



**Kampus
Merdeka**
INDONESIA JAYA

ENGLISH LETTERS DEPARTMENT

ACCREDITED



- SK BAN-PT No. 006/BAN-PT/AK-IV/V/2000
- SK BAN-PT No. 021/BAN-PT/Ak-X/S1/XI/2005
- SK BAN-PT No. 036/BAN-PT/Ak-XIII/S1/I/2011
- SK BAN-PT No. 1151/SK/BAN-PT/Akred/S/XI/2015
- SK BAN-PT No. 7345/SK/BAN-PT/Ak-PPJ/S/XI/2020

2021
CURRICULUM

FACULTY OF LETTERS
UNIVERSITAS SANATA DHARMA
YOGYAKARTA
2022



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2021 Curriculum

ENGLISH LETTERS DEPARTMENT

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Foreword

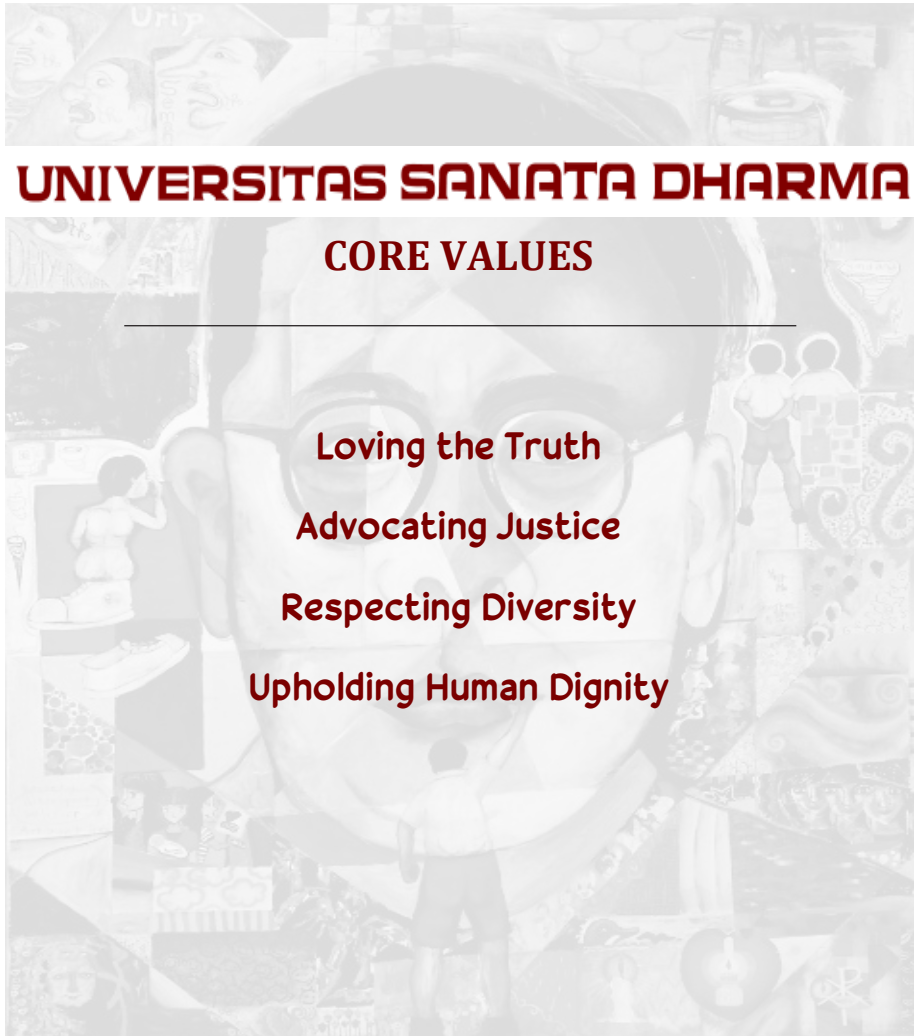
In today's era of global networking, the recognition of graduates' skills by a worldwide society is highly significant. In the attempt to meet the demand for excellent graduates, the English Letters Department, Universitas Sanata Dharma, prepares its curriculum by considering Universitas Sanata Dharma's vision and mission, the fast-growing dynamics in society, the vision and mission of the Department, and the result of tracer studies conducted by the English Letters Department.

Related to such contexts, the English Letters Development regularly evaluates its curriculum so that improvement and development can always occur. Since its establishment in 1993, the English Letters has continuously reviewed, improved, adjusted, and developed the curriculum. Among the improvement, five significant changes have been made: in 1993, 2000, 2010, 2016, and 2021.

It is expected that by going through such a curriculum, the graduates of the English Letters Department will always be ready (1) to meet the national, regional, and international demands of job markets; (2) to meet the needs of stakeholders; and, (3) to receive worldwide recognition of their qualifications, knowledge, and skills to further studies.

Yogyakarta, 1 August 2022

Chair of English Letters Department
Hirmawan Wijanarka, M. Hum.



UNIVERSITAS SANATA DHARMA

CORE VALUES

Loving the Truth

Advocating Justice

Respecting Diversity

Upholding Human Dignity

*Background Graphic: Prof. Dr. Driyarkara, S.J.
(The founding father of Universitas Sanata Dharma)*

A Brief History of the English Letters Department

Universitas Sanata Dharma (USD) Yogyakarta is the new institutional form of Teachers' Training Institute, *Institut Keguruan dan Ilmu Pendidikan (IKIP)* Sanata Dharma, which was formerly Teacher Education College, *Perguruan Tinggi Pendidikan Guru (PTPG)* Sanata Dharma, established on December 17, 1955. In November 1958 PTPG Sanata Dharma was transformed into Faculty of Teacher Training and Education, *Fakultas Keguruan dan Ilmu Pendidikan (FKIP)* Sanata Dharma. On September 1, 1965, following government regulations, FKIP Sanata Dharma was transformed into IKIP Sanata Dharma.

After 28 years of service, IKIP Sanata Dharma transformed into Universitas Sanata Dharma, based on the Decree of the Minister of Education and Culture of the Republic of Indonesia, No. 46/D/O/1993 (dated April 20, 1993). In this university, all departments during the IKIP period were integrated into FKIP (*Faculty of Teacher Training and Education*). In addition to FKIP, seven (7) new faculties and one (1) Graduate Program were established: Faculty of Teacher Training and Education, Faculty of Theology, Faculty of Letters, Faculty of Economics, Faculty of Psychology, Faculty of Science and Technology, Faculty of Pharmacy, and the Graduate Program. In November 2020, one new faculty, Faculty of Vocation, was established.

Based on the 1993 Statute of Sanata Dharma University, Faculty of Letters coordinates three Departments (Study Programs): the Indonesian Letters Department, English Letters Department, and History Department. Since 2000, the English Letters Department has successively obtained an A Accreditation rating based on the Decree of the National Accreditation Board of Higher Education (BAN-PT) as follows:

1. No. 006/BAN-PT/AK-IV/V/2000 dated May 31, 2000;
2. No. 021/BAN-PT/Ak-IX/S1/XI/2005 dated November 17, 2005;
3. No. 036/BAN-PT/Ak-XIII.S1/I/2011 dated January 7, 2011;
4. No. 1151/SK/BAN-PT/Akred/S/XI/2015 dated November 14, 2015;
5. No. 7345/SK/BAN-PT/Ak-PPJ/S/XI/2020 dated November 17, 2020.

Currently, the English Letters Department is in the process of securing international accreditation to make it more accessible for not only domestic but also international students and cooperations.

Chapter 1 Introduction

For the English Letters Department, Universitas Sanata Dharma, regular review and revitalization of its curriculum are inevitable for its growth in line with global development. The 2021 Curriculum is a response to the changes and development of society, especially in the following contexts:

1. The fast-developing internet in the 21-century which easily connects all parts of the globe;
2. The new characteristics of society as the result of the development of information technology: volatile, uncertain, complex, and ambiguous (VUCA), which changes almost all aspects of life;
3. The worldwide COVID-19 pandemic that made society apply the "new normality" in almost all kinds of interactions, including the student-teacher interaction in education.
4. The 2019-2029 Universal Apostolic Preferences of the Society of Jesus that give directions as well as the soul to Universitas Sanata Dharma as a Jesuit University.

The preferences are:

- a. *Showing the way to God* through Spiritual Exercises and their practice of discernment
- b. *Walking with the poor*, the outcasts of the world, and those whose dignity has been violated in the mission of reconciliation and justice
- c. *Walking together with young people* to build a hope-filled future
- d. *Working together to care for the earth*, our common home

Since its establishment, the English Letters Department of Universitas Sanata Dharma has reviewed and developed its curriculum five (5) times:

1. The 1993 Curriculum (adopting the curriculum of the English Letters Department of Universitas Gadjah Mada, the supervisory university for Universitas Sanata Dharma);
2. The 2000 Curriculum (adding work-oriented courses to prepare the graduates for better and broader employment);
3. The 2010 Curriculum (adding courses expected to be the plus points and the distinguishing quality for the graduates);

4. The 2016 Curriculum (adjusting the curriculum to the OBE (Outcome-Based Education) and the Indonesian National Qualification Framework (KKNI, *Kerangka Kualifikasi Nasional Indonesia*);
5. The 2021 Curriculum (reorienting and readjusting the graduate profile, learning outcomes, and courses due to the digital era, and at the same time implementing the Indonesian government's program of MBKM (*Merdeka Belajar – Kampus Merdeka*, Freedom to Learn – Independent Campus)

Before the review and readjustment process, the English Letters Department carried out activities to help reshape the graduate profile, the program learning outcomes, and the courses offered. The activities included (but are not limited to):

1. Evaluating the previous curriculum (Curriculum 2016);
2. Conducting surveys among the students;
3. Conducting tracer studies for the alumni;
4. Conducting surveys for graduates' employers;
5. Conducting workshops on OBE and MBKM Curricula;
6. Benchmarking with other English Letters Departments which are members of ESAI (English Studies Association in Indonesia).

