

Module designation	<i>Social and Humanities Literacy</i>
Semester(s) in which the module is taught	3
Person responsible for the module	<i>Amir Fatah, Trisanti</i>
Language	<i>Bahasa Indonesia</i>
Relation to curriculum	<i>Compulsory course</i>
Teaching methods	<i>100 minutes lectures and 120 minutes structured activities per week.</i>
Workload (incl. contact hours, self-study hours)	<i>Total workload is 136 hours per semester which consists of 150 minutes lectures, 180 minutes structured activities, and 180 minutes self-study per week for 16 weeks.</i>
Credit points	2
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p><i>CO1. Students are able to identify the importance of social and humanitarian literacy in higher education</i></p> <p><i>CO2. Students are able to understand humans as individuals and social beings, the dynamics and dilemmas of social interaction between cultured, ethical, and aesthetic beings</i></p> <p><i>CO3. Students are able to understand the essence of humans as individuals and social beings, the dynamics and dilemmas of social interaction</i></p> <p><i>CO4. Students are able to understand the essence of humans and civilization, as well as the dynamics of global civilization</i></p> <p><i>CO5. Students are able to understand the essence of humans, diversity, and equality in socio-cultural dynamics.</i></p> <p><i>CO6. Students are able to understand the essence, function, morality, and law in the pursuit of justice, order, and community welfare.</i></p> <p><i>CO7. Students are able to understand the essence and meaning of science, technology, and art, as well as the impact of technology utilization in Indonesia.</i></p> <p><i>CO8. Students are able to understand the essence and meaning of the environment for welfare.</i></p>

Content	<p><i>The Social and Humanitarian Literacy course is one of the University Elective Courses at Yogyakarta State University. Specifically, this course will invite students to study the dynamics of social and humanitarian literacy studies, the nature of humans as individual and social beings, the importance of social and humanitarian literacy in the digital age, strategic issues in social and humanities literacy studies, various social skills needed to support careers or jobs, and for daily life, as well as the practice of social and humanities literacy through PjBL (Project-Based Learning).</i></p>																							
Examination forms	<p><i>CO1: Attitude assessment is carried out at each meeting by observation and / or self-assessment techniques using the assumption that basically every student has a good attitude.</i></p>																							
Study and examination requirements	<p><i>The student is given a value of very good or not good attitude if they show it significantly compared to other students in general. The result of attitude assessment is not a component of the final grades, but as one of the requirements to pass the course. Students will pass from this course if at least have a good attitude.</i></p> <p><i>The final mark will be weight as follow:</i></p> <table border="1"> <thead> <tr> <th>No</th><th>CO</th><th>Assessment Object</th><th>Assessment Technique</th><th>Weight</th></tr> </thead> <tbody> <tr> <td>1</td><td>CO 1</td><td>a. Presentation b. Discussion</td><td>Observation</td><td>5% 10%</td></tr> <tr> <td>2</td><td>CO 2, CO 3, CO 4</td><td>a. Individual assignment b. Group assignment c. Quiz d. Midterm e. Final test</td><td>Written</td><td>10% 10% 20% 20% 25%</td></tr> <tr> <td colspan="4">Total</td><td>100%</td></tr> </tbody> </table>				No	CO	Assessment Object	Assessment Technique	Weight	1	CO 1	a. Presentation b. Discussion	Observation	5% 10%	2	CO 2, CO 3, CO 4	a. Individual assignment b. Group assignment c. Quiz d. Midterm e. Final test	Written	10% 10% 20% 20% 25%	Total				100%
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Reading list	<p><i>OECD. (2000). Literacy in the information age: Final report of the international adult literacy survey. https://doi.org/10.1177/003172170008200118.</i></p> <p><i>Dwiningrum, S.I.A., dkk. (2018). Modul Mata Kuliah Pendidikan Sosial Budaya. Yogyakarta: P2MKU LPPMP UNY.</i></p> <p><i>Socially Unconscious. Link: https://www.youtube.com/watch?v=dYJG2VQUGIY.</i></p> <p><i>OECD Study on Social and Emotional Skills. Link: https://www.youtube.com/watch?v=DD8_BZwZOjw.</i></p> <p><i>Roberts, Peter. (2000). Education, Literacy, and Humanization: Exploring the Work of Paulo Freire. London: Bergin & Garvey.</i></p> <p><i>Arthur, J., Davison, J., & Stow, W. (2014). Social literacy, citizenship education and the national curriculum. London & NewYork: Routledge.</i></p> <p><i>Street, B. V. (1995). Social literacies: Critical approaches to literacy in development, ethnography and education. London & New York: Routledge.</i></p> <p><i>Bellous, J. E. & Clinton, J. M. (2016). Learning Social Literacy. Canada: Tall Pine Press.</i></p> <p><i>Freire, P. & Macedo, D. (1987). Literacy: Reading the word and the world. London: Routledge.</i></p>
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