Objective:
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 = 200 points

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

A. Main Sources:


B. Other Relevant Sources:

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<td>Principles and practices of School-Based Curriculum Development for SMK (KTSP, Standar Isi, and Standar Kompetensi Lulusan)</td>
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<td>Students can explain stages of ESP Course design Students can identify steps of need assessment Students can conduct simple need assessment</td>
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<td>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)</td>
<td>Discuss factors involved in developing goals and objectives Formulate curricular goals into specific objectives (indicators)</td>
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<td>Discuss how to select and</td>
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<td>Students can identify the elements of lesson plan Students can develop lesson plan</td>
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