These activities concluded the following points:

1. Curriculum 2016 has accommodated the needs of stakeholders, but it needs to reshape and adjust its graduate profile and learning outcomes to cope with the development of graduate employment;
2. Professions currently occupied by the graduates of the English Letters Department are English instructors/teachers/lecturers; officers/staff of human resource, marketing, finance, and administration departments; public relations officers/staff; officers/staff in the hospitality and tourism agencies; editors, journalists, writers; translators/interpreters; secretaries; banking officers/staff; and entrepreneurs;
3. The most appropriate and applicable fields of knowledge to graduates' professions are (English) language, communication, translation, literature, journalism, culture, teaching, and research.;
4. The most relevant competencies (soft skills) to graduates' profession are those of critical thinking, independent work, problem-solving, responsibility, teamwork, creativity, compassion, reflective evaluation, and leadership;
5. Specific skills most beneficial for graduates in their employment are English language, translation, public relations, creative writing, scientific writing, and teaching.

In every curriculum evaluation that results in changes and development, the curriculum of the English letters Department stands on its philosophical foundation: the Ignatian Pedagogy. The principles of the pedagogy reflect the basic values initiated by St. Ignatius of Loyola. 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 encourages personal education (*cura personalis*). It applies a continuous learning cycle. It 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 make meaning from their learning, take action based on what they have learned, and evaluate their actions.

Chapter 2

Vision, Mision, Objectives, Strategies, and Core Values

The English Letters Department's vision, mission, objectives, strategies, and core values are derived from those of Universitas Sanata Dharma and the Faculty of Letters. The table below shows how the Faculty of Letters implements and enacts the vision, mission, and objectives of Universitas Sanata Dharma:

Universitas Sanata Dharma	Faculty of Letters
<p>VISION</p> <p>To be an excellent and humanist truth seeker for the realization of a more dignified society</p>	<p>VISION</p> <p>To become a faculty that excels in the fields of language, literature, history, and culture to create an increasingly dignified Indonesian society</p>
<p>MISSION</p> <ol style="list-style-type: none"> 1. To develop a holistic education system that combines academic excellence and human values through an approach characterized by personal, dialogical, pluralistic, and transformative characteristics. 2. To create an academic community that respects academic freedom and scientific autonomy, works together across disciplines, and prioritizes the depth rather than the breadth of scientific insight to explore the truth through teaching, research, and community service activities. 	<p>MISSION</p> <p>To develop excellence in education, research, community service, and cooperation in the fields of language, literature, history, and culture to produce intelligent and humanist literary scholars and scientific works published nationally and internationally by:</p> <ol style="list-style-type: none"> 1. Organizing Ignatian Pedagogy-based education that develops scientific competence, conscience, and compassion 2. Organizing research activities in the fields of language, literature, history, and culture to produce scientific works that are published nationally and internationally

<ol style="list-style-type: none"> 3. To bring enlightenment that educates the public through the publication of the results of teaching, research, and community service activities. 4. To develop collaborations with various partners with the same vision and concern and empower alumni to develop real community involvement 	<ol style="list-style-type: none"> 3. Organizing community service activities in the context of realizing applicable works in the fields of language, literature, history, and culture 4. Cooperating with domestic and foreign institutions to develop <i>Tridharma</i> (three main duties) activities, i.e. teaching, researching, and community service.
<p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Organizing excellent Tridharma activities to produce graduates who have a 3C profile (Competence, Conscience, and Compassion), and who make meaningful scientific contributions, and help solve community problems; 2. Building and developing a productive and contributive academic community through Tridharma activities with good human resource management, and the application of an effective institutional governance system that takes full advantage of information and communication technology (ICT); 3. Providing assistance and empowerment in transforming society through collaboration with all parties to increase the empowerment and contribution of USD to the community. 	<p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Organizing excellent educational activities to produce intelligent and humanistic literary scholars with a 3C profile (competence, conscience, compassion) by making the most extensive use of Information and Communication Technology and collaborating with a variety of institutions both nationally and internationally; 2. Producing scholarly works in the domains of language, literature, history, and culture through research that is published nationally and internationally 3. Realizing and coordinating community service projects in the disciplines of language, literature, history, and culture through offering support and empowerment in societal transformation. 4. Collaborating with domestic and foreign institutions to advance Tridharma activities

Referring to the recreation of the vision, mission, and objectives of Universitas Sanata Dharma, the English Letters Department formulates its vision, mission, objectives, and strategies in the following manner:

A. Vision

The English Letters Department of Universitas Sanata Dharma aspires to be an outstanding English Letters Department that contributes to the promotion of human dignity by combining academic excellence and humanistic values in a critical manner and by responding to a variety of linguistic, literary, and cultural phenomena.

The above vision of the English Letters Department has been formulated in light of the following considerations:

1. language, literature, and culture as elements of global virtues are worth studying;
2. (English) language, literature, and culture are essential to comprehending human nature as a whole;
3. holistic human education must include education in humanity which encompasses language, literature, and culture;
4. (English) language, literature, and culture are means of fostering cross-cultural understanding.

B. Mission

Based on the aforementioned vision, the English Letters Department has the following missions:

1. To provide an education rooted in Ignatian Pedagogy that cultivates students' competence, conscience, and compassion;
2. To enable students to integrate humanistic values and knowledge of (the English) language, literature, and culture from local, national, and global perspectives;
3. To conduct research in (English) language, literature, and culture from local, national, and global perspectives;
4. To support society in resolving issues with the English language, literature, and culture based on local, national, and global perspectives;
5. To collaborate with external institutions to promote education, research, and community service at local, national, and international levels.

C. Objectives

1. To carry out Ignatian pedagogy-based education to produce humanistic graduates who excel in the knowledge of the English language, literature, and culture;
2. To conduct qualified and recognized research in the disciplines of language, literature, and culture at the national, regional, and international levels;
3. To engage in community service related to the English language, literature, and culture.

D. Strategies

1. To promote the quality of education that prioritizes qualities of humanity in accordance with the Jesuit educational tenets of fostering competence, conscience, compassion, and commitment;
2. To improve the academic quality of human resources (students, lecturers) to enhance the English Letters Department's reputation at the national, regional, and international levels;
3. To facilitate academic and non-academic activities that provide students and lecturers with international and global perspectives;
4. To evaluate, to modify, and to revitalize the curriculum;
5. To expand the partnership network with external communities and businesses, including industrial institutions;
6. To leverage information and communication technology for academic and non-academic purposes.

E. Core Values

As part of Universitas Sanata Dharma, the English Letters Department upholds the following values, which are also the institution's core values:

1. Loving the truth
2. Advocating for justice
3. Respecting diversity
4. Upholding human dignity

Chapter 3

Graduate Profile and Learning Outcomes

A. Graduate Profile

Students who have completed the program at English Letters Department, Universitas Sanata Dharma, are expected to have acquired a solid knowledge of English literature, language, and culture as well as general life skills that equip them for employment in a variety of fields such as communicators, writers & art practitioners, associate researchers, and English instructors. The English Letters Department prepares the graduates with the following attributes: critical thinking, independent and collaborative (team) work skills, responsibility, creativity, and compassion.

B. Program Learning Outcomes

After completing the program, the students should be able to:

Knowledge:

1. demonstrate comprehension of concepts and theories of the English language, literature, and its culture from local, national, and global perspectives;
2. demonstrate mastery of concepts, theories, formats, contents, and ethics in writing, communication in English and other languages, and conducting research on language, literature, and culture.

Specific Skills:

1. produce scientific and popular writings;
2. communicate effectively in English, both in written and oral forms;
3. conduct and present in English research on language, literature, and culture;
4. produce and present artworks (language, literature, and culture) for the public;
5. apply ICT (Information and Communication Technology) in language, literature, and culture;
6. demonstrate English proficiency at a minimum of 550 ITP TOEFL or CEFR B2.

