SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Functional Grammar	7920203281	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	2	July 16, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	....		....			Dr. Ali Mustofa, S.S., M.Pd.	

Learning model	**Project Based Learning**
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	PLO-5 Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement
	PLO-7 Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.
	PLO-10 Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.
	Program Objectives (PO)
	PO - 1 Demonstrate Proficiency in Functional Grammar Concepts
	PO - 2 Analyze Texts Using Functional Grammar
	PO - 3 Apply Functional Grammar to Writing
	PO - 4 Identify and Explain Register and Genre Variation
	PO - 5 Critically Evaluate Language Use
	PO - 6 Construct Analytical Arguments
	PO - 7 Collaborate Effectively in Group Discussions
	PLO-PO Matrix

P.O	PLO-5	PLO-7	PLO-10
PO-1			
PO-2			
PO-3			
PO-4			
PO-5			
PO-6			
PO-7			

PO Matrix at the end of each learning stage (Sub-PO)

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																
PO-4																
PO-5																
PO-6																
PO-7																

Short Course Description

This course introduces students to systemic functional grammar, in which language is regarded as "a resource for making meaning". Language is thus seen as a vehicle for communication between people in social and cultural contexts. Students will be introduced to the framework for analyzing grammar and meaning along three dimensions: of how language represents states and activities, of how language functions in interaction between people, and of how information is structured in sentences and texts. Through both theoretical introductions and practical exercises, students will raise their awareness of how language users convey meaning through their choice of words and grammatical structures in specific situations. The coursework includes analyzes of authentic texts.

References

Main :

1. Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.
2. Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.
3. Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group

Supporters:

Supporting lecturer

Dian Rivia Himmawati, S.S., M.Hum.
Lisetyo Ariyanti, S.S., M.Pd.
Ayunita Leliana, S.S., M.Pd.
Fariq Shiddiq Tasaufy, S.S., M.Hum.
Cicilia Deandra Maya Putri, S.Hum., 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 | To introduce the course outline | 1.To conduct and follow the class accordingly
2.To make necessary preparation | **Criteria:**
 none
Form of Assessment : Participatory Activities, Tests | Speech Class discussion
3 X 50 | | **Material:** introduction to functional grammar
References: *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.*

Material: introduction to functional grammar
Reader: *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*

Material: introduction to functional grammar
References: *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |

| 2 | To identify the parts of speech, class, and function in functional grammar | 1. To differentiate functional grammar features from traditional grammar's
2. To apply functional grammar features | **Criteria:** none

Form of Assessment : Participatory Activities, Tests | SpeechIndividual practice
6 X 50 | | **Material:** parts of speech, class, and function in functional grammar
References: *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.*

Material: parts of speech, class, and function in functional grammar
References: *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*

Material: parts of speech, class, and function in functional grammar
References: *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |

| 3 | To identify the parts of speech, class, and function in functional grammar | 1. To differentiate functional grammar features from traditional grammar's
2. To apply functional grammar features | **Criteria:** none

Form of Assessment : Participatory Activities | SpeechIndividual practice
6 X 50 | | **Material:** differentiate functional grammar features from traditional grammar's and apply functional grammar features
References: *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.*

Material: differentiate functional grammar features from traditional grammar's and apply functional grammar features
Bibliography: *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*

Material: differentiate functional grammar features from traditional grammar's and apply functional grammar features
References: *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |

| 4 | To determine rank shift in sentences | 1. To organize rank scale
 2. To classify rank shift in sentences | **Criteria:** none

 Form of Assessment : Participatory Activities | Speech Class discussion Individual practice 3 X 50 | | **Material:** rank shift in sentences
 References: *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.*

 Material: rank shift in sentences
 References: *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*

 Material: rank shift in sentences
 References: *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |

| 5 | To determine main functional components | 1. To identify three main function components of nominal group 2. To utilize three main function components of nominal group in sentences | **Criteria:** none **Form of Assessment** : Participatory Activities | SpeechIndividual practice 3 X 50 | | **Material:** main functional components **References:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.* **Material:** main functional components **References:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.* **Material:** main functional components **Library:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |

| 6 | To determine process types | 1.To identify the seven types of processes 2.To utilize process types in sentences | **Criteria:** none

Form of Assessment : Participatory Activities, Tests | SpeechClass discussion 6 X 50 | | **Material:** process types **References:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.*

Material: process types **References:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*

