


<b>Module/ Course Title: Textbook Writing</b>					
<b>Module /Course code</b> SPI61042	<b>student workload</b> 119 hours	<b>Credits (credits/ ECTS)</b> 3/4.5	<b>Semester</b> 7	<b>Frequency</b> Every Year (August)	<b>duration</b> 1 semester (s)
<b>1</b>	<b>Types of courses</b> Compulsory coursework	<b>contact hours</b> 35 hours	<b>independent study</b> 42 hours	<b>class size</b> 30	
<b>2</b>	<b>Prerequisites for participation</b> -				
<b>3</b>	<p><b>Course Description :</b> This course focuses on the concepts of textbook, the needs/ideal situation of students (curriculum), and the appropriate approaches, strategies, methods as well as learning models for writing Indonesian textbook.</p> <p><b>Intended Learning outcomes (ILO)</b></p> <ol style="list-style-type: none"> <li>1. ILOs 2: Graduates are expected to show a responsible attitude towards work in the field of Indonesian language and literature education independently.</li> <li>2. ILOs 3: Graduates are expected to master the principles of pedagogy and technology within the framework of TPACK (Technological Pedagogical Content Knowledge) for learning Indonesian at high school levels.</li> <li>3. ILOs 5: Graduates are expected to apply critical, evaluative, and innovative thinking in the context of the development of science and technology in the fields of Indonesian education, language, and literature.</li> <li>4. ILOs 9: Graduates are expected to analyse and apply theories, concepts, approaches in Indonesian language and literature learning as well as deliver new learning designs or models for Indonesian language and literature learning.</li> </ol> <p><b>Course Learning outcomes</b> After completing this course, students are able to master the theoretical concepts of writing textbooks, including the definition, important values, dimensions, principles, and benefits of textbook writing skills.</p>				
<b>4</b>	<p><b>Subject aims/ Content</b></p> <ol style="list-style-type: none"> <li>1. Explain the concepts of textbook</li> <li>2. Explain the needs/ideal situation of students (curriculum)</li> <li>3. Explain appropriate approaches, strategies, methods as well as learning models.</li> </ol> <p><b>Course content</b></p> <ol style="list-style-type: none"> <li>1. Week 1: Being able to understand and identify the basic concepts of the course lecture</li> <li>2. Week 2: Being able to explain the basic concepts of textbooks</li> <li>3. Week 3: Being able and skilled in identifying curriculum (needs/ideal situation)</li> <li>4. Week 4: Being able to explain the components of a curriculum</li> <li>5. Week 5: Being able to identify the befitting learning model for textbooks</li> <li>6. Week 6: Being able to master the language test of typical textbooks for learning</li> <li>7. Week 7: Being able to master the procedure of writing textbooks for learning</li> <li>8. Week 8: Mid-term Examination</li> <li>9. Week 9: Being able to analyze textbook models</li> <li>10. Week 10: Being able to set goals, map competencies, design lesson units, and collect materials for discussion</li> <li>11. Week 11: Being able to write a draft of a textbook</li> <li>12. Week 12: Being able to write a draft of a textbook</li> <li>13. Week 13: Being able to write a draft of a textbook</li> <li>14. Week 14: Being able to write a draft of a textbook</li> <li>15. Week 15: Being able to design the cover of a textbook</li> <li>16. Week 16: Final Examination</li> </ol>				