General Competencies (Soft Skills):

1. demonstrate religious, nationalist, compassionate, and mutual respect qualities;
2. think critically, logically, systematically, and innovatively;
3. work independently and collaboratively;
4. make a decision appropriately and contextually;

Chapter 4

Modules and Courses

Courses in English Letters Department are grouped into five modules as follows (*see Table 1 on page 32*)

1. **Module 1 (CULTURE & HUMANITY)** consists of general courses serving as the foundations for studying language, literature, and culture.
(15 Courses, 35 Credits: 17 Compulsory Credits, 18 Elective Credits)
2. **Module 2 (COMMUNICATION & LANGUAGE SKILLS)** consists of courses oriented to provide students with specific knowledge in communication and skills in using language (mainly English);
(19 Courses, 50 Credits: 23 Compulsory Credits, 27 Elective Credits)
3. **Module 3 (LINGUISTICS & TRANSLATION STUDIES)** consists of courses oriented to provide students with specific knowledge of linguistics and translation studies;
(13 Courses, 33 Credits: 13 Compulsory Credits, 20 Elective Credits)
4. **Module 4 (LITERATURE)** consists of courses oriented to provide students with specific knowledge of literature;
(11 Courses, 28 Credits: 15 Compulsory Credit, 13 Elective Credits)
5. **Module 5 (RESEARCH)** consists of courses that provide students with methodological competencies necessary to conduct scientific research on literature, language, or translation.
(12 Courses, 28 Credits: a student takes only 16 Compulsory Credits, based on the student's stream: literature, language, or translation)

Chapter 5

Curriculum Structure

The present curriculum is designed to accommodate the *Merdeka Belajar – Kampus Merdeka (MBKM)* program, which allows students to take courses offered by other study programs inside or outside Universitas Sanata Dharma for a maximum number of 40 credits; and to conduct one of the eight (8) programs of MBKM for a maximum number of 20 credits (see page 81). However, taking courses outside the study program and carrying out MBKM activities are not conducted in a block system (*i.e.*, leaving the study programs in one or two full semesters). Students may take courses outside the study program starting in Semester 3, but the MBKM activities are suggested for students after Semester 5.

Semesters 1 - 2 focus on the university's compulsory courses and courses on language skills. Students are expected to have a good mastery of English as a prerequisite for succeeding in literature, linguistics, and culture courses provided in subsequent semesters.

Semesters 3 - 5 offer the Department's major language, literature, and culture courses. In addition, these semesters include elective courses designed to broaden students' knowledge and skills and hone their employability skills.

Semesters 6 - 8 prepare students for their final projects (Undergraduate Thesis). More elective courses that support their research projects are offered. During these last semesters, students have numerous opportunities to enroll in courses at different universities and participate in MBKM activities.

The minimum number of credits required to earn the Sarjana Sastra (S.S. Bachelor in Letters) degree is 144 (comprised of 84 required courses and 60 elective credits). This program permits students to participate fully in MBKM programs.

Chapter 6

Course Distribution

Notes

xx	University's Compulsory Courses taken by all students
xx	Department's Compulsory Courses taken by all students
xx	Elective Intramural Courses. Students may substitute all or some of these courses with extramural courses and/or <i>MBKM</i> activities.
xx	Complementary Elective Intramural Courses. <i>If students do not take MBKM activities</i> , students must take at least ten (10) credits with a minimum of one (1) course taken from other study programs. Students may also substitute all or some of these nine (9) credits with extramural courses and/or <i>MBKM</i> activities.

SEMESTER 1 (20 Credits: 17 Compulsory & 3 Elective)

No	Code	Course	Prerequisite	Credit
1	TEOL 101	Pendidikan Agama <i>(Religious Education)</i>	--	2
2	KEBN 101	Pendidikan Pancasila <i>(Pancasila Education)</i>	--	2
3	BIND 101	Bahasa Indonesia <i>(Indonesian)</i>	--	3
4	ESSI 101	English Grammar I	--	4
5	ESSI 102A	English Composition I	--	3
6	ESSI 103A	English Conversation I	--	3
7	ESSI 110	<i>Japanese</i>	--	3

SEMESTER 2 (21 Credits: 14 Compulsory & 7 Electives)

No	Code	Course	Prerequisite	Credit
1	FITE 107	Teologi Moral <i>(Moral Theology)</i>	--	2
	FILS 105	Filsafat Moral <i>(Moral Philosophy)</i>	--	

No	Code	Course	Prerequisite	Credit
2	KEBN 102	Pend. Kewarganegaraan <i>(Civic Education)</i>	--	2
3	ESSI 104	English Grammar II	ESSI 101	4
4	ESSI 105A	English Composition II	ESSI 102A	3
5	ESSI 106A	English Conversation II	ESSI 103A	3
6	HISI 101	<i>History of the U.K. & U.S.</i>	--	4
7	ESSI 108	<i>French</i>	--	3

SEMESTER 3 (21 Credits: 10 Compulsory & 11 Elective)

No	Code	Course	Prerequisite	Credit
1	LISI 101A	Intro. to English Literature	ESSI 104	3
2	LING 101A	Intro. to English Linguistics	ESSI 104	3
3	CSFS 101	Intro. to Indonesian Culture	ESSI 104	2
4	ECSI 101	Cultural Theories	ESSI 104	2
5	ETSI 101	<i>ICT in Language Studies</i>	ESSI 104	2
6	ECSI 102	<i>Culture of English-Speaking Nations</i>	HISI 101	3
7	ESSI 107	<i>Business Writing</i>	ESSI 105A	2
8	CSFS 102	<i>Indonesian Literature</i>	--	2
9	ESSI 152	<i>Public Speaking</i>	ESSI 106A	2

SEMESTER 4 (19 Credits: 14 Compulsory & 5 Elective)

No	Code	Course	Prerequisite	Credit
1	LISI 102	English Prose	LISI 101	3
2	LISI 103	English Drama	LISI 101	3
3	LISI 104	English Poetry	LISI 101	3
4	TISI 101A	Theories and Practices of Translation	ESSI 104	2

No	Code	Course	Prerequisite	Credit
5	LING 102	Morpho-Phonology	LING 101	3
6	JOSI 152A	<i>Journalism</i>	ESSI 105A	2
7	ECSI 104	<i>Western Civilization</i>	ECSI 102	3

SEMESTER 5 (19 Credits: 9 Compulsory & 10 Elective)

No	Code	Course	Prerequisite	Credit
1	HUSI 101	Logics	LISI 102/3/4	2
2	ERSI 101A	Introduction to Research	LISI/LING 101	2
3	LING 103	Syntax	LING 101	2
4	LING 104	Semantics-Pragmatics	LING 101	3
5	HISI 102	<i>History of English Literature</i>	LISI 101	3
6	HISI 103	<i>History of English Language</i>	LING 101	3
7	TISI 103	<i>Legal Translation</i>	TISI 101	2
8	JOSI 151	<i>Public Relation</i>	ESSI 152	2

SEMESTER 6 (16 Credits: 7 Compulsory & 9 Elective)

No	Code	Course	Prerequisite	Credit
1	ERSI 102A	Literary Research Method.	ERSI 101	2
	ERSI 102B	Language Research Method.		
	ERSI 102C	Translation Research Method.		
2	ERSI 104	Statistics for Language	LING 101	2
3	ESSI 109	Creative Writing	LISI 101	3
4	ECSI 105	<i>Cultural Studies</i>	ECSI 101	2
5	TISI 102	<i>Consecutive Interpreting</i>	TISI 101	2
6	LISI 153	<i>Film and Literature</i>	LISI 102/3/4	3
7	LING 105	<i>Stylistics</i>	LING 101	2

SEMESTER 7 (11 Credits: 7 Compulsory & 4 Elective)

No	Code	Course	Prerequisite	Credit
1	STDL 101	KKN / Kuliah Kerja Nyata <i>(Community Service Program)</i>	>90 credits	3
2	ERSI 105A	Preliminary Thesis (on Lit)	ERSI 102A	2
	ERSI 105B	Preliminary Thesis (on Lang)	ERSI 102B	
	ERSI 105C	Preliminary Thesis (on Transl)	ERSI 102C	
3	ERSI 103A	Research Seminar (on Lit)	ERSI 102A	2
	ERSI 103B	Research Seminar (on Lang)	ERSI 102B	
	ERSI 103C	Research Seminar (on Transl)	ERSI 102C	
4	ESSI 111	<i>Introduction to English Tests</i>	ESSI 104, 105A, 106A	2
5	ESSI 154	<i>Indonesian Media Studies</i>	ECSI 101	2

SEMESTER 8 (6 Credits: 6 Compulsory)

No	Code	Course	Prerequisite	Credit
1	ERSI 106	Undergraduate Thesis	ERSI 102A/B/C	6

List of Complementary Elective Courses (11 Courses, 24 Credits)

No	Code	Course	Prerequisite	Credit
1	LISI 154	<i>Literature for Children and Young Adult</i>	LISI 101	2
2	LING 151A	<i>Sociolinguistics</i>	LING 101	2
3	TISI 156	<i>Audio-Visual Translation</i>	TISI 101A	2
4	LISI 152	<i>Gender and Literature</i>	LISI 102/3/4	2
5	TISI 154	<i>Current Issues in Translation</i>	TISI 101A	3
6	LISI 155	<i>Multicultural Literature</i>	LISI 102/3/4	2
7	ESSI 151	<i>UX Writing (User Experience Writing)</i>	TISI 101A	2

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No	Code	Course	Prerequisite	Credit
8	LING 154	<i>Introduction to Discourse Analysis</i>	ERSI 104	2
9	ESSI 153	<i>TV Journalism</i>	ESSI 109	3
10	TISI 152	<i>Simultaneous Interpreting</i>	TISI 102	2

Chapter 7

Learning Process

The learning process is in accordance with one of Universitas Sanata Dharma's missions, which is "to administer a holistic education system that integrates academic excellence and human values through personal-care-oriented, dialogic, pluralistic, and transformative approaches," and is conducted in accordance with the standards set by the Ministry of Education, Culture, Research and Technology (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia) in *Permendikbud No. 3 Tahun 2020 Pasal 11*, noting that higher education's national standards should be interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered.

In every learning activity, lecturers and students communicate in both directions. Students are encouraged to actively participate in the learning process and are required to develop multiple facets of their talents through collaboration.

