall design of the learning process refers to the cognitive levels of Bloom and SOLO taxonomy. At the end of the course, the students are expected to become effective and critical readers. As for the writing products, they are assigned to submit portfolios covering all students' compositions and reflections on their learning.

13. Intermediate Reading and Writing (SEDU 120)

This course is designed to, firstly, help students develop their literal and inferential comprehension, practice the reading skills (previewing, skimming, scanning, guessing word meanings from context), develop their English vocabulary and reading aloud ability. Throughout the course, students are encouraged to use reading strategies when reading various kinds of texts and to give simple critical responses to ideas presented in the texts. In general, tasks to foster students' independence in developing their reading and writing skills are also given. Secondly, in order to specifically develop the students' paragraph writing skills, the students are to practice writing topic sentences, supporting sentences, and concluding sentences as well as the concept of unity and coherence of a paragraph. On completing the course, the students are able to write using correct punctuation and spelling, use the concept of SV agreement, tenses, grammar on their writing (covering recount, descriptive, procedure and comparison) correctly.

14. Advanced Reading and Writing (SEDU 122)

This course is designed to develop students' critical thinking skills in reading and writing through a metacognitive approach. To achieve these outcomes, students will be assisted in developing knowledge of cognition and regulation of cognition in reading and writing various text types namely expository (compare and contrast, cause and effect, and classification), persuasive and argumentative genres with various topics. Specifically, they are trained to apply logical principles, careful standard of evidence, and reasoning to the analysis and discussion of claims, beliefs and issues

through planning, monitoring and problem-solving, as well as evaluation strategies. This course is offered in Semester 3. To be eligible to enroll in this course, students need to have passed Basic Reading and writing, and intermediate Reading and Writing classes in the previous semesters.

15. Creative Writing (SEDU 123)

Creative Writing is offered to introduce students to the process and techniques of creative writing. It encourages students' engagement in writing stories and poems in English, offering a range of strategies to help student develop as a writer. The emphasis is highly practical, with workshop technique, exercises and activities designed to ignite and sustain the writing impulse. The course encourages ways of using memory, experience, observation, and imagination to write stories and poems, as well as building a daily writing discipline. Students will write stories and poems inspired by their observations of surroundings, personal memory, and other work. The class projects are class IG to showcase students' poems and other individual/group projects, and a publication of a book presenting students' best stories and poems.

16. Digital Learning Media Development (DLMD) (EEDU 112)

This course covers both theoretical and practical knowledge of using digital learning media to enhance language learning. Besides exploring digital learning theories, this course also discusses the integration of technology based on language skills and elements. This course consists of 6 units and each unit is divided into 2 meetings which are lecture and workshop. Each unit assists students to design, develop & evaluate interactive digital media and apply them in the class. At the end of the course, students are expected to be able to develop and organize several digital media into an integrated VLE (virtual learning environment) platform which is tried out to some targeted users. Students taking this course are also required to take *Learning Methods and Conventional Media* simultaneously.

17. Teaching Methods and Conventional Media (EEDU 109)

In this Teaching Methods and Conventional Media (TMCM) course, students are to develop creative and innovative learning activities that meet the learning purposes, learners' characteristics and learning styles, available sources and resources, and learning conditions. In order to have such ability, students are to explore knowledge of the established approaches, methods, and techniques, strategies in teaching language skills and elements, conventional media and some classroom management principles. Students are also to develop simulated teaching procedures based on the learned approaches, methods, techniques and strategies complemented with the appropriate conventional media for teaching.

18. Learning Program Design and Assessment (LPDA) (EEDU 110)

Drawing on the Backward Design, this course is set to equip students with a systematic procedures, starting from identifying learning goals, determining learning assessments, and developing materials/strategies. Goals are drawn from solid grounds of research on the students' developmental tasks. Assessments are viewed from the three perspectives, i.e. assessments of, as, and for learning. Materials/strategies are framed within digital contexts . This course gives students insights into the concept of curriculum, its program design, implementation, and assessments. In this course, the students are introduced to the concept of curriculum in general and also to the current curriculum used in Indonesia and its elements including syllabus and learning interaction plan. Besides, students are equipped with the knowledge of material development. Having the knowledge of curriculum, of its elements, and of material development, students are also given practice to develop teaching materials for grade-schools based on the current curriculum used. As the final product, the students are expected to generate a set of lesson planning documents. Further, they need to analyse the appropriate assessments.

19. Micro Teaching (EEDU 105)

Microteaching course is an English language teaching and learning course. The materials of the theoretical study include the review of the English learning contents and the development of the English lesson plan. The dominant learning processes in this course are the student teacher's practices of their teaching skills in opening, closing, explaining, asking questions, providing reinforcement/stimulus, and finally integrating teaching skills. Through these teaching practices, the student teachers are expected to have sufficient knowledge and skills to plan and manage classroom learning.