4	<p><b>Teaching methods</b></p> <p>The learning method refers to a project-based learning strategy which is carried out with students compiling learning device products within the allotted time, which will be followed up with product presentation. Lecturers as facilitators provide stimulus, act as facilitators during the lecture process, and provide reviews and material reinforcement.</p>						
5	<p><b>Assessment methods</b></p> <p>The test/evaluation method is carried out through structured assignments, mid-semester examination, final semester examination, as well as class participation. The final score in this lecture is obtained through the formula or calculation below.</p> <p><b>FS = 0,10 P + 0,15 Q + 0,20 ST + 0,25 ME + 0,30 FE</b></p> <p><b>Notes:</b></p> <table data-bbox="199 539 938 645"> <tr> <td>FS = Final Score</td> <td>ST = Structured Tasks</td> </tr> <tr> <td>P = Participation</td> <td>ME = Midterm Exams</td> </tr> <tr> <td>Q = Quiz</td> <td>FE = Final Exams</td> </tr> </table>	FS = Final Score	ST = Structured Tasks	P = Participation	ME = Midterm Exams	Q = Quiz	FE = Final Exams
FS = Final Score	ST = Structured Tasks						
P = Participation	ME = Midterm Exams						
Q = Quiz	FE = Final Exams						
6	<p><b>This module is used in the following degree programmes as well: (Yes)</b></p>						
7	<p><b>Responsibility for module:</b> Vanda Hardinata, M.Pd.</p>						
8	<p><b>Other information:</b></p> <p>Lectures use primary references such as journals, books and learning resources as follows:</p> <ol data-bbox="199 837 1404 1061" style="list-style-type: none"> <li>1. Lestari, I. 2013. <i>Pengembangan Bahan Ajar Berbasis Kompetensi: Sesuai dengan KTSP</i>. Padang: Akademia Permata-Indeks.</li> <li>2. Kemdikbud. 2013. <i>Rasional dan Elemen Perubahan Kurikulum 2013</i>. Bahan Sosialisasi Implementasi Kurikulum 2013.</li> <li>3. Prastowo, A. 2013. <i>Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan</i>. Jogjakarta: Diva Press.</li> </ol>						

## Appendix Task Guidelines and Rubrics 1

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Textbook Writing				
<b>CODE</b>	SPI61042	<b>CREDITS</b>	3	<b>SEMESTER</b>	7
<b>LECTURER OF THE COURSE</b>	Vanda Hardinata, M.Pd				
<b>TASK FORM</b>					
Mind map					
<b>COURSE LEARNING OUTCOME</b>					
Being able to identify and comprehend the basic concepts of lectures					
<b>DESCRIPTION</b>					
Students are given initial knowledge and insight in comprehending the material in developing BIPA teaching materials					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>1. Students are given an initial explanation of the development material</li> <li>2. The mind map is equipped with references.</li> <li>3. An overview of the main material for developing BIPA teaching materials</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>a. Object: mind map</li> <li>b. Outcome: Students are able to comprehend the initial orientation of the course</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>	<b>DESCRIPTOR</b>	<b>Performance Achievement Score</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The accuracy of identifying core concept	Are the concepts proposed by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating the relationship between concepts	Are students able to relate one concept to another?				
The accuracy of explaining the concept	Is the content of the concept easy to understand?				
The accuracy of formulating new knowledge structures	Does the mind map contain theories that are clearly described so as to form a new knowledge structure?				
<b>TIMES</b>					
Meeting 1					
<b>OTHERS: -</b>					
<b>REFERENCES</b>					


1. Lestari, I. 2013. *Pengembangan Bahan Ajar Berbasis Kompetensi: Sesuai dengan KTSP*. Padang: Akademia Permata-Indeks.
2. Kemdikbud. 2013. *Rasional dan Elemen Perubahan Kurikulum 2013*. Bahan Sosialisasi Implementasi Kurikulum 2013.
3. Prastowo, A. 2013. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan*. Jogjakarta: Diva Press.

## Appendix Task Guidelines and Rubrics 2

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Textbook Writing				
<b>CODE</b>	SPI61042	<b>CREDITS</b>	3	<b>SEMESTER</b>	7
<b>LECTURER OF THE COURSE</b>	Vanda Hardinata, M.Pd				
<b>TASK FORM</b>					
Presentation					
<b>COURSE LEARNING OUTCOME</b>					
Being able to explain the basic concepts of textbooks					
<b>DESCRIPTION</b>					
Students are assigned to form a group to present a specific topic they are entrusted with.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>1. Students make a paper based on their designed topic</li> <li>2. Group presentation</li> <li>3. Discussion and question-and-answer session</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>a. Object: Group discussion</li> <li>b. Outcome: Students are able to explain the basic concepts of textbooks</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				
The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				

The fluency	Is each group able to present the material and answer the audience's questions smoothly?				
<b>TIMES</b>					
Meeting 2					
<b>OTHERS: -</b>					
<b>REFERENCES</b>					
1. Lestari, I. 2013. <i>Pengembangan Bahan Ajar Berbasis Kompetensi: Sesuai dengan KTSP</i> . Padang: Akademia Permata-Indeks.					
2. Kemdikbud. 2013. <i>Rasional dan Elemen Perubahan Kurikulum 2013</i> . Bahan Sosialisasi Implementasi Kurikulum 2013.					
3. Prastowo, A. 2013. <i>Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik</i>					