In every subject, the learning process is designed to cultivate not only the habit of critical thinking but also a global and all-encompassing mindset without abandoning local wisdom. Students are exposed to materials pertaining to local and global cultures. Students are encouraged to critically study a variety of literary, linguistic, and cultural topics.

Integration is achieved through merging multiple subjects of study/courses to reach a single learning outcome. The emphasis is placed on scientific and contextual approaches by adapting scientific methodologies to the characteristics and settings of the subject areas. Adaptive learning activities are designed to foster students' creativity, capacity, and independence.

In addition to adhering to the requirements established by the Ministry of Education, Culture, Research, and Technology, the English Letters Department complies with the Ignatian Pedagogy paradigm, which is the spirit of the learning process at Universitas Sanata Dharma as a Jesuit University. Ignatian Pedagogy is a learning method based on the spirituality of Saint Ignatius. This method is designed to prompt students' development in all aspects of their humanity. Students are expected to recognize, realize, and accept their dignity as God's creation and, thus, to act by their dignity. This pedagogy is expected to result in "excellent" (*magis*) individuals who constantly aspire to and pursue the greater common good.

In its implementation, this pedagogy aims to transform young people to be men and women of competence, conscience, and compassion. *It means that the goal is not only to develop students' competence or knowledge but also to help students capture the meaning and the essential values of what is being studied so that the conscience of the students' can be formed. Excellent competence and conscience are not enough if it is not applied in real action. Therefore, encouraging students to act based on the meaning, attitudes, and values they have learned is another goal of Ignatian Pedagogy. It is essential to develop students' compassion so that they can serve others* (Fitriati, 2020, pp.118-119).

The basic principles of Ignatian Pedagogy are:

1. Lecturers should have the responsibility of serving their students, be aware of their strengths and weaknesses, and be genuinely invested in aiding each student's internal development.
2. Students must be actively involved in their learning process, self-discovery, and creativity.
3. The lecturer-student relationship is personal and perpetual.
4. The curriculum and learning-teaching activities are tailored to the potential and degree of competency of the students.
5. Learning-teaching contents and materials are organized in a logical manner.
6. Preview and review are sought for better mastery.
7. Material depth is favored over breadth of coverage (*non multa, sed multum*).

The learning-teaching approach is tailored to the course's characteristics and oriented toward achieving the course's and the Department's learning outcomes. Discussions, case studies, problem-solving, simulations, seminars, and project-based learning are among the activities conducted. To maximize students' exposure to and internalization of English, all learning-teaching activities are conducted in English, with the exception of courses on other languages (Indonesian, French, and Japanese) and required university courses taught in Indonesian.

In addition to the curricular activities, the learning process is also carried out through co-curricular activities. Co-curricular activities include writing papers, creating reviews or summaries, producing films, preparing journalism projects, and staging dramas.

Students are also encouraged to participate in various extra-curricular activities both inside and outside the university to broaden their hard and soft skills. Universitas Sanata Dharma obliges students to participate in extra-curricular to get points (minimum 10 points) as a prerequisite for their graduation. At the

department level, students may participate in activities such as English Debate Society, String Movie Maniacs, English Letters Music Community, Puppet Show Community, and Sports Communities.

Chapter 8 Evaluation

The followings are the principles of learning evaluation in the English Letters Department:

1. The evaluation must be educational and should motivate students to improve their learning methods and achievements;
2. The evaluation must be authentic and is oriented toward a continuous learning process;
3. The evaluation must be objective, based on standards agreed upon by the students and the lecturer, and devoid of subjectivity;
4. The evaluation must be accountable, employing criteria agreed upon at the beginning of the semester and understood by both the students and the lecturer;
5. The evaluation must be transparent so that both the students and the lecturer have access to its procedures and outcomes.

In addition, all evaluation methods are grounded on the principle of 4C Ignatian Pedagogy paradigm (**Competence, Conscience, Compassion, and Commitment**). The Ignatian Pedagogy emphasizes that evaluation must be reflective. Therefore, students are always invited to reflect and evaluate what they have accomplished during the learning process, and to commit to future improvement.

Chapter 9

Faculty Qualification

The faculty members of the English Letters Department have the following credentials: (1) minimum holding a graduate degree (S2) in the fields of language, literature, or culture; (2) minimum having an academic position of Assistant Professor (*Asisten Ahli*).

The English Letters Department currently has 26 academic members, comprising 18 with Master's degrees (S2) and 8 with Doctoral degrees (S3). Of all the academic members, 6 are Associate Professors (*Lektor Kepala*), 18 Assistant Professors (9 *Lektor*, 9 *Asisten Ahli*), and 2 Lecturers.

Furthermore, 20 of the 26 full-time faculty members are certified. The Ministry of Education, Culture, Research, and Technology is now certifying the remaining six faculty members.

(The full roster of faculty members is available in Appendix 2 on page 58.)

Chapter 10

Supporting Facilities

The English Letters Department provides various supporting facilities to expedite learning outcomes. The main supporting facilities include:

1. A spacious and green campus;
2. Classrooms equipped with resources to facilitate learning activities (audio-visual and webinar facilities);
3. A library with a complete collection of books (both printed and electronic);
4. A *Sinta-2 Journal of Language and Literature* (pISSN: 1410-5691; eISSN: 2580-5878) that can serve as an outlet for academic publication for students, lecturers, and alumni, as well as a networking tool for academics;
5. Multimedia Language Laboratory;
6. Workstation for Students;
7. Mini Studio to develop students' skills in electronic journalism;
8. Self Access Center (SAC) for students to study independently;
9. Sports facilities and venues;
10. Rooms for Student Communities' activities (*UKPS, Unit Kegiatan Program Studi*).

Chapter 11

Curriculum Evaluation

Each year, the Department of English Letters undertakes a general curriculum evaluation. Every four or five years, however, a more comprehensive curriculum evaluation is conducted. The purpose of this evaluation is to maintain the quality and suitability of the Department's learning process and to keep up with the ever-changing context of higher education in Indonesia and the global community.

In conducting curriculum evaluation, the Department of English Letters strongly considers several aspects such as the result of surveys for alumni and stakeholders, the relevant issues discussed in the **English Studies Association in Indonesia (ESAI)**, the government's (*c.q.* The **Ministry of Education, Culture, Research, and Technology**) policy regarding higher education, and Universitas Sanata Dharma's policy as a member of **Association of Jesuit Colleges and Universities (AJCU)**. If deemed necessary, the Department also plans to benchmark with other English Letters Departments in Indonesia and overseas.

Based on the inputs obtained from the sources listed above, the Department of English Letters then assigns a task-force team to review and evaluate the curriculum to ensure that the new curriculum satisfies the needs of the society and adheres to the vision and mission of Universitas Sanata Dharma.

The updated curriculum is then shared with the Department's faculty members and the Dean of the Faculty of Letters. The final stage before implementing the "new" curriculum is obtaining approval from the Vice-Rector for Academic Affairs.

Rector's Decree

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Table 1. Modules and Courses

Module	Course	Code	C / E	Credit	Semester	
MODULE 1 Culture & Humanity	Pendidikan Agama (<i>Religious Studies</i>)	TEOL 101	C	2	1	
	Pendidikan Pancasila (<i>Pancasila/National Ideology Education</i>)	TEOL 101	C	2	1	
	Teologi Moral (<i>Moral Theology</i>)	FITE 107	C	2	2	
	Filsafat Moral (<i>Moral Philosophy</i>)	FILS 105				
	Kewarganegaraan (<i>Civic Education</i>)	KEBN 102	C	2	2	
	Kuliah Kerja Nyata (<i>Community Service Program</i>)	STDL 101	C	3	7	
	15 Courses 35 Credits	Cultural Theories	ECSI 101	C	2	3
		Introduction to Indonesian Culture	CSFS 101	C	2	3
	17 Compulsory Credits	Logics	HUSI 101	C	2	5
		<i>History of the U.K. and the U.S.</i>	<i>HISI 101</i>	<i>E</i>	<i>4</i>	<i>2</i>
		<i>Culture of English-Speaking Nations</i>	<i>ECSI 102</i>	<i>E</i>	<i>3</i>	<i>3</i>
	18 Elective Credits	<i>Western Civilization</i>	<i>ECSI 104</i>	<i>E</i>	<i>3</i>	<i>4</i>
		<i>Cultural Studies</i>	<i>ECSI 105</i>	<i>E</i>	<i>2</i>	<i>5</i>
		<i>Indonesian Media Studies</i>	<i>ESSI 154</i>	<i>E</i>	<i>2</i>	<i>7</i>
		<i>Philosophy of Science</i>	<i>HUSI 102</i>	<i>E</i>	<i>2</i>	<i>7</i>

