

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



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).					
CO1: Atti	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.					
Study and examination The student is given a value of very good or not good.					
show it si	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 re	of the requirements to pass the course. Students will pass from this				
course if at least have a good attitude. The final mark will be weight as follow:					
No	со	Assessment	Assessment	Weight	
1	CO 1	a. Presentat	Observation	5%	
		ion		10%	
2	CO 2, CO 3, CO 4	a. Individual assignme nt b. Group assignme nt c. Quiz d. Midterm e. Final test	Written	10% 10% 20% 20% 25%	
	Elective C will invite literacy st the impor strategic skills need practice of Learning) CO1: Attit and / or s every stude show it sig attitude of the re course if of No 1	Elective Courses at Yogya will invite students to studies, the natural the importance of social and strategic issues in social and skills needed to support a practice of social and hur Learning). CO1: Attitude assessment and / or self-assessment every student has a good The student is given a very show it significantly compatititude assessment is not of the requirements to course if at least have a good The final mark will be well as the course of the course if at least have a good The final mark will be well as the course if at least have a good the course if at least	Elective Courses at Yogyakarta State Univ will invite students to study the dynamics literacy studies, the nature of humans as the importance of social and humanitaria strategic issues in social and humanities li skills needed to support careers or jobs, a practice of social and humanities literacy Learning). CO1: Attitude assessment is carried out a and / or self-assessment techniques using every student has a good attitude. The student is given a value of very good show it significantly compared to other statitude assessment is not a component of the requirements to pass the course course if at least have a good attitude. The final mark will be weight as follow: No CO Assessment Object 1 CO 1 a. Presentation b. Discussion n CO 4 assignme nt b. Group assignme nt c. Quiz d. Midterm	Elective Courses at Yogyakarta State University. Specifical will invite students to study the dynamics of social and huliteracy studies, the nature of humans as individual and so the importance of social and humanitarian literacy in the strategic issues in social and humanities literacy studies, we skills needed to support careers or jobs, and for daily life, practice of social and humanities literacy through PjBL (Proceedings). CO1: Attitude assessment is carried out at each meeting of and / or self-assessment techniques using the assumption every student has a good attitude. The student is given a value of very good or not good of show it significantly compared to other students in general attitude assessment is not a component of the final grade of the requirements to pass the course. Students will proceed to a course if at least have a good attitude. The final mark will be weight as follow: No CO Assessment Object Technique 1 CO 1 a. Presentat ion b. Discussio n CO 4 CO 6 CO 6 CO 7 CO 7 CO 9 CO 7 CO 9 CO 9	



Reading list

OECD. (2000). Literacy in the information age: Final report of the international adult literacy survey.

https://doi.org/10.1177/003172170008200118.

Dwiningrum, S.I.A., dkk. (2018). Modul Mata Kuliah Pendidikan Sosial Budaya. Yogyakarta: P2MKU LPPMP UNY.

Socially Unconscious. Link:

https://www.youtube.com/watch?v=dYJG2VQUGIY.

OECD Study on Social and Emotional Skills. Link: https://www.youtube.com/watch?v=DD8_BZwZOfw.

Roberts, Peter. (2000). Education, Literacy, and Humanization: Exploring the Work of Paulo Freire. London: Bergin & Garvey.

Arthur, J., Davison, J., & Stow, W. (2014). Social literacy, citizenship education and the national curriculum. London & NewYork: Routledge.

Street, B. V. (1995). Social literacies: Critical approaches to literacy in development, ethnography and education. London & New York: Routledge.

Bellous, J. E. & Clinton, J. M. (2016). Learning Social Literacy. Canada: Tall Pine Press.

Freire, P. & Macedo, D. (1987). Literacy: Reading the word and the world. London: Routledge.