### Appendix Task Guidelines and Rubrics 3

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Menulis Buku Teks Pelajaran				
<b>CODE</b>	SPI61042	<b>CREDITS</b>	3	<b>SEMESTER</b>	7
<b>LECTURER OF THE COURSE</b>	Vanda Hardinata, M.Pd				
<b>TASK FORM</b>					
Presentation					
<b>COURSE LEARNING OUTCOME</b>					
Being able and skilled in identifying curriculum (needs/ideal situation)					
<b>DESCRIPTION</b>					
Students are assigned to form a group to present a specific topic they are entrusted with.					
<b>METHOD OF COMPLETION</b>					
1. Students make a paper based on their designed topic 2. Group presentation 3. Discussion and question-and-answer session					
<b>OUTCOMES</b>					
a. Object: Group discussion b. Outcome: Students are able and skilled in identifying curriculum (needs/ideal situation)					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				

Communicative	Is the content of the presentation easy to understand?				
The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				

**TIMES**


Meeting 3

**OTHERS: -**

**REFERENCES**

1. Lestari, I. 2013. *Pengembangan Bahan Ajar Berbasis Kompetensi: Sesuai dengan KTSP*. Padang: Akademia Permata-Indeks.
2. Kemdikbud. 2013. *Rasional dan Elemen Perubahan Kurikulum 2013*. Bahan Sosialisasi Implementasi Kurikulum 2013.
3. Prastowo, A. 2013. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik*

**Appendix Task Guidelines and Rubrics 4**

	<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b>				
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Textbook Writing				
<b>CODE</b>	SPI61042	<b>CREDITS</b>	3	<b>SEMESTER</b>	7
<b>LECTURER OF THE COURSE</b>	Vanda Hardinata, M.Pd				
<b>TASK FORM</b>					
Presentation					
<b>COURSE LEARNING OUTCOME</b>					
Being able to explain the components of a curriculum					
<b>DESCRIPTION</b>					
Students are assigned to form a group to present a specific topic they are entrusted with.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>1. Students make a paper based on their designed topic</li> <li>2. Group presentation</li> <li>3. Discussion and question-and-answer session</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>a. Object: Group Discussion</li> <li>b. Outcome: Students are able to explain the components of a curriculum</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				
The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				

#### TIMES


Meeting 4

**OTHERS: -**

#### REFERENCES


1. Lestari, I. 2013. *Pengembangan Bahan Ajar Berbasis Kompetensi: Sesuai dengan KTSP*. Padang: Akademia Permata-Indeks.
2. Kemdikbud. 2013. *Rasional dan Elemen Perubahan Kurikulum 2013*. Bahan Sosialisasi Implementasi Kurikulum 2013.
3. Prastowo, A. 2013. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik*.

### Appendix Task Guidelines and Rubrics 5

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Textbook Writing				
<b>CODE</b>	SPI61042	<b>CREDITS</b>	3	<b>SEMESTER</b>	7
<b>LECTURER OF THE COURSE</b>	Vanda Hardinata, M.Pd				
<b>TASK FORM</b>					
Presentation					
<b>COURSE LEARNING OUTCOME</b>					
Being able to identify the befitting learning model for textbooks					
<b>DESCRIPTION</b>					
Students are assigned to form a group to present a specific topic they are entrusted with.					

<b>METHOD OF COMPLETION</b>					
1. Students make a paper based on their designed topic 2. Group presentation 3. Discussion and question-and-answer session					
<b>OUTCOMES</b>					
a. Object: Group Discussion b. Outcome: Students are able to identify the befitting learning model for textbooks					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				
The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				
<b>TIMES</b>					
Meeting 5					
<b>OTHERS: -</b>					
<b>REFERENCES</b>					
1. Lestari, I. 2013. <i>Pengembangan Bahan Ajar Berbasis Kompetensi: Sesuai dengan KTSP</i> . Padang: Akademia Permata-Indeks.					
2. Kemdikbud. 2013. <i>Rasional dan Elemen Perubahan Kurikulum 2013</i> . Bahan Sosialisasi Implementasi Kurikulum 2013.					
3. Prastowo, A. 2013. <i>Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik</i> .					