Module	Course	Code	C / E	Credit	Semester
MODULE 2 Communication & language Skills 19 Courses 50 Credits 23 Compulsory Credits 27 Elective Credits	Bahasa Indonesia (Indonesian)	BIND 101	C	3	1
	English Grammar I	ESSI 101	C	4	1
	English Conversation I	ESSI 103A	C	3	1
	English Composition I	ESSI 102A	C	3	1
	English Grammar II	ESSI 104	C	4	2
	English Conversation II	ESSI 106A	C	3	2
	English Composition II	ESSI 105A	C	3	2
	<i>Japanese</i>	<i>ESSI 110</i>	<i>E</i>	<i>3</i>	<i>1</i>
	<i>French</i>	<i>ESSI 108</i>	<i>E</i>	<i>3</i>	<i>2</i>
	<i>ICT in Language Studies</i>	<i>ETSI 101</i>	<i>C</i>	<i>2</i>	<i>3</i>
	<i>Business Writing</i>	<i>ESSI 107</i>	<i>E</i>	<i>2</i>	<i>3</i>
	<i>Public Speaking</i>	<i>ESSI 152</i>	<i>E</i>	<i>2</i>	<i>3</i>
	<i>Public Relations</i>	<i>JOSI 151</i>	<i>E</i>	<i>2</i>	<i>4</i>
	<i>Journalism</i>	<i>JOSI 152A</i>	<i>E</i>	<i>2</i>	<i>4</i>
	<i>Consecutive Interpreting</i>	<i>TISI 102</i>	<i>E</i>	<i>2</i>	<i>6</i>
	<i>UX Writing (User Experience Writing)</i>	<i>ESSI 151</i>	<i>E</i>	<i>2</i>	<i>6</i>
	<i>Introduction to English Tests</i>	<i>ESSI 111</i>	<i>C</i>	<i>2</i>	<i>7</i>
<i>Simultaneous Interpreting</i>	<i>TISI 152</i>	<i>E</i>	<i>2</i>	<i>7</i>	
<i>T.V. Journalism</i>	<i>ESSI 153</i>	<i>E</i>	<i>3</i>	<i>7</i>	

Module	Course	Code	C / E	Credit	Semester
MODULE 3 Linguistics & Translation 13 Courses 33 Credits 13 Compulsory Credits 20 Elective Credits	Introduction to English Linguistics	LING 101A	C	3	3
	Theories and Practices of Translation	TISI 101A	C	2	4
	Morpho-Phonology	HISI 103	C	3	5
	Syntax	LING 103	C	2	5
	Semantics-Pragmatics	LING 104	C	3	5
	<i>History of English Language</i>	<i>LING 101</i>	<i>E</i>	<i>2</i>	<i>5</i>
	<i>Legal Translation</i>	<i>TISI 103</i>	<i>E</i>	<i>3</i>	<i>5</i>
	<i>Stylistics</i>	<i>LING 105</i>	<i>E</i>	<i>3</i>	<i>6</i>
	<i>Sociolinguistics</i>	<i>LING 151</i>	<i>E</i>	<i>3</i>	<i>4</i>
	<i>Current Issues in Translation</i>	<i>TISI 154</i>	<i>E</i>	<i>3</i>	<i>5</i>
	<i>Audio-Visual Translation</i>	<i>TISI 156</i>	<i>E</i>	<i>2</i>	<i>5</i>
	<i>Translation Technology</i>	<i>TISI 155</i>	<i>E</i>	<i>2</i>	<i>6</i>
<i>Introduction to Discourse Analysis</i>	<i>LING 154</i>	<i>E</i>	<i>2</i>	<i>6</i>	

Module	Course	Code	C / E	Credit	Semester
MODULE 4 Literature	Introduction to English Literature	LISI 101A	C	3	3
	English Prose	LISI 102	C	3	4
	English Drama	LISI 103	C	3	4
	English Poetry	LISI 104	C	3	4
	Creative Writing	ESSI 109	E	3	6
	<i>Indonesian Literature</i>	<i>CSFS 102</i>	<i>E</i>	<i>2</i>	<i>3</i>
	<i>History of English Literature</i>	<i>HISI 102</i>	<i>E</i>	<i>2</i>	<i>5</i>
	<i>Literature for Children and Young Adult</i>	<i>LISI 154</i>	<i>E</i>	<i>2</i>	<i>4</i>
	<i>Gender and Literature</i>	<i>LISI 152</i>	<i>E</i>	<i>2</i>	<i>5</i>
	<i>Multicultural Literature</i>	<i>LISI 155</i>	<i>E</i>	<i>2</i>	<i>5</i>
	<i>Film and Literature</i>	<i>LISI 153</i>	<i>E</i>	<i>3</i>	<i>6</i>

Module	Course	Code	C / E	Credit	Semester
MODULE 5 Research 12 Courses 28 Compulsory Credits <i>Note:</i> <i>A student takes</i> <i>only one stream:</i> <i>Literature,</i> <i>Language, or</i> <i>Translation.</i>	Introduction to Research	ERSI 101A	C	2	5
	Statistics for Language Studies	ERSI 104	C	2	6
	Literary Research Methodology	ERSI 102A	C	2	6
	Language Research Methodology	ERSI 102B	C	2	6
	Translation Research Methodology	ERSI 102C	C	2	6
	Preliminary Thesis (on Literature)	ERSI 105A	C	2	7
	Preliminary Thesis (on Language)	ERSI 105B	C	2	7
	Preliminary Thesis (on Translation)	ERSI 105C	C	2	7
	Research Seminar (on Literature)	ERSI 103A	C	2	7
	Research Seminar (on Language)	ERSI 103B	C	2	7
	Research Seminar (on Translation)	ERSI 103C	C	2	7
	(Undergraduate) Thesis	ERSI 106	C	6	8

Table 2. Correlation between Graduate Profile and Program Learning Outcomes

GRADUATE PROFILE	Knowledge		Specific Skills (Hard skills)					General Competencies (Softskills)				
Students who have completed the undergraduate degree at English Letters Department, Universitas Sanata Dharma, are expected to have acquired sound knowledge in English literature, language, and culture as well as general life skills that equip them for employment in a variety of fields such as:												
	1	2	3	4	5	6	7	8	9	10	11	12
Communicators (translators, interpreters, H.R. officer/staff, P.R. officer/staff, etc.)	●	●	●	●			●	●	●	●	●	●
Writers & Art Practitioners (journalists, authors, editors, content writers, copywriters, directors, actors/actresses, artists, etc.)	●	●	●	●		●	●	●	●	●	●	●
Associate Researchers (for language, literature, and culture research)	●	●	●	●	●		●	●	●	●	●	●
English Instructors (schoolteachers, English instructors, lecturers, etc.)	●	●	●	●	●	●	●	●	●	●	●	●

Table 3. Correlation between Courses and Program Learning Outcomes

COURSES	LEARNING OUTCOMES												
	Knowledge		Specific Skills (Hard skills)					General Competencies (Softskills)					
	1	2	1	2	3	4	5	1	2	3	4	5	
SEMESTER 1													
Pendidikan Agama	*	*	*	*	*	*	*	*	***	***	***	***	*
Pendidikan Pancasila	*	*	*	*	*	*	*	*	***	***	***	***	*
Bahasa Indonesia	*	***	*	*	*	*	*	*	***	***	***	*	*
English Grammar I	***	***	**	**	**	*	*	*	*	***	***	***	***
English Composition I	***	***	***	***	**	*	*	*	*	***	***	***	***
English Conversation I	***	***	*	***	**	*	*	*	*	***	***	***	***
<i>Japanese</i>		***	*	*	*	*	*	*	**	**	***	*	*
SEMESTER 2													
Teologi Moral	*	*	*	*	*	*	*	*	***	***	***	***	*
Filsafat Moral													
Pendidikan Kewarganegaraan	*	*	*	*	*	*	*	*	***	***	***	***	*
English Grammar II	***	***	**	**	**	*	*	*	*	***	***	***	***
English Composition II	***	***	***	***	**	*	*	*	*	***	***	***	***

SEMESTER 2

English Conversation II	***	***		***	**	*	*	*	***	***	***	***
<i>History of the U.K. & the U.S.</i>	***	**	*	*	*	*	*	**	**	***	**	*
<i>French</i>	*	***	*	*	*	*	*	**	**	***	*	*

SEMESTER 3

Introduction to English Literature	***	***	**	*	**	*	*	*	***	***	**	*
Introduction to English Linguistics	***	***	**	*	**	*	*	*	***	***	**	**
Introduction to Indonesian Culture	***	***	**	*	**	**	*	**	***	***	**	*
Cultural Theories	***	***	**	*	**	**	*	***	***	***	**	*
<i>ICT in Language Studies</i>	*	***	**	*	**	*	***	*	***	***	***	*
<i>Culture of Eng.-Speaking Nations</i>	***	***	**	*	*	*	*	***	***	***	**	*
<i>Business Writing</i>	***	***	*	***	*	*	**	*	***	***	***	***
<i>Indonesian Literature</i>	*	***	**	*	*	**	*	***	***	***	**	*
<i>Public Speaking</i>	*	***	*	***	***	*	**	*	***	***	***	**

SEMESTER 4

English Prose	***	***	**	*	**	**	*	**	***	***	***	*
English Drama	***	***	**	*	**	**	*	**	***	***	***	*
English Poetry	***	***	**	*	**	**	*	**	***	***	***	*

SEMESTER 4												
Theories and Practices of Translation	***	***	**	***	**	*	*	*	***	***	***	*
Morpho-Phonology	***	***	**	**	*	*	*	*	***	***	***	***
<i>Journalism</i>	*	***	***	***	***	*	***	*	***	***	***	**
<i>Western Civilization</i>	***	***	**	*	*	**	*	***	***	***	**	*

SEMESTER 5												
Logics	**	***	**	**	**	*	*	*	***	***	***	***
Introduction to Research	*	***	**	*	***	*	***	*	***	***	***	*
Syntax	***	***	**	**	**	*	*	*	***	***	***	***
Semantics-Pragmatics	***	***	**	**	**	*	*	*	***	***	***	***
<i>History of English Literature</i>	**	***	**	*	*	**	*	***	***	***	**	*
<i>History of English Language</i>	**	***	**	*	*	*	*	***	***	***	**	**
<i>Legal Translation</i>	*	***	*	***	*	*	*	*	***	***	***	*

