

Short Course Description	This subject describes the relationship between language, society, and history of language especially English language in shaping new language communities and repertoires. This addresses language change, linguistic developments, language and socio-political history, urbanization, industrialization, social stratification, social dialect, register, code switching, code mixing, regional dialect, bilingualism/multilingualism, language variation, language shift and maintenance, and other language function as individual or social identity as well as a means of inter-ethnic communication. To strengthen the understanding of concepts, local, national, regional, and international contexts are employed to accommodate the social practice of the language in question. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.						
References	Main :						
	<ol style="list-style-type: none"> 1. Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter. 2. Baugh, Albert C & Thomas Cable. 2002. A History of the English Language Fifth ed. London: Routledge 3. Fennell, Barbara A. 2001. A History of English: A Sociolinguistic Approach. Oxford: Blackwell Publishers 4. Holmes, Janet. 1992. An Introduction to Sociolinguistics . New York: Longman Group. 5. Li Wei (ed.). 2000. The Bilingualism Reader . London and New York: Routledge. 6. Momma, Haruko & Michael Matto. 2006. A Companion to the History of the English Language . Oxford: Blackwell Publishers 7. Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press 8. Wardhaugh, Ronald. 2006. An Introduction to Sociolinguistics. Massachusetts: Blackwell Publishing. 						
	Supporters:						
Supporting lecturer	Prof. Slamet Setiawan, M.A., Ph.D. Lina Purwaning Hartanti, S.Pd., M.EIL. Adam Damanhuri, S.S., M.Hum.						
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	Being able to identify the concepts/theories based on a variety of language phenomena.	Answer all oral questions in class discussion	Criteria: Orally Form of Assessment : Participatory Activities	Discussion Presentation, Question-Answer 2 X 50	Discussion Presentation, Question-Answer 2 X 50	Material: Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell. References:	5%
2	<ol style="list-style-type: none"> 1. Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society. 2. Being able to analyze various forms of linguistic-cultural phenomena in society. 	Answer all oral & written questions in class discussion Prepare group presentation	Criteria: Oral and written Form of Assessment : Project Results Assessment / Product Assessment	Presentation, Discussion, Question-Answer 3 X 50	Presentation, Discussion, Question-Answer 3 X 50	Material: Social classes Bibliography: Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication. Berlin - New York: Mouton de Gruyter. Material: Social classes Bibliography: Holmes, Janet. 1992. An Introduction to Sociolinguistics. New York: Longman Group.	5%

3	<p>1. Being able to deliver an oral presentation on the given task using appropriate English.</p> <p>2. Being able to respond to others' presentation in English using an appropriate manner.</p> <p>3. Being able to show acceptance to teachers' and peer feedback.</p>	<p>Answer all oral & written questions in class discussion Prepare group presentation</p>	<p>Criteria: Oral and written</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Presentation, Discussion, Question-Answer 2 X 50</p>	<p>Presentation, Discussion, Question-Answer 2 X 50</p>	<p>Material: Social classes Bibliography: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication. Berlin - New York: Mouton de Gruyter.</i></p> <hr/> <p>Material: Social classes Bibliography: <i>Holmes, Janet. 1992. An Introduction to Sociolinguistics. New York: Longman Group.</i></p>	5%
4	<p>1. Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society.</p> <p>2. Being able to analyze various forms of linguistic-cultural phenomena in society.</p>	<p>Answer all oral & written questions in class discussion Prepare group presentation</p>	<p>Criteria: Oral and written</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Presentation, Discussion, Question-Answer 2 X 50</p>	<p>Presentation, Discussion, Question-Answer 2 X 50</p>	<p>Material: Social classes Bibliography: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication. Berlin - New York: Mouton de Gruyter.</i></p> <hr/> <p>Material: Social classes Bibliography: <i>Holmes, Janet. 1992. An Introduction to Sociolinguistics. New York: Longman Group.</i></p>	5%
5	<p>1. Being able to deliver an oral presentation on the given task using appropriate English</p> <p>2. Being able to respond to others' presentation in English using an appropriate manner.</p> <p>3. Being able to show acceptance to teachers' and peer feedback.</p>	<p>Group presentations.</p>	<p>Criteria: Oral and written</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Material: Social dialects Bibliography: <i>Thomson, Sarah Gray & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Material: Regional dialects Reference: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication. Berlin - New York: Mouton de Gruyter.</i></p>	5%

6	<p>1. Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society.</p> <p>2. Being able to analyze various forms of linguistic-cultural phenomena in society.</p>	<p>Answer all oral & written questions in class discussion Prepare group presentation</p>	<p>Criteria: Oral and written</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Material: Social dialects Bibliography: <i>Thomson, Sarah Gray & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Material: Regional dialects Reference: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication. Berlin - New York: Mouton de Gruyter.</i></p>	5%
7	<p>1. Being able to deliver an oral presentation on the given task using appropriate English.</p> <p>2. Being able to respond to others' presentation in English using an appropriate manner.</p> <p>3. Being able to show acceptance to teachers' and peer feedback.</p>	<p>Answer all oral & written questions in class discussion Prepare group presentation</p>	<p>Criteria: Oral and written</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Material: Social dialects Bibliography: <i>Thomson, Sarah Gray & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Material: Regional dialects Reference: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication. Berlin - New York: Mouton de Gruyter.</i></p>	5%
8	<p>1. Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society.</p> <p>2. Being able to analyze various forms of linguistic-cultural phenomena in society.</p>	<p>Answer all oral & written questions in class discussion Prepare group presentation</p>	<p>Criteria: Oral and written</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Material: Social dialects Bibliography: <i>Thomson, Sarah Gray & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Material: Regional dialects Reference: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication. Berlin - New York: Mouton de Gruyter.</i></p>	5%

9	<p>1. Being able to deliver an oral presentation on the given task using appropriate English.</p> <p>2. Being able to respond to others' presentation in English using an appropriate manner.</p> <p>3. Being able to show acceptance to teachers' and peer feedback.</p>	<p>Answer all oral & written questions in class discussion Prepare group presentation</p>	<p>Criteria: Oral and written</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Material: Social dialects Bibliography: <i>Thomson, Sarah Gray & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Material: Regional dialects Reference: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication. Berlin - New York: Mouton de Gruyter.</i></p>	5%
10	<p>1. Being able to analyze various forms of linguistic-cultural phenomena in society.</p> <p>2. Being able to create reflective notes on the students' understanding of the materials in language in society.</p>	<p>Answer all the given written questions on Analysis and Reflection.</p>	<p>Criteria: Written</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Material: Social dialects Bibliography: <i>Thomson, Sarah Gray & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Material: Regional dialects Reference: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication. Berlin - New York: Mouton de Gruyter.</i></p>	5%
11	<p>1. Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society.</p> <p>2. Being able to analyze various forms of linguistic-cultural phenomena in society</p>	<p>1. Answer all oral & written questions in class discussion 2. Prepare group presentation</p>	<p>Criteria: Written</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Material: Social dialects Bibliography: <i>Thomson, Sarah Gray & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Material: Regional dialects Reference: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