## Appendix Task Guidelines and Rubrics 6

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Textbook Writing				
<b>CODE</b>	SPI61042	<b>CREDITS</b>	3	<b>SEMESTER</b>	7
<b>LECTURER OF THE COURSE</b>	Vanda Hardinata, M.Pd				
<b>TASK FORM</b>					




Presentation							
<b>COURSE LEARNING OUTCOME</b>							
Being able to master the language test of typical textbooks for learning							
<b>DESCRIPTION</b>							
Students are assigned to form a group to present a specific topic they are entrusted with.							
<b>METHOD OF COMPLETION</b>							
<ol style="list-style-type: none"> <li>1. Students make a paper based on their designed topic</li> <li>2. Group presentation</li> <li>3. Discussion and question-and-answer session</li> </ol>							
<b>OUTCOMES</b>							
<ol style="list-style-type: none"> <li>a. Object: Group Discussion</li> <li>b. Outcome: Students are able to master the language test of typical textbooks for learning</li> </ol>							
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>							
<b>ASPECT</b>		<b>DESCRIPTOR</b>		<b>Performance Achievement Score</b>			
				<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Material mastery		Is each group able to master the material presented?					
The clarity of material presentation		Is the material clearly explained?					
Communicative		Is the content of the presentation easy to understand?					
The skills in using support media when presenting		Is each group skilled in using support media when presenting?					
The creativity of the presentation		Is the material packaged with an engaging performance?					
The fluency		Is each group able to present the material and answer the audience's questions smoothly?					
<b>TIMES</b>							
Meeting 6							
<b>OTHERS: -</b>							
<b>REFERENCES</b>							
<ol style="list-style-type: none"> <li>1. Lestari, I. 2013. <i>Pengembangan Bahan Ajar Berbasis Kompetensi: Sesuai dengan KTSP</i>. Padang: Akademia Permata-Indeks.</li> <li>2. Kemdikbud. 2013. <i>Rasional dan Elemen Perubahan Kurikulum 2013</i>. Bahan Sosialisasi Implementasi Kurikulum 2013.</li> <li>3. Prastowo, A. 2013. <i>Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik</i></li> </ol>							

## Appendix Task Guidelines and Rubrics 7

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Textbook Writing				
<b>CODE</b>	SPI61042	<b>CREDITS</b>	3	<b>SEMESTER</b>	7
<b>LECTURER OF THE COURSE</b>	Vanda Hardinata, M.Pd				
<b>TASK FORM</b>					
Presentation					
<b>COURSE LEARNING OUTCOME</b>					
Being able to master the procedure of writing textbooks for learning					
<b>DESCRIPTION</b>					
Students are assigned to form a group to present a specific topic they are entrusted with.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>1. Students make a paper based on their designed topic</li> <li>2. Group presentation</li> <li>3. Discussion and question-and-answer session</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>a. Object: Group Discussion</li> <li>b. Outcome: Students are able to master the procedure of writing textbooks for learning</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>	<b>DESCRIPTOR</b>	<b>Performance Achievement Score</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				
The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				
<b>TIMES</b>					
Meeting 7					
<b>OTHERS: -</b>					
<b>REFERENCES</b>					

1. Lestari, I. 2013. *Pengembangan Bahan Ajar Berbasis Kompetensi: Sesuai dengan KTSP*. Padang: Akademia Permata-Indeks.
2. Kemdikbud. 2013. *Rasional dan Elemen Perubahan Kurikulum 2013*. Bahan Sosialisasi Implementasi Kurikulum 2013.
3. Prastowo, A. 2013. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik*

## Appendix Task Guidelines and Rubrics 8

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Textbook Writing				
<b>CODE</b>	SPI61042	<b>CREDITS</b>	3	<b>SEMESTER</b>	7
<b>LECTURER OF THE COURSE</b>	Vanda Hardinata, M.Pd				
<b>TASK FORM</b>					
Presentation					
<b>COURSE LEARNING OUTCOME</b>					
Being able to analyse textbook models					
<b>DESCRIPTION</b>					
Students are assigned to form a group to present a specific topic they are entrusted with.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>1. Students make a paper based on their designed topic</li> <li>2. Group presentation</li> <li>3. Discussion and question-and-answer session</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>a. Object: Group Discussion</li> <li>b. Outcome: Students are able to analyse textbook models</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				
The skills in using support media when presenting	Is each group skilled in using support media when presenting?				