SEMESTER 6												
Literary Research Methodology	***	***	***	***	***	*	***	*	***	***	***	**
Language Research Methodology	***	***	***	***	***	*	***	*	***	***	***	**
Translation Research Methodology	***	***	***	***	***	*	***	*	***	***	***	**
Statistics for Language	**	***	*	*	**	*	***	*	***	***	***	**

SEMESTER 6												
Creative Writing	***	***	***	***		***	*	*	***	***	***	***
<i>Cultural Studies</i>	***	***	***	**	***	**	*	***	***	***	***	**
<i>Consecutive Interpreting</i>		***	*	***	*	*	**	*	***	***	***	**
<i>Film and Literature</i>	***	***	***	**	*	**	*	***	***	***	**	**
<i>Stylistics</i>	***	***	**	***	**	*	*	*	***	***	***	**

SEMESTER 7												
<i>KKN (Community Service Program)</i>	*	*	*	*	*	*	*	***	***	***	***	
Preliminary Thesis (on Literature)	***	***	***	***	***		**	*	***	***	***	**
Preliminary Thesis (on Language)	***	***	***	***	***		**	*	***	***	***	**
Preliminary Thesis (on Translation)	***	***	***	***	***		**	*	***	***	***	**
Research Seminar (on Literature)	***	***	***	***	***		**	*	***	***	***	**
Research Seminar (on Language)	***	***	***	***	***		**	*	***	***	***	**
Research Seminar (on Translation)	***	***	***	***	***		**	*	***	***	***	**
<i>Introduction to English Tests</i>	***	***					**	*	***	***	***	***
<i>Indonesian Media Studies</i>	*	***	***	**		***	***	*	***	***	**	**

SEMESTER 8												
Undergraduate Thesis	***	***	***	***	***	***	***	*	***	***	***	**

COURSES	LEARNING OUTCOMES											
	Knowledge		Specific Skills (Hard skills)					General Competencies (Softskills)				
	1	2	1	2	3	4	5	1	2	3	4	5
ELECTIVE COURSES												
Literature for Children and Young Adult	***	**	***	*	**	***	*	*	***	***	***	*
Sociolinguistics	***	**	**	*	**	*	*	***	***	***	***	**
Audio-Visual Translation	***	*	***	***	*	*	***	*	***	***	***	*
Gender and Literature	***	**	**		**	**	*	**	***	***	***	*
Current Issues in Translation	*	***	***	***	**		*	*	***	***	***	*
Multicultural Literature	***	**	**		**	**	*	***	***	***	***	*
UX Writing (User Experience Writing)	**	***	***	***	**	***	*	**	***	***	***	***
CDA & SFL	***	**	**		**	*	*	*	***	***	***	**
T.V. Journalism	*	***	***	***		***	***	**	***	***	***	*
Philosophy of Science	**	*	*	*	*	*	*	***	***	**	***	*
Simultaneous Interpreting	*	***	*	***	*	*	*	*	***	***	***	*

Tabel 4. Course Mapping

SEM	Σ C.R.	COURSES AND CREDITS								
I	20 (21)	PEND. AGAMA (2)	PEND. PANCASILA (2)	BHS. INDONESIA (3)		ENGLISH GRAMMAR I (4)	ENGLISH COMPOSITION I (3)	ENGLISH CONVERSATION I (3)	JAPANESE (3)	
				HISTORY OF U.K. AND U.S. (4)					FRENCH (3)	
II	21 (20)	TEOLOGI MORAL (2)	PEND. KEWARGA- NEGARAAN (2)	HISTORY OF U.K. AND U.S. (4)		ENGLISH GRAMMAR II (4)	ENGLISH COMPOSITION II (3)	ENGLISH CONVERSATION II (3)	FRENCH (3)	
		FILSAFAT MORAL (2)		BAHASA INDONESIA (3)					JAPANESE (3)	
III	21	INTRO TO ENGLISH LITERATURE (3)	INTRO TO ENGLISH LINGUISTICS (3)	INTRO TO INDONESIAN CULTURE (2)	CULTURAL THEORIES (2)	ICT IN ENGLISH STUDIES (2)	CULTURE OF ENGLISH- SPEAKING NATIONS (3)	BUSINESS WRITING (2)	INDONESIAN LITERATURE (2)	PUBLIC SPEAKING (2)
IV	19	ENGLISH PROSE (3)	ENGLISH DRAMA (3)	ENGLISH POETRY (3)	THEORIES AND PRACTICES OF TRANSLATION (2)	MORPHO- PHONOLOGY (3)	JOURNALISM (2)	WESTERN CIVILIZATION (3)		

SEM	Σ C.R.	COURSES AND CREDITS							
V	19	LOGICS (2)	INTRO TO RESEARCH (2)	SYNTAX (2)	SEMANTICS- PRAGMATICS (3)	HISTORY OF ENGLISH LITERATURE (3)	HISTORY OF ENGLISH LANGUAGE (3)	LEGAL TRANSLATION (2)	PUBLIC RELATIONS (2)
VI	16	LIT RESEARCH METHOD (2)		STATISTICS FOR LANGUAGE (2)	CREATIVE WRITING (3)	CULTURAL STUDIES (2)	CONSECUTIVE INTERPRETING (2)	FILM AND LITERATURE (3)	STYLISTICS (2)
		LANG RESEARCH METHOD (2)							
		TRANS RESEARCH METHOD (2)							
VII	12	KKN (3)	LIT – PRELIMINARY THESIS (2)		LIT RESEARCH SEMINAR (2)		INTRO TO ENGLISH TESTS (2)	INDONESIAN MEDIA STUDIES (2)	
			LANG – PRELIMINARY THESIS (2)		LANG RESEARCH SEMINAR (2)				
			TRANS – PRELIMINARY THESIS (2)		TRANS RESEARCH SEMINAR (2)				
VIII	6	UNDERGRADUATE THESIS (6)							

APPENDICES

Appendix 1

Course Description

Semester 1

Course	Description
Pendidikan Agama <i>(Religious Education)</i>	A course designed to build the basis and direction for the formation of student personality from the aspect of religiosity. Students are expected to be able to understand and act in accordance with their faith; to have an understanding of the fundamental values of all religions in Indonesia so that they have an open attitude toward tolerance and dialogue with adherents of different religions; to address various problems critically from the perspective of religious values.
Pendidikan Pancasila <i>(National Ideology Education)</i>	A course designed to build the basis and direction for the formation of student personalities with an emphasis on aspects of the ideals of living together as Indonesian citizens.
Bahasa Indonesia <i>(Indonesian)</i>	In this course, students are invited to practice applying Indonesian in a formal setting, focusing on precise spelling and correct usage of grammar, phrases, clauses, and sentences.
English Grammar I	The course aims to make students understand the fundamentals of English. Students will study sentence patterns and tenses; subject-verb agreement; nouns, noun phrases, pronouns; modals; clauses (noun clauses and adjective clauses); gerunds and infinitives; and coordinating conjunctions.
English Composition I	The course is designed to help students understand a variety of text types, understand the vocabulary, write good and proper English sentences, and compose strong, coherent, and cohesive paragraphs.

Course	Description
English Conversation I	In this course, students practice fundamental English speaking skills. Students are invited to experience authentic conversational situations so that they can effectively employ expressions and conversational language accordingly.
<i>Japanese</i>	In this course, students practice basic skills (reading, writing, speaking, listening) in Japanese. For this purpose, students are introduced to basic Japanese grammar, vocabulary, and pronunciation.
<i>French</i>	The course introduces students to basic French vocabulary and grammar. Students are expected to be able to use French for basic communication and can understand simple readings in French.

Semester 2

Course	Description
Teologi Moral <i>(Moral Theology)</i>	Using theological viewpoints, Moral Theology seeks to establish a foundation and guide the formation of the student's character. This subject is recommended for Christian and Catholic students.
Filsafat Moral <i>(Moral Philosophy)</i>	Moral Philosophy is the equivalence of Moral Theology. It has the same goals, i.e., to build the basis and direction for forming the student's personality. However, it uses philosophical perspectives. This course is suggested for Non-Christian students.
Pendidikan Kewarganegaraan <i>(Civic Education)</i>	Civic Education seeks to provide a solid foundation and clear direction for the individual and social development of student personalities.
English Grammar II	This course is a continuation of English Grammar I and emphasizes complicated sentences with adverbial clauses, reduced clauses, and transitions. In addition, students practice passives, conditional, wishes, cleft and pseudo-cleft sentences, inversions, noun clauses, noun phrases, and verb phrases with their complementation.

Course	Description
English Composition II	The course strengthens students' paragraph and essay writing skills. Students practice writing with various writing styles. Before practicing, students will be introduced to readings that use various writing styles. This activity aims to give sample writings to students and generate students' ideas.
English Conversation II	The course seeks to increase students' capacity to articulate their ideas in formal and informal contexts using acceptable language. Students are encouraged to practice public speaking in meetings, presenting ideas in formal settings, conducting interviews, and writing official reports.
<i>History of the U.K. dan the U.S.</i>	The course presents key concepts in British and American history from antiquity to the current day. This course provides students with an awareness of the relationship between Anglo-Saxon history and contemporary cultural and social behaviors.

