RENCANA PEMBELAJARAN SEMESTER (RPS)

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| MATA KULIAH (MK) | KODE | BOBOT (sks) | SEMESTER | Tanggalpenyususn |
| Syllabus Design | PBI820208 | 2 (2-0) | Ganjil | 12 Juli 2020 |
| OTORISASI / PENGESAHAN | E:\3. PELAYANAN ONLINE MARET sd MEI\SCANAN TTD DOSEN\TTD BU FLORA JPG.pngDosen  Koordinator RMK (optional) | | | Ka PRODI  Dr. Flora, M.Pd | |
| E:\3. PELAYANAN ONLINE MARET sd MEI\SCANAN TTD DOSEN\TTD PROF CUCU FIX.png   1. Prof. Dr. CucuSutarsyah, M.A (PJ)   E:\3. PELAYANAN ONLINE MARET sd MEI\SCANAN TTD DOSEN\ttd bu feni.png   1. Dr. FeniMunifatullah, M.Hum | | |

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| Capaian  Pembelajaran | CPL-PRODI yang dibebankanpada MK | |
| Sikap | Menunjukkansikapbertanggungjawabataspekerjaan di bidangkeahliannyasecaramandiri; dan menginternalisasisemangatkemandirian. |
| Pengetahuan | Menguasaikonsep-konsep tahapan-tahapan dalam merancang sillabus serta perangkat pembelajaran bahasa Inggris |
| KeterampilanUmum | Memilikipengetahuandalammerancang sillabus serta perangkat pembelajaran bahasa Inggris untuk pendidikan formal dan informal |
| KeterampilanKhusus | Mampumerancangmerancang sillabus serta perangkat pembelajaran bahasa Inggris untuk pendidikan formal dan informal. |
| CapaianPembelajaran Mata Kuliah (CPMK) | |
| CPMK | Mahasiswa mampu merancang syllabus pembelajaranbahasaInggris |
| CPL ⬌Sub-CPMK | |
| CPMK 1 | Mampu menjelaskankonseppengembangansillabus |
| CPMK 2,3 | Mampumenjelaskan need analysis dan merancangkuesionersebagaidasardalampengembangansillabus |
| CPMK 4 | Mampumenjelaskansituational analysis dan merancangkuesionersebagaidasardalampengembangansillabus |
| CPMK 5,6 dan 7 | MampumenganalisiskurikulumbahasaInggris yang ada di SMP dan SMA |
| CPMK 8,9,10 | Mampumerancang syllabus berdasarkan need analysis dan situational analysis |
| CPMK 11,12,dan 13 | Mampu mengevaluasi dan merancangmateripembelajaran |
| CPMK 14 dan 15 | Mampumerancangpembelajarang yang efective |
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| DiskripsiSingkat  MK | Mata kuliah ini memberi bekal kepada mahasiswa untuk berfikir kritis tentang proses pengembangan silabus untuk pengajaran bahasa. Topik bahasan mencakup antara lain prinsip-prinsip dasar dalam pengembangan silabus dari sudut pandang praktis dan teoretik, hubungan antara materi, silabus dan hakikat bahasa. | |
| BahanKajian:  Materi  Pembelajaran | Some Principles of Designing Language Curriculum  1. Syllabus Design  Needs AnalysisSituation Analysis  1. Planning goals and Learning outcomes 2. Issues in current Curriculum Planning (2013 curriculum 3. Designing teaching material 4. Course Planning 5. The role and design of Instructional materials 6. Approach to Evaluation 7. Evaluating teaching material 8. Providing for effective teaching | |
| Pustaka | Clark, J. 1989. Curriculum Renewal in school foreign language learning. Oxford University Press.  Hutchinson, T. and Waters, A. 1987. English for Specific Purposes: a learning centered approach. Cambridge: Cambridge University Press.  Hagan, P. 1994.Competency-based Curriculum: The NSW AMES experience. Prospect 9 (2): 19-30.  Brindley, G. 1984. Needs assessment in Language programming: from theory to Practice. In R.K. Johnson (ed.), The second Language Curriculum. New York: Cambridge University Press.  Nation, I.S.P. 1993. Curriculum Design. English Language Institute. Victoria University of Wellington.  Nunan, D. 1989. Designing task for the communicative Classroom. Cambridge: Cambridge University Press.  Pratt, D. 1980. Curriculum: Design and development. New York: Harcourt Brace  Richards, J. C. 2001. Curriculum Development in Language Teaching. Cambridge: Cambridge University Press. | |
| DosenPengampu | Prof. Dr. CucuSutarsyah, M.A.  Dr. FeniMunifatullah, M.Hum | |

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| Week | LEARNING OUTCOMES | BAHAN KAJIAN (Materi Ajar) | METODE PEMBEL | WAKTU | PENGALAMAN BELAJAR MAHASISWA | KRITERIA PENILAIAN DAN INDIKATOR | BOBOT NILAI |
| 1 | Able to explain the basic concept of syllabus and syllabus , its goal, its role | Nature of curriculum and syllabus | Lecturing;  Giving exercises  Question and answer | 150’  ’ | Listening to explanation, asking questions. | Criterion | 2% |
| 2 | 1.Able to explain syllabus planning  2. Able to explain need analysis  3. Able to explain environment analysis | Need analysis and environment analysis | Presentation,  Question and answer | 150’ | presenting group work results, , asking and answering questions | Criterion referenced test | 5% |
| 3 | 1. Able to explain components in planning questionnaire for need analysis;  2. able to give the example(s) of items for need analysis questionaire. | Need analysis | Presentation,  Question and answer | 150’ | presenting group work results, , asking and answering questions | Criterion referenced test | 5% |
| 4 | 1. Able to explain components in planning questionnaire for need analysis;  2. able to give the example(s) of items for environment analysis questionaire. | Environment analysis | Presentation,  Question and answer | 150’ | presenting group work results, , asking and answering questions | Criterion referenced test | 5% |
| 5 | 1. Able to explain to consept of 2013 curriculum  2. Able to explain the goal of English teaching at SLTP and SLA | 2013 curiculum | Presentation,  Question and answer | 150’ | presenting group work results, , asking and answering questions | Criterion referenced test | 5% |
| 6 | 1.Able to explain the concept of teaching materials at SLTP and SLA;  2. Able to explain the materials in 2013 curriculum; | Materials in 2013 curriculum | Presentation,  Question and answer | 150’ | presenting group work results, , asking and answering questions | Criterion referenced test | 5% |
| 7 | 1.Able to explain the concept of teaching English using text at SLTP and SLA;  2.Able to give comment of generic structure, social function and language features in 2013 curriculum | Teaching English using texts | Presentation,  Question and answer | 150’ | presenting group work results, , asking and answering questions | Criterion referenced test | 5% |
| 8 | MID |  |  |  |  |  | 15% |
| 9,10,11 and 12 | 1. Able to construct the draft of syllabus goals based on need analysis and environment analysis;   2. Able to construct the draft of materials(content) based on the goals;  3. Able to arrange the sequence of materials. | Goals, and ccontent | Presentation,  Question and answer | 600’ | presenting group work results, , asking and answering questions | Criterion referenced test | 15% |
| 13,14, 15 | 1. Able to write an effective lesson plan based on the draft syllabus in their small group;  2. Able to evaluate a lesson (other group) | Lesson plan | Presentation,  Question and answer | 150’ | presenting group work results, , asking and answering questions | Criterion referenced test | 15% |
| 16 | FINAL TEST |  |  |  |  |  | 22% |

Dosen PJ,



Prof. Dr. Cucu Sutarsyah, M.A

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