Material: process types **References:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |

| 7 | To determine process types | 1. To identify the seven types of processes
2. To utilize process types in sentences | **Criteria:** none

Form of Assessment : Participatory Activities, Tests | SpeechClass discussion
6 X 50 | | **Material:** process types **References:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.*

Material: process types **References:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*

Material: process types **References:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |

| 8 | To achieve the course learning outcome being able to account for the framework of systemic functional analysis being able to reflect on the relationship between the wording of a text and its communicative goals | To analyze nominal groups and process types in the selected text | **Criteria:** none

Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical / Performance, Tests | Take-home exam 3 X 50 | | **Material:** nominal groups and process types in the selected text
References: *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.*

Material: nominal groups and process types in the selected text
References: *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*

Material: nominal groups and process types in the selected text
References: *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 4% |

| 9 | To evaluate experiential meanings | 1. To identify the experiential meaning
2. To analyze the experiential meaning in selected texts | **Criteria:**
none

Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical / Performance, Tests | SpeechSmall group discussionSelf-paced text analysis
6 X 50 | | **Material:** experiential meanings **References:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.*

Material: experiential meanings **References:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*

Material: experiential meanings **References:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |

| 10 | To evaluate experiential meanings | 1. To identify the experiential meaning
2. To analyze the experiential meaning in selected texts | **Criteria:**
  none

Forms of Assessment :
Participatory Activities, Portfolio Assessment, Practice / Performance | SpeechSmall group discussionSelf-paced text analysis
6 X 50 | | **Material:** experiential meanings
References: *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.*

Material: experiential meanings
References: *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*

Material: experiential meanings
References: *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |

| 11 | To evaluate interpersonal Meaning | 1. To identify the interpersonal meaning
2. To analyze the interpersonal meaning in selected texts | **Criteria:** none

Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical / Performance, Tests | SpeechSmall group discussionSelf-paced text analysis
6 X 50 | | **Material:** interpersonal Meaning
References: *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.*

Material: interpersonal Meaning
Library: *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*

Material: interpersonal Meaning
Library: *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |

| 12 | To evaluate interpersonal Meaning | 1. To identify the interpersonal meaning 2. To analyze the interpersonal meaning in selected texts | **Criteria:** none **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance | SpeechSmall group discussionSelf-paced text analysis 6 X 50 | | **Material:** interpersonal Meaning **References:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.* **Material:** interpersonal Meaning **Library:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.* **Material:** interpersonal Meaning **Library:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 4% |

| 13 | To evaluate textual Meaning | 1. To identify the textual meaning
2. To analyze the textual meaning in selected texts | **Criteria:** none

Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance | SpeechSmall group discussionSelf-paced text analysis
6 X 50 | | **Material:** textual meaning
References: *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.*

Material: textual meaning
Reader: *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*

Material: textual meaning
Library: *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 4% |

| 14 | To evaluate textual Meaning | 1. To identify the textual meaning
2. To analyze the textual meaning in selected texts | **Criteria:** none

Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical / Performance, Tests | SpeechSmall group discussionSelf-paced text analysis
6 X 50 | | **Material:** textual meaning
References: *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.*

Material: textual meaning
Reader: *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*

Material: textual meaning
Library: *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 4% |

| 15 | To evaluate texts | 1. To analyze the types of meaning
2. To appreciate the text | **Criteria:**
none

Forms of Assessment :
Participatory Activities, Portfolio Assessment, Practical / Performance, Tests | Group text analysis (Deadline: week 15)
3 X 50 | | **Material:** evaluate texts **References:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.*

Material: evaluation texts **Bibliography:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*

Material: evaluation texts **References:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 4% |

| 16 | To achieve the 3rd CLO being able to use the framework of systemic functional grammar to analyze and discuss a text with appropriate use of secondary sources | 1. To evaluate selected text 2. To compose an analysis of the selected text | **Criteria:** none **Form of Assessment** : Project Results Assessment / Product Assessment | Take-home exam Deadline: June 2021 3 X 50 | | **Material:** evaluate and compose an analysis of the selected text **References:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.* **Material:** evaluate and compose an analysis of the selected text **Reader:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.* **Material:** evaluate and compose an analysis of the selected text **References:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 50% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	23.16%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	8.16%
4.	Practice / Performance	8.16%
5.	Test	10.5%
		99.98%

Notes
1. **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.
2. **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.
3. **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.
4. **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.