Semester 3

Course	Description
Introduction to English Literature	This course introduces literature and literary works (written in English) to students so they can respond by looking at the intrinsic elements. Additionally, students are introduced to a variety of literary criticism methodologies and English literary styles.
Introduction to English Linguistics	This course serves as the foundation for all linguistic courses offered. Before pursuing courses on specific linguistic areas, students are introduced to linguistics and its different branches to obtain a foundational understanding.
Introduction to Indonesian Culture	This course introduces, from a historical viewpoint, the cultural evolution and development of Indonesia's multiple and heterogeneous societies. It is anticipated that

Course	Description
	cultural insights would serve as the foundation for the integration of society and the nation.
Cultural Theories	The course introduces students to diverse cultural and historical theories and perspectives. Additionally, students explore cultural artefacts from a variety of perspectives/theories.
<i>ICT in Language Studies</i>	<p>Students practice combining skills in the field of information technology and language learning. In addition, students are instructed in the use of a variety of language-learning computer programs (especially English).</p> <p><i>Notes:</i> <i>ICT = Information & Communication Technologies</i></p>
<i>Culture of English-Speaking Nations</i>	In this course, students are introduced to and discuss the social structures (institutions, ways of life, culture, etc.) in English-speaking societies. Students are expected to understand their social structure to understand better the culture and works of literature they produce.
<i>Business Writing</i>	Students learn the formats, structures, principles, language used, and contents of various business and official letters. In addition, students will be exposed to various sample letters to understand and write various official (business) letters correctly in terms of formats, language, and contents.
<i>Indonesian Literature</i>	The course discusses the importance of Indonesian literature related to social problems that exist in Indonesia. Students will also be invited to see the existence (its history and its development) of Indonesian literature as a part of Indonesian culture and society.
<i>Public Speaking</i>	In this course, students develop speaking skills to express ideas, influence and convince others and interpret messages in certain situations. Students practice so that they have basic skills as public speakers.

Semester 4

Course	Description
English Prose	The course aims to increase students' understanding and appreciation of literary works in the form of prose. The discussion covers the intrinsic and extrinsic elements of literary works and the application of various literary theories and approaches in analyzing prose.
English Drama	The course discusses various drama scripts to give students an understanding of the intrinsic and extrinsic elements of the drama and their interrelationships. It also discusses types of drama and the development of drama. Students are invited to practice analyzing drama scripts using several different literary approaches.
English Poetry	This course aims to ask students to recognize and understand the intrinsic elements in poetry, including simile, personification, metonymy, paradox, tone, allusion, rhythm, and rhyme. In addition, students practice applying several literary approaches to analyze poems.
Theories and Practices of Translation	The course introduces students to the field of translation and theories related to translation. Then, students practice applying these theories. In addition, this course teaches students to translate English texts into Indonesian and vice versa.
Morpho-Phonology	From the morphology side, this course discusses internal word formation and the concepts or rules of formation. From the phonology side, this course discusses the pattern of sound arrangement in English and its roles in mastering linguistics. Students are expected to understand the relationship between morphology and phonology.
<i>Journalism</i>	The course covers discussions on the principles of journalism. Students practice writing about real events and covering or reporting news so that it is ready to be published as news in mass media.
<i>Western Civilization</i>	In this course, students will be introduced to the main events that occur in Western society that affect even

Course	Description
	today's human life. In addition, students will be invited to give comments, learn, and draw values from what happened in the history of Western civilization.

Semester 5

Course	Description
Logics	The course discusses the philosophies of thinking. The course invites students to observe ways of thinking and to criticize or comment on whether or not a thinking process is straight, consistent, coherent, and clear. Students are exposed to various processes and ways of thinking.
Introduction to Research	In this course, students learn the basic procedures (methods) of language (including translation) and literary research. Students must practice writing proposals, conducting research, and writing research reports.
Syntax	In this course, students learn the formation of word order externally to form phrases, clauses, and sentences. In addition, students are expected to understand syntactic concepts and later apply these concepts in analyzing phrases and sentences.
Semantics-Pragmatics	The course discusses and analyzes (1) the meaning of various forms of words, phrases, clauses, sentences, and discourses; and (2) the use of language in context. Students are expected to be able to explain semantic rules in language so that the meaning of language use can be understood properly. Students are also expected to be able to explain the role of pragmatics in language and to apply pragmatics principles in analyzing discourse.
<i>History of English Literature</i>	Students are exposed to the history of English literature from the Old English era to the 20th century. Students are expected to be able to understand the historical contexts of English society that give influence on their literary

Course	Description
	works. In addition, students are expected to identify literary works' characteristics according to their era.
<i>History of English Language</i>	Students are exposed to the history of the development of the language in general and English in particular in terms of the social, political, and cultural contexts.
<i>Legal Translation</i>	This course covers the discussion on (1) structural and syntactic features of legal languages, (2) elements of legal language, (3) strategies, procedures, and techniques of legal, and (4) types of legal documents.
<i>Public Relation</i>	The course discusses techniques to build a corporate image using several means of communication. Students practice building an image through written media, verbal communication, and visual communication.

Semester 6

Course	Description
Literary Research Methodology	Students learn literary, language, and translation research principles and methodology in this course. Students are asked to identify problems; conduct a review of the related studies and the related theories; choose an argumentation model or an approach to the analysis; analyze and interpret data, and draw conclusions. Note: <i>A student takes only one of these three courses, depending on the student's interest.</i>
Language Research Methodology	
Translation Research Method.	
Statistics for Language	The course introduces students to (1) the use of statistics to present quantitative data about language; (2) statistical analysis techniques, both parametric and non-parametric (e.g., t-test, f-test, chi-square test). Using the statistical data, students practice making conclusions on empirical facts that exist in the language.

Course	Description
Creative Writing	The course is a forum for students to practice their skills in creative writing. Students are exposed to various examples of literary works and are invited to analyze the forms, styles, and methods of writing. In the end, students are expected to be able to develop their writing skills. Students are invited to write short stories, play scripts, and poems.
<i>Cultural Studies</i>	The course trains students to identify various kinds of cultural texts, criticize texts, look for the cultural background of texts, look for the meaning, and give meaning to the texts.
<i>Consecutive Interpreting</i>	The course introduces theories of consecutive interpreting (interpreting the language after the source gives the information). Students are invited to practice this kind of interpreting so that they understand the natures, features, and strategies in consecutive interpreting.
<i>Film and Literature</i>	The course asks students to compare films and literary works and see the relationship between the two: their similarities, differences, and how they influence each other. Students are also invited to respond to the issues in the films.
<i>Stylistics</i>	In this course, students discuss the basic principles of stylistics. Students are expected to understand the elements of figurative language, recognize various styles of language (both written and spoken), analyze texts with various styles, and use language styles appropriately to achieve the purpose of communication. The course is closely related to the world of literature. Through this course, students can understand the role of spoken and written language styles, compose writing in various styles, and use appropriate language styles in different situations.

Semester 7

Course	Description
KKN <i>(Community Service Program)</i>	The Community Service Program (Kuliah Kerja Nyata) is a medium for students to develop their maturity and sharpen their social sensitivity. Students are given the widest possibility to apply their knowledge and skills directly to the community. This course is managed directly by the Center for Community Service (Pusat KKN) of Universitas Sanata Dharma.
Preliminary Thesis (on Literature)	The course is the beginning of Undergraduate Thesis writing. Students discuss the format, writing styles, and contents that will be written in their Undergraduate Thesis, Chapters I – III of their Undergraduate. Under the supervision of the course lecturer and thesis advisors, students write their undergraduate theses regularly in the classroom. <i>Note:</i> <i>Students choose only one of the three streams (Literature, Language, or Translation, depending on their research interest.</i>
Preliminary Thesis (on Language)	
Preliminary Thesis (on Translation)	
Research Seminar (on Literature)	In the Research Seminar, students present their research papers that have been previously discussed in the Translation/Language/Literary Research Methodology course. The paper presented in this course is the prospective analysis for their Undergraduate Theses.
Research Seminar (on Language)	
Research Seminar (on Translation)	
<i>Indonesian Media Studies</i>	In this course, students study the presentation of the program in mass media (particularly television) in Indonesia from various points of view. Students are expected to understand the importance of a program for the audience, the producers, the mass media owners, and the government.

Semester 8

Course	Description
Undergraduate Thesis	Undergraduate Thesis is the last course students must take before graduating from the English Letters Department. Students must complete their research and write Chapter IV (Analysis) and Chapter V (Conclusion) of their Thesis (Undergraduate Thesis). The undergraduate Thesis is the medium for students to synergize all the knowledge and skills they have already gained in the previous semesters.

Additional Elective Courses

Course	Description
<i>Literature for Children and Young Adults (LCYA)</i>	This course encourages students to understand the basic concepts and nature of literature for children and young adults, understand genres of literature for children and young adults, apply those understanding in the texts, and respond to each text accordingly. At the end of the course, the students are expected to be able to: (1) explain the basic concepts and nature of LCYA, (2) Explain the variety of LCYA, (3) Explain the basic approaches to LCYA, and (4) appreciate and analyze LCYA and the issues of humanity they represent.
<i>Sociolinguistics</i>	The course aims to make students understand concepts related to sociolinguistics, the role of language in various communities, and the language differences and their significance.
<i>Audio-Visual Translation</i>	The streaming industry has developed into an unprecedented state. Their abundance of resources has opened huge opportunities for translators. Subtitling, voice-over, and dubbing are, among others, needed for the industry to extend its target markets. This course introduces the techniques and methods of creating a quality audio-visual translation.