20. Introduction to Educational English Literature (ELIT 107)

This course introduces students to three main kinds of literary genres, namely prose, poetry, and drama, by various authors of different periods and nationalities to develop understanding and ability in appreciating literary works in elementary level. Students are equipped with basic theories and apply these on their literary appreciation to weekly reading assignments and reflective responses to the works read and discussed. It will discuss how literature directly relates to the personal, social, ecological, and spiritual aspects of our life especially educational aspect. By reading and appreciating literary works, students are able to develop emphatic understanding to others and develop personal maturity.

21. Prose in ELT (ELIT 108)

This course is designed to develop students' ability in appreciating prose fiction by reading and analyzing world short stories and novels. In this course, students will read three (3) short stories, and two (2) novels. It is expected that students will be able to write a critical analysis on the literary works read by using literary theories. Students will also give responses, such as in a form of reflective writings or art works, that aim to encourage students to be more emphatic, sensitive, and mature. This course is compulsory and offered in semester III.

22. Drama in ELT (ELIT 109)

Drama course is designed to facilitate students to read, analyze, and interpret World drama scripts. In this course, students learn some elements of drama script, analyze the intrinsic and extrinsic aspects of a drama, and understand the properties for a play production. Students also write or adapt a one act drama script that may function as a means of teaching English language.

23. Introduction to Linguistics (LING 101)

Introduction to Linguistics is a compulsory course worth 2 credits. It discusses the main topics in linguistics theory in the context of English as a foreign language teaching. It equips students with basic understanding of linguistics theories in order that they have better understanding of ESL teaching.

24. Introduction to English Phonetics and Phonology (LING 102)

Introduction to English Phonetics and Phonology is a course that introduces students to the concepts of English Phonetics and English Phonology. Students are introduce to English sounds (English Phonetics) and English sound patterns (English Phonology). The course covers the description of how English sounds are produced, so students can learn to produce the sounds accurately. Some English sounds are not found in Indonesian, so by observing the process of how to articulate the sounds, it expected that students will learn to produce the sounds accurately, and understand how sounds are represented by IPA symbols. Understanding of sound patterns will help students understand what sound combinations are feasible and what combinations will result in silent consonants or silent vowels. At the end of the course, students can explain how this course is very relevant to language learning and language teaching. This course is compulsory and offered in Semester IV. It is expected that students have taken Introduction to Linguistics before they take this course.

25. Standardized Test (EPRO 102)

This course aims to provide students with the knowledge and practical skills required to successfully prepare to take the IELTS Academic Test. It is a popular choice for students wishing to study at a university in an English-speaking country. This course will prepare you to take the IELTS Academic Test with confidence. Like the test itself, course content is organised into the four main skill areas: Speaking, Listening, Reading, and Writing. Each section of this course includes engaging multimedia presentations reviewing key test-taking skills, strategies and techniques. In each of the four test areas, students will be given information about the format of the test, as well as advice about the skills and strategies that will be useful when taking the test.

The learning activities will include practice on test-taking skills and strategies, individual practice tests, individual study, group study and classroom practice tests. The individual study and group study allow students to work independently and collaboratively. Students are facilitated to plan their own learning, monitor their own progress, and evaluate their own learning. The aim is for the students to get a IELTS band of at least 6.0. This course also helps students make use of their metacognitive strategies in learning to achieve the targeted scores in the English proficiency tests successfully.

26. Statistics in ELT (REDU 109)

Statistics in ELT course is designed to equip students with the basic approaches, methods, and techniques in using statistics in research on English language teaching. First, students carry out exercises on descriptive statistics operation for quantitative data presentation. Second, students carry out basic exercises in inferential statistics strategies including the use of null hypothesis, hypothesis tests, significance analysis, and inferential statistics findings. The approaches, methods, and techniques in using statistics learned theoretically are implemented in simplified case studies through intensive practices and evaluated according to its predicted effectiveness.

27. Theories and Practice of Translation (TISI 101)

Theories and Practice of Translation is designed to introduce the arts and crafts of translation. Students are equipped with the knowledge and practical knowledge of concepts, types, principles, problems and procedures involved in translating. They are also exposed to hands-on experiences of translating various text types, both specified and literary. Some new issues and latest development in translation are also introduced and explored, such as translation in mixed mode and media, machine translation and computer-assisted translation tools.

28. Consecutive Interpreting (TISI 153)

Interpreting is designed to introduce the students to modes of interpreting and principles of interpreting. During the course, the students are given practice to interpret English utterances to Indonesian and vice versa. On completing the course, the students are able to spontaneously interpret a spoken/recorded communication in English into Indonesian and vice versa. This course is offered in Semester 7.

