



Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Chinese Language Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Comparative Linguistics	8820802168	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	April 4, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																				
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit																																																																																			
	PLO-6	Able to master the basic concepts of Mandarin educational pedagogy including theoretical concepts about learning planning, teaching and learning strategies, learning media, learning assessment																																																																																			
	PLO-9	Able to design, implement and assess innovative Mandarin learning																																																																																			
	Program Objectives (PO)																																																																																				
	PO - 1	Looking for similarities and differences between the Mandarin and Indonesian language systems																																																																																			
	PO - 2	Acquiring aspects of differences that can cause difficulties and can interfere when learning Mandarin																																																																																			
	PO - 3	Looking for the right Mandarin learning method to apply to Indonesian learners																																																																																			
	PLO-PO Matrix																																																																																				
		<table border="1" style="width: 100%; text-align: center;"> <tr> <th>P.O</th> <th>PLO-2</th> <th>PLO-6</th> <th>PLO-9</th> </tr> <tr> <td>PO-1</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td>✓</td> </tr> </table>	P.O	PLO-2	PLO-6	PLO-9	PO-1	✓			PO-2		✓		PO-3			✓																																																																			
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	PO Matrix at the end of each learning stage (Sub-PO)																																																																																				
	<table border="1" style="width: 100%; text-align: center;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																
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Short Course Description	Comparative linguistics or in foreign language classes better known as contrastive linguistics is scientific analysis by comparing the linguistic systems of two languages. It can also be defined as a systematic research that aims to identify structural differences and similarities between the two languages. Where this course focuses more on comparing Mandarin and Indonesian to analyze the differences and similarities, so that from there solutions can be drawn regarding optimizing mastery of Mandarin as a second language for Indonesian learners. In this course, the study that is emphasized more is Applied Contrastive Linguistic Analysis, that is, after researching two languages, at the end of the conclusion, suggestions are given on what learning media are appropriate, so as to obtain solutions in teaching that vary from each component chosen.
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References	Main :	
		<ol style="list-style-type: none"> 1. Robert J. Di Pietro. 1971. Language Structures In Contrast. California. Newbury House Publishers. 2. Gorys Keraf. 1996. Linguistik Bandingan Historis. Jakarta. Gramedia.
	Supporters:	

1. James, Carl. 1986. <i>Contrastive Analysis</i> . London, Singapore: Longman.							
Supporting lecturer		Yogi Bagus Adhimas, S.Pd., M.A.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students can understand and master linguistic concepts and linguistic universals	Students have appropriate linguistic concepts and linguistic universals	<p>Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers)</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Lecture; Question and answer; Collaborative Learning 2 X 50		<p>Material: Linguistics and Language Library: Gorys Keraf. 1996. <i>Historical Comparative Linguistics</i>. Jakarta. Scholastic.</p>	4%
2	Students understand and master the concepts of linguistic sub-studies	Students have appropriate linguistic sub-study concepts	<p>Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers)</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Lecture; Question and answer; Collaborative Learning 2 X 50		<p>Material: Linguistics and Language Library: Gorys Keraf. 1996. <i>Historical Comparative Linguistics</i>. Jakarta. Scholastic.</p>	4%
3	Students understand and master the concepts of comparative historical linguistics, comparative linguistics, and contrastive linguistics	Students understand and master the concepts of comparative historical linguistics, comparative linguistics, and contrastive linguistics correctly	<p>Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers)</p> <p>Form of Assessment : Participatory Activities</p>	Lecture; Question and answer; Collaborative Learning 2 X 50		<p>Material: Linguistic Studies Literature: Gorys Keraf. 1996. <i>Historical Comparative Linguistics</i>. Jakarta. Scholastic.</p> <hr/> <p>Material: Linguistic Study Literature: Robert J. Di Pietro. 1971. <i>Language Structures in Contrast</i>. California. Newbury House Publishers.</p> <hr/> <p>Material: Linguistic Studies Bibliography: James, Carl. 1986. <i>Contrastive Analysis</i>. London, Singapore: Longman.</p>	4%