Course	Description
<i>Introduction to UX Writing (User Experience Writing)</i>	Digital technology has transformed how human beings interact with each other. Communication between humans and machine is increasingly common. UX writing is needed to serve the purpose, i.e. making the dialogue between human and machine not lose its humanistic touch. This course introduces what, why, when, where, and how UX Writing can be used to create a more humane interaction between humans and machine.
<i>Gender and Literature</i>	The course discusses the role and influence of gender issues in literature. In particular, this course invites students to look at the gender issues implied in literary works.
<i>Current Issues in Translation</i>	The course is intended for students who will take the field of translation for their undergraduate theses. Students discuss the latest research on translation, the contemporary translation theories, and examine emerging phenomena in the world of translation.
<i>CDA & SFL</i>	This course introduces students to the notion of CDA and SFL. Critical Discourse Analysis (CDA) provides an orientation to students related to functional linguistics and basic concepts, including the history of its emergence, the idea of three metafunctions of language, and its contribution to the meaning of language. Systemic Functional Linguistics (SFL) provides students with the notion of language function (what language does and how it does it).
<i>T.V. Journalism</i>	The course introduces students to electronic journalism (television). In this course, students, among others, learn how to be presenters, how to cover news and pack it into a visual coverage program, and how to make documentary films.
<i>Philosophy of Science</i>	The course brings students to an understanding of the nature of science, the history of its development, the challenges, and the future of science.

Course	Description
<i>Simultaneous Interpreting</i>	The course introduces students to the basic theory of simultaneous interpreting (translating languages simultaneously/at the same time when the information source is speaking). Students practice simultaneous interpreting and understand the natures, features, and strategies of simultaneous interpreting.

Appendix 2

Full-time Faculty Members

No	Name	Education Background	Major
1	Francis Borgias Alip, Dr., M.Pd., M.A.	S1, IKIP Sanata Dharma S2, IKIP Malang S2, State University of New York S3, State University of New York	Linguistics
2	Bernardine Ria Lestari, Dra., M.S., Dr.	S1, IKIP Sanata Dharma S2, Georgetown University S3, Universitas Gadjah Mada	Linguistics
3	Hirmawan Wijanarka, Drs., M.Hum.	S1, Universitas Gadjah Mada S2, Universitas Gadjah Mada	Literature
4	Theresia Enny Anggraini, Dra., M.A., Ph.D.	S1, Universitas Gadjah Mada S2, Ohio State University S3, Ohio State University	Literature
5	Agatha Bernadetha Sri Mulyani, Dra., M.A., Ph.D.	S1, Univ. Negeri Sebelas Maret S2, University of South Florida S3, Ateneo de Manila University	Literature
6	Tatang Iskarna, Dr., S.S., M.Hum.	S1, Universitas Gadjah Mada S2, Universitas Indonesia S3, Universitas Gadjah Mada	Literature
7	G. Fajar Sasmita Aji, S.S., M.Hum., Dr.	S1, Universitas Gadjah Mada S2, Universitas Indonesia S3, Universitas Indonesia	Literature
8	Ni Luh Putu Rosindani, S.S., M.Hum.	S1, Universitas Gadjah Mada S2, Universitas Gadjah Mada	Literature
9	Harris Hermansyah Setiajid, S.S., M.Hum.	S1, Universitas Gadjah Mada S2, Universitas Sebelas Maret S3, Universitas Sebelas Maret <i>(now studying)</i>	Translation

No	Name	Education Background	Major
10	Adventina Putranti, S.S., M.Hum.	S1, Universitas Gadjah Mada S2, Universitas Sebelas Maret	Translation
11	Elisa Dwi Wardani, S.S., M.Hum.	S1, Universitas Gadjah Mada S2, Universitas Indonesia S3, Universitas Gadjah Mada <i>(now studying)</i>	Literature
12	Dewi Widyastuti, S.Pd., M.Hum.	S1, Universitas Sanata Dharma S2, Universitas Gadjah Mada S3, Swinburne University <i>(now studying)</i>	TESOL
13	Petrus Stephanus Hary Susanto, S.J., Dr.	S1, S.T.F. Driyarkara S1, Gregoriana University S2, Gregoriana University S3, Gregoriana University	Theology & Philosophy
14	Anna Fitriati, S.Pd., M.Hum.	S1, Universitas Sanata Dharma S2, Universitas Sanata Dharma	Linguistics
15	Arina Isti'annah, S.Pd., M.Hum	S1, Universitas Sanata Dharma S2, Universitas Sanata Dharma S3, Universitas Gadjah Mada <i>(now studying)</i>	Linguistics
16	Scolastica Wedhowerti, S.Pd., M.Hum.	S1, Universitas Sanata Dharma S2, Universitas Sanata Dharma	Linguistics
17	Fransisca Kristanti, S.Pd., M.Hum	S1, Universitas Sanata Dharma S2, Universitas Sanata Dharma S3, De La Salle University <i>(now studying)</i>	Linguistics
18	Fransiscus Xaverius Risang Baskara, S.S., M.Hum.	S1, Universitas Sanata Dharma S2, Universitas Sanata Dharma S3, Swinburne University of Technology <i>(now studying)</i>	TESOL
19	Elisabeth Oseanita Pukan, S.S., M.Hum.	S1, Universitas Negeri Semarang S2, Universitas Gadjah Mada	Literature

No	Name	Education Background	Major
20	Simon Arsa Manggala, S.S., M.Hum.	S1, Universitas Sanata Dharma S2, Universitas Sanata Dharma	Linguistics
21	Almira Ghassani Shabrina Romala, S.S., M.A.	S1, Universitas Negeri Yogyakarta S2, Universitas Gadjah Mada	Translation
22	Epata Puji Astuti, S.S., M.Hum.	S1, Universitas Sebelas Maret S2, Universitas Gadjah Mada	Literature
23	Catharina Brameswari, S.Pd, M.Hum.	S1, Universitas Sanata Dharma S2, Universitas Sanata Dharma	Literature
24	Diksita Galuh Nirwinastu, S.S., M.Hum.	S1, Universitas Sanata Dharma S2, Universitas Sanata Dharma	Literature
25	Dalan Mehuli Paranginangin, S.S., M.A., Ph.D.	S1, Universitas Sanata Dharma S2, Utrecht University S3, University of Hongkong	Linguistics
26	Anindita Dewangga Puri, S.S., M.A.	S1, Universitas Sanata Dharma S2, Universitas Gadjah Mada	Linguistics

Non-resident Faculty Members

No	Name	Education Background	Major
1	Paulus Sarwoto, M.A., Ph.D.	S1, Universitas Gadjah Mada S2, Louisiana State University S3, Monash University	Literature
2	Benedictus Bherman Dwijatmoko, M.A., Dr.	S1, IKIP Sanata Dharma S2, American University S3, Universitas Gadjah Mada	Linguistics
3	Bernardinus Realino Suryo Baskoro, Drs., M.S., Dr.	S1, Universitas Gadjah Mada S2, Universitas Gadjah Mada S3, Universitas Gadjah Mada	Linguistics <i>(French)</i>
4	Tri Mastoyo Jati Kesuma, Drs., M.Hum., Dr.	S1, Universitas Gadjah Mada S2, Universitas Gadjah Mada S3, Universitas Gadjah Mada	Linguistics
5	Akbar Rizqi Dhea Habibi, S.S., M.A.	S1, Universitas Gadjah Mada S2, Hiroshima University	Linguistics <i>(Japanese)</i>

MBKM Activities **(Merdeka Belajar Kampus Merdeka)**

1. Students of the English Letters Department (suggested for students of semesters 5 – 7) can participate in **MBKM** activities organized by the Ministry of Education, Culture, Research, and Technology (ECRT).
2. Based on the Ministry of ECRT and Universitas Sanata Dharma's policy, a student can take advantage of three (3) different activities within the MBKM scheme:
 - a. Participating in one of the MBKM programs managed by the Ministry ECRT for one semester with a maximum of 20 Credits (SKS);
 - b. Taking courses in other universities in Indonesia for one semester with a maximum number of 20 Credits (SKS);
 - c. Taking courses in other study programs at Universitas Sanata Dharma for one semester with a maximum of 20 Credits (SKS).
3. Students may also enrol in courses at universities that collaborate with Universitas Sanata Dharma. Student-exchange schemes available are **NUNI** (*Nationwide University Network in Indonesia*) and **APTIK** (*Asosiasi Perguruan Tinggi Katolik*).
4. Other student-exchange schemes are bilaterally established between the English Letters Department of Universitas Sanata Dharma and another English Department from a particular university.
5. In case 2.a. not applicable, the English Letters Department will invite the students to discuss the number of credits and the course equivalence (20 credits).
6. Students who take the MBKM program outside of Universitas Sanata Dharma will be charged a credit fee for as many as the number of Credits (SKS) recognized by the English Letters Department of Universitas Sanata Dharma.
7. Students should consult the Academic Advisor and Chair of the Department for further (detailed) information.

MBKM ACTIVITIES (20-CREDIT RECOGNITION, MANAGED BY MINISTRY OF ECRT)



Source:
Buku Panduan Merdeka Belajar - Kampus Merdeka (2020, p. 5)



**Kampus
Merdeka**
INDONESIA JAYA



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