29. English for Specific Purposes (ENDU 104)

This course is meant to give the students experience in developing an ESP program. On doing this, students will learn theories of the nature of English for Specific Purposes, ESP design approach, need analysis, ESP syllabuses, and ESP material development, which are targeted to an ESP program development conducted by the students.

30. Mass Media Communication (ENDU 103)

Mass Media Communication is an introductory course designed to provide basic instruction in writing for print and online media and advertising. Exploration of the role of mass media in today's world and its impact on our daily lives will be included in the course curriculum. Upon completing the course, the students are expected to be able to write accurately and comprehensively using the tenets of good news writing. The students are also expected to demonstrate correct newspaper style in

news writing the ability to write hard news copy in an informative and timely way, the ability to write an online news story, including breaking news, and the ability to write features that capture reader interest.

31. Cross Cultural Understanding (LCUL 101)

This course explores numerous questions and analyses cultural similarities and differences with regards to Eastern (such as Indonesian) and Western (such as American and British) cultures. Recognizing that each society has its own beliefs, attitudes, customs, behaviours, and social structures, students are able to understand that people have a sense of identity, standards by which to live, and goals to strive for; that the term "culture" has many different meanings, referring to the patterns of belief and behaviour common to a particular group of people (such as the reasons why English people think and behave the ways they do).

32. English for Creative Industry (ENDU 106)

This course gives students insights into and ask the students to practice the ability to produce digital information in English effectively in spoken and written and deliver the information using technological media. Therefore, this course is going to introduce the ability to use the technology in making the message more interesting and at the same time keep informative for the people who receive the information. There is no required course for the subject. This course is part of MBKM Program in the area of "Magang Dunia Industri" related to Mass Media and Publishers.

33. English for Young Learner (EEDU 111)

This course equips students with the knowledge and skills to teach English to young learners of primary school level. The knowledge refers to the understanding of the policy of teaching a foreign language (i.e. English) to young learners, stages of child developments, child characteristics, classroom management and assessment for young learners whereas the skills include all learning activities to enable the students to implement the knowledge already learned which will result in fun and appropriate English classes for young learners.

At the end of the course students are assigned to observe a certain primary school and come up with any ideas to help the school such as producing teaching media or suggesting teaching techniques.

34. International Curriculum (SEDU 111)

International curriculum focuses on developing students' critical and fluent knowledge, skills and attitudes towards various types of global curricula and their practical applications in the international classroom teaching learning processes.

35. Play Performance (ELIT 110)

Play Performance is designed to introduce students to fundamental concepts of drama. It elaborates underlying principles of drama performance that come into play on digital platforms. Besides, it deals with various issues in digital drama staging. The topics addressed among others are script analysis, drama production, and artistic aspects of digital drama. It is designed to improve students' hard skills in English language as well as students' soft skills i.e. collaborative, decision making, communication, creative, critical thinking and digital skills. Play Performance is a compulsory course and offered in Semester V.

36. Service Program Design (KWR 101)

This course is designed to equip students with entrepreneurship skills related to English learning services as well as develop professional attitudes for entering the workforce. At the end of the course program, students should be able to implement their entrepreneurial skills to design English learning services according to target clients' needs using the Design Thinking framework. Students taking this course are also required to take English for Specific Purposes simultaneously.

37. Religion Education (TEOL 101)

This course helps students have broad insight by knowing religions and beliefs in God Almighty, scientifically accounting for their faith beliefs, and developing a

critical attitude and being open to dialogue and tolerance towards adherents of various religions and beliefs.

38. Pancasila Education (KEBN 101)

Students understand the process of the formulation of Pancasila both historically and philosophically/rationally; steps for realizing the values of Pancasila in everyday life and being able to make them happen; apply thinking based on Pancasila in dealing with various problems in the state and in social life.

39. Civic Education (KEBN 102)

The substance of Civic Education course is to support students have comprehensive insights and integral approaches in dealing with life problems, both social, economic, political, defense and security, as well as culture.

40. *Bahasa* Indonesia (BIND 101)

The substance of this course focuses on (1) language, thought, and humanity, (2) the position of the Indonesian language, (3) writing synopsis and reviews, (4) writing popular scientific papers (opinions), and (5) writing papers. In addition, the substance of this course is intended to develop skills in reading, writing, and presenting popular scientific works and academic scientific articles. Students actively seek materials from books, the internet, and various other sources. Through this course, students are expected to be able to express ideas properly and correctly in accordance with applicable linguistic rules. With these activities, students will get used to reading critically, expressing ideas in writing, applying linguistic rules through careful editing of written works, and speaking academically through presentations.