4	Students are able to understand and master the concept of contrastive linguistic analysis methods	Students master the concept of contrastive linguistic analysis methods correctly	<p>Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers)</p> <p>Form of Assessment : Participatory Activities</p>	Lecture; Question and answer; Collaborative Learning 2 X 50		<p>Material: Contrastive Linguistic Analysis Method Bibliography: <i>Robert J. Di Pietro. 1971. Language Structures in Contrast. California. Newbury House Publishers.</i></p>	6%
5	Students understand and master the concept of contrastive linguistic studies through case studies of previous researchers	Students master the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers	<p>Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers)</p> <p>Form of Assessment : Participatory Activities</p>	Lecture; Question and answer; Collaborative Learning 2 X 50		<p>Material: Contrastive Linguistic Analysis Method Bibliography: <i>Robert J. Di Pietro. 1971. Language Structures in Contrast. California. Newbury House Publishers.</i></p>	6%
6	Students understand and master the concept of contrastive linguistic studies through case studies of previous researchers	Students master the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers	<p>Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers)</p> <p>Form of Assessment : Participatory Activities</p>	Lecture; Question and answer; Collaborative Learning 2 X 50		<p>Material: Contrastive Linguistic Analysis Method Bibliography: <i>Robert J. Di Pietro. 1971. Language Structures in Contrast. California. Newbury House Publishers.</i></p>	6%
7	Students understand and master the concept of contrastive linguistic studies through case studies of previous researchers	Students master the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers	<p>Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers)</p> <p>Form of Assessment : Participatory Activities</p>	Lecture; Question and answer; Collaborative Learning 2 X 50		<p>Material: Contrastive Linguistic Analysis Method Bibliography: <i>Robert J. Di Pietro. 1971. Language Structures in Contrast. California. Newbury House Publishers.</i></p>	6%
8	Students understand and master the concept of contrastive linguistic studies through case studies of previous researchers	<p>1. Students master the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers</p> <p>2. PPT fits the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers</p>	<p>Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers)</p> <p>Form of Assessment : Participatory Activities</p>	UTS 2 X 50		<p>Material: Contrastive Linguistic Analysis Method Bibliography: <i>Robert J. Di Pietro. 1971. Language Structures in Contrast. California. Newbury House Publishers.</i></p>	6%

9	Students understand and master the concept of contrastive linguistic studies through case studies of previous researchers	Students master the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers	<p>Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers)</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Question and answer; Collaborative Learning 2 X 50		<p>Material: Contrastive Linguistic Analysis Method</p> <p>Bibliography: <i>Robert J. Di Pietro. 1971. Language Structures in Contrast. California. Newbury House Publishers.</i></p>	7%
10	Students understand and master the concept of contrastive linguistic studies through case studies of previous researchers	Students master the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers	<p>Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers)</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Question and answer; Collaborative Learning 2 X 50		<p>Material: Contrastive Linguistic Analysis Method</p> <p>Bibliography: <i>Robert J. Di Pietro. 1971. Language Structures in Contrast. California. Newbury House Publishers.</i></p>	7%
11	Students understand and master the concept of contrastive linguistic studies through case studies of previous researchers	<p>1. Students master the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers</p> <p>2. PPT fits the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers</p>	<p>Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers)</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test</p>	PPT Presentation; Question and answer; Collaborative Learning 2 X 50		<p>Material: Contrastive Linguistic Analysis Method</p> <p>Bibliography: <i>Robert J. Di Pietro. 1971. Language Structures in Contrast. California. Newbury House Publishers.</i></p>	7%

12	Students understand and master the concept of contrastive linguistic studies through case studies of previous researchers	1.Students master the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers 2.PPT fits the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers	Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers) Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test	PPT Presentation; Question and answer; Collaborative Learning 2 X 50		Material: Contrastive Linguistic Analysis Method Bibliography: <i>Robert J. Di Pietro. 1971. Language Structures in Contrast. California. Newbury House Publishers.</i>	7%
13	Students understand and master the concept of contrastive linguistic studies through case studies of previous researchers	1.Students master the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers 2.PPT fits the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers	Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers) Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test	PPT Presentation; Question and answer; Collaborative Learning 2 X 50		Material: Contrastive Linguistic Analysis Method Bibliography: <i>Robert J. Di Pietro. 1971. Language Structures in Contrast. California. Newbury House Publishers.</i>	7%
14	Students understand and master the concept of contrastive linguistic studies through case studies of previous researchers	1.Students master the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers 2.PPT fits the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers	Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers) Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test	PPT Presentation; Question and answer; Collaborative Learning 2 X 50		Material: Contrastive Linguistic Analysis Method Bibliography: <i>Robert J. Di Pietro. 1971. Language Structures in Contrast. California. Newbury House Publishers.</i>	7%

15	Students understand and master the concept of contrastive linguistic studies through case studies of previous researchers	1. Students master the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers 2. PPT fits the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers	Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers) Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test	PPT Presentation; Question and answer; Collaborative Learning 2 X 50		Material: Contrastive Linguistic Analysis Method Bibliography: <i>Robert J. Di Pietro. 1971. Language Structures in Contrast. California. Newbury House Publishers.</i>	7%
16	Students understand and master the concept of contrastive linguistic studies through case studies of previous researchers	1. Students master the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers 2. The article fits the concept of contrastive linguistic analysis methods precisely through case studies of previous researchers	Criteria: The article complies with the rules of scientific writing Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests	UAS, collection of 2 X 50 articles		Material: Contrastive Linguistic Analysis Method Bibliography: <i>Robert J. Di Pietro. 1971. Language Structures in Contrast. California. Newbury House Publishers.</i>	8%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	54.67%
2.	Project Results Assessment / Product Assessment	16.67%
3.	Practical Assessment	7%
4.	Practice / Performance	7%
5.	Test	13.67%
		99.01%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.

5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.