The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				

### TIMES


Meeting 9

### OTHERS: -

### REFERENCES

1. Lestari, I. 2013. *Pengembangan Bahan Ajar Berbasis Kompetensi: Sesuai dengan KTSP*. Padang: Akademia Permata-Indeks.
2. Kemdikbud. 2013. *Rasional dan Elemen Perubahan Kurikulum 2013*. Bahan Sosialisasi Implementasi Kurikulum 2013.
3. Prastowo, A. 2013. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik*

## Appendix Task Guidelines and Rubrics 9

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Textbook Writing				
<b>CODE</b>	SPI61042	<b>CREDITS</b>	3	<b>SEMESTER</b>	7
<b>LECTURER OF THE COURSE</b>	Vanda Hardinata, M.Pd				
<b>TASK FORM</b>					
Presentation					
<b>COURSE LEARNING OUTCOME</b>					
Being able to set goals, map competencies, design lesson units, and collect materials for discussion					
<b>DESCRIPTION</b>					
Students are assigned to form a group to present a specific topic they are entrusted with.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>1. Students make a paper based on their designed topic</li> <li>2. Group presentation</li> <li>3. Discussion and question-and-answer session</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>a. Object: Group Discussion</li> <li>b. Outcome: Students are able to set goals, map competencies, design lesson units, and collect materials for discussion</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>	<b>DESCRIPTOR</b>	<b>Performance Achievement Score</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Material mastery	Is each group able to master the material presented?				
The clarity of material presentation	Is the material clearly explained?				
Communicative	Is the content of the presentation easy to understand?				
The skills in using support media when presenting	Is each group skilled in using support media when presenting?				
The creativity of the presentation	Is the material packaged with an engaging performance?				
The fluency	Is each group able to present the material and answer the audience's questions smoothly?				

### TIMES


Meeting 10

**OTHERS: -**

### REFERENCES

1. Lestari, I. 2013. *Pengembangan Bahan Ajar Berbasis Kompetensi: Sesuai dengan KTSP*. Padang: Akademia Permata-Indeks.
2. Kemdikbud. 2013. *Rasional dan Elemen Perubahan Kurikulum 2013*. Bahan Sosialisasi Implementasi Kurikulum 2013.
3. Prastowo, A. 2013. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik*

## Appendix Task Guidelines and Rubrics 10

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Textbook Writing				
<b>CODE</b>	SPI61042	<b>CREDITS</b>	3	<b>SEMESTER</b>	6
<b>LECTURER OF THE COURSE</b>	Vanda Hardinata, M.Pd				
<b>TASK FORM</b>					
Practise					
<b>COURSE LEARNING OUTCOME</b>					
Being able to write a draft of a textbook					
<b>DESCRIPTION</b>					
Students are assigned to form a group and compose a draft of a textbook according to the level of education which has been previously determined.					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>1. Students make a paper based on their designed topic</li> <li>2. Group presentation</li> <li>3. Discussion and question-and-answer session</li> </ol>					

<b>OUTCOMES</b>					
a. Object: Practise					
b. Outcome: Students are able to write a draft of a textbook					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>	<b>DESCRIPTOR</b>	<b>Performance Achievement Score</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The accuracy of identifying core concept	Are the concepts proposed by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating the relationship between concepts	Are students able to relate one concept to another?				
The accuracy of explaining the concept	Is the content of the concept easy to understand?				
The accuracy of formulating new knowledge structures	Does the mind map contain theories that are clearly described so as to form a new knowledge structure?				
<b>TIMES</b>					
Meeting 11-15					
<b>OTHERS: -</b>					
<b>REFERENCES</b>					
<ol style="list-style-type: none"> <li>1. Lestari, I. 2013. <i>Pengembangan Bahan Ajar Berbasis Kompetensi: Sesuai dengan KTSP</i>. Padang: Akademia Permata-Indeks.</li> <li>2. Kemdikbud. 2013. <i>Rasional dan Elemen Perubahan Kurikulum 2013</i>. Bahan Sosialisasi Implementasi Kurikulum 2013.</li> <li>3. Prastowo, A. 2013. <i>Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik</i></li> </ol>					