41. Theology/Phylosophy og Morality (FITE 107/FILS 105)

Students understand, know, and are aware of the position of ethics, and human actions; be responsible for their freedom; develop awareness and have strong moral integrity; understand human purpose and happiness; understand social ethics, political ethics, work ethics; and respect others and environment.

42. Community Service (STDL 101)

Community Service is a compulsory subject that aims to build student character by interacting with the community. This course provides a platform for students to apply the knowledge they have learned in class directly in the context of society. The main focus of this course is community empowerment by prioritizing intelligent and humanistic activities.

43. Introduction to Education (PKGF 101)

Students understand the basic concepts or principles of education, develop attitudes as prospective professional educators, and integrate knowledge about this education with related subjects or sciences.

44. Psychology of Learning (PKGF 102)

The Psychology of Learning course aims to equip students with understanding of the concept of learning and learning in schools, about the factors that affect the learning process and learning in schools, the impact of student diversity and culture on the learning process and achievement of learning outcomes, and understanding about effective and positive learning in order to create a developing learning environment.

45. School Management (PKGF104)

Manajemen Sekolah or School Management is one of *Mata Kuliah Keilmuan dan Keterampilan (MKK)*. This course aims to provide prospective of School-Based Management (SBM) and other legislative products related to the management of school households in the era of school autonomy; provide prospective teachers with experience on how the implementation of the National Education Standards is implemented in schools; and provide prospective teachers with ability to compare the concept of Minimum Service Standards (SPM) with the reality in school and can be reflected as provision when working later in the future.

46. Research Method (REDU 101)

In this course, students will learn the nature of research and research problems.

This course discusses learning materials with various types of research methods, including their appropriate instruments for data gathering to help students for preparing their research activities for their thesis. Students will develop a research prospectus for their theses. There is no prerequisite for the course, but the students joining this course should have high competence in English composition.

47. Research Proposal (REDU 102)

Research Proposal is a course which is designed to assist students write their final assignment; that is, producing scientific writings which can take the form of a thesis, a journal article or a research paper, or developing other creative products, such as books or teaching media. At the end of the semester, they are to finish writing the research proposal (i.e. the first three chapters of the thesis, an elaborate research plan for journal article writing or scientific product development, or the draft of all three chapters of the final paper). Besides, they are expectedly ready with the prototype research instruments needed for gathering the data. The course is concluded with a seminar on the designed proposal.

48. Thesis (REDU 104)

This course is an independent study guided by a supervisor to generate academic writing on a topic according to students' research focus. This course is an ultimate culmination of students' learning in this undergraduate program to demonstrate the mastery of their fields and the application of the theories for a language teaching and learning problems.

49. Research Paper (REDU 105)

This course is an independent study guided by a supervisor to generate academic writing on a topic according to students' research focus. This course is an ultimate culmination of students' learning in this undergraduate program to demonstrate the mastery of their fields and the application of the theories for a language teaching and learning problems. The final product is a research paper.

50. Published Article (REDU 106)

This course is an independent study guided by a supervisor to generate academic writing on a topic according to students' research focus. This course is an ultimate culmination of students' learning in the undergraduate program to demonstrate the mastery of their fields and the application of the theories for a language teaching and learning problems. The final product is a published article in a journal.

51. Innovative Project (REDU 107)

This course is an independent study guided by a supervisor to generate learning/teaching product (for example, an English learning software) on a topic according to students' research focus. This course is an ultimate culmination of students' learning in the undergraduate program to demonstrate the mastery of their fields and the application of the theories for a language teaching and learning problems.

52. *Pengantar Pembelajaran* BIPA (EEDU 106)

The aim of the course is to introduce students to the principles of learning Indonesian as a foreign language and to the knowledge of teaching Indonesian as a Foreign Language. In this course, students will design BIPA syllabus based on learners' needs and develop BIPA materials and media. This course is an enrichment course and there is no prerequisite course for EEDU 106 Pengantar Pembelajaran BIPA.

53. Semantics – Pragmatics (LING 109)

This enrichment course enables students to explore fundamental aspects of semantics. It discusses the concepts of semantics, and its relationship with pragmatics. Upon completion, the students are able to understand the concepts of semantics, the relation between semantics and pragmatics, and apply the knowledge and theories in tackling semantic issues in English teaching and learning. The prerequisite course is Introduction to Linguistics.

54. Poetry (ELIT 112)

Poetry in ELT is designed to encourage students to enjoy reading poetry. In this course, students will analyze the intrinsic elements of a poem, which include Rhythm, imitation, Style and Tone, Pleasure and/or Truth, Technique of Verse. Students are also able to show their understanding and ability to analyze a poem by making use of literary theories. The values of finding realities of life depicted in the works may encourage students to be more emphatic, sensitive, and mature.

Building Brighter Futures