ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF LANGUAGE AND ARTS EDUCATION  
INDONESIA UNIVERSITY OF EDUCATION

Course : ESP Course Design  
Code : IG 330  
Credit : 2 Chs  
Instructors : Wachyu Sundayana, Dr., M.A.  
Fazri Nur Yusuf, S.Pd., M.Pd.

Objectives:
At the end of the semester, students are able to:
1. identify curriculum elements and foundations;  
2. identify and compare approaches to ESP course designs;  
3. identify and analyze principles and practices of ESP Course designs in Vocational School (Sekolah Menengah Kejuruan/SMK);  
4. discuss and identify the existing ESP curriculum and syllabus documents (Standar Isi, Pedoman Pengembangan Kurikulum Tingkat Satuan Pendidikan, dan Standar Kompetensi Lulusan untuk SMK);  
5. identify approaches and steps of need assessments;  
6. conduct need assessment; and  
7. design ESP syllabus and lesson plan based on the current approaches.

Contents:
This course covers curriculum foundations, the elements of curriculum, and approaches to ESP course designs including approaches to syllabus designs for ESP. Principles and practices of ESP syllabus design will be discussed in connection with school-based curriculum development (Kurikulum Tingkat Satuan Pendidikan). The course will be primarily focused on the current principles and practices of ESP course design in Indonesian vocational schools (SMKs).

Learning activities: Classroom discussion based on reading assignments, group presentation based on the chosen topics, group projects on analyzing and developing ESP syllabus for SMK are the primary classroom activities.

Prerequisite: ESP Foundations

Evaluation:
Evaluation will be based on the following components:

1. Two assignments: designing need assessment and developing ESP syllabus = 75 points  
2. Class attendance and participation = 25 points  
3. A midterm test = 25 points  
4. A final test = 75 points  

Grading:
175 - 200 = A  
145 - 174 = B  
115 - 144 = C  
85 - 114 = D  
<84 = E
## Weekly Syllabus:

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<th>Weeks</th>
<th>Topics</th>
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<tr>
<td>1</td>
<td>Introduction to course outline and overview of basic concepts in curriculum development</td>
<td>Syllabus Handouts,</td>
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<td>3</td>
<td>Approaches to ESP course designs</td>
<td>Hutchinson &amp; Waters, 1986, Ch 7 Dubin &amp; Olshtain, 1986, Ch 4</td>
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<td>4-5</td>
<td>Principles and practices of School-Based Curriculum Development for SMK (KTSP, Standar Isi, and Standar Kompetensi Lulusan, Standar Proses, dan Standar Penilaian)</td>
<td>Depdiknas, 2005: Standar Isi, KTSP, dan SKL</td>
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<td>6-7</td>
<td>Stages of ESP course Design: Identifying and conducting steps of need assessment</td>
<td>Brown, 1996 Ch 2 Handouts</td>
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<td>8</td>
<td>Stages of ESP course Design: Goals and Objectives Formulation</td>
<td>Brown, 1996 Ch 3 Handouts</td>
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<td>9</td>
<td>Midterm Evaluation</td>
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<td>Stages of ESP course Design: Goals and Objectives Formulation</td>
<td>Brown, 1996 Ch 3 Handouts</td>
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<td>11-12</td>
<td>Stages of ESP course design: identifying and selecting instructional content</td>
<td>Brown, 1996 Ch 4, 5 Hutchinson &amp; Waters, 1986, Ch 9 Handouts</td>
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<td>13-14</td>
<td>Stages of ESP course design: identifying and selecting learning experiences</td>
<td>Brown, 1996 Ch 5 Handouts Dubin and Olshtain, 1987</td>
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## References:

### A. Main Sources:


### B. Other Relevant Sources:

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<th>Sessions</th>
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</table>
| 1        | Introduction to course outline and overview of basic concepts in curriculum development | Students can explain basic concepts in curriculum development              | Introduce course outline 
Overview of basic concepts in curriculum                                                                 | Oral test   | Syllabus 
Handouts 
Brown, 1996 ch. 1 |
| 2        | Foundations and the elements of English Curriculum                     | Students can explain foundations and the elements of curriculum            | Discuss the foundation and elements of English curriculum                           | Oral test   | Brown, 1996. Ch 2 
Handouts |
| 3-4      | Approaches to ESP course designs                                       | Students can compare at least two approaches to ESP course designs         | Discuss and compare at least two approaches to ESP course design                   | Oral test   | Hutchinson 
&Waters, 1986, Ch 7 
Dubin & Olsthain, 1986, Ch 4 |
| 5-6      | Principles and practices of School-Based Curriculum Development for SMK (KTSP, Standar Isi, and Standar Kompetensi Lulusan) | Students can identify principles and practices of KTSP, Standar Isi, and Standar Kompetensi Lulusan | Discuss principles and practices of KTSP in SMK                                    | Oral test   | Depdiknas, 2005: Standar Isi, KTSP, dan SKL |
| 7-8      | Stages of ESP course Design: Identifying and conducting steps of need assessment | Students can explain stages of ESP Course design 
Students can identify steps of need assessment 
Students can conduct simple need assessment                                         | Discuss steps and factors considered in need analysis 
Formulate instruments for need assessmentREW  | Oral test and Group assignment | Brown, 1996 Ch 2 
Handouts |
| 9-10     | Practice of Designing Need Assessment                                   | Students can identify needs assessment 
Students can develop instruments for needs assessment 
Students can carry out needs assessment                                             | Discuss approaches to need assessment 
Identify students’ needs 
Develop instruments for needs assessment 
Discuss/share students’ experiences in developing needs assessment               | Performance based-evaluation | Brown, 1996 Ch 2 
Hutchinson 
&Waters, 1986, Ch 7 
Dubin & Olsthain, 1986, Ch 4 |
<p>| 11       | MID SEMESTER TEST                                                      |                                                                            |                                                                                  |             |                                        |</p>
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<tr>
<th>12-13</th>
<th>Stages of ESP course design: developing goals and objectives based on need assessment, KTSP, and Standar Kompetensi Lulusan SMK</th>
<th>Students can identify curricular goals (in terms of standard and basic competences used in English curr.) Students can formulate curricular goals into specific objectives (in terms of indicators)</th>
<th>Discuss factors involved in developing goals and objectives Formulate curricular goals into specific objectives (indicators)</th>
<th>Oral test Group assignment Brown, 1996 Ch 3 Handouts</th>
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<td>14-15</td>
<td>Stages of ESP course design: identifying instructional content developing evaluation</td>
<td>Students can explain the role of testing in curriculum implementation Students can differentiate at least two types of language test</td>
<td>Discuss how to select and organize instructional content and developing evaluation</td>
<td>Oral test Group assignment Brown, 1996 Ch 4, 5 Hutchinson &amp;Waters, 1986, Ch 9 Handouts</td>
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<td>16-17</td>
<td>Stages of ESP course design: developing lesson plan (Rencana Pelaksanaan Pembelajaran)</td>
<td>Students can identify the elements of lesson plan Students can develop lesson plan</td>
<td>Discuss and identify steps of developing lesson plan</td>
<td>Oral test Group assignment Brown, 1996.Ch 4 Handouts</td>
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<td>18-20</td>
<td>Program evaluation</td>
<td>Students can explain two models of program evaluation</td>
<td>Discuss at least two models of program evaluation</td>
<td>Oral test Group assignment Brown, 1996.Ch 7 Handouts</td>
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<td>21</td>
<td>Review of previous topics</td>
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<td>FINAL SEMESTER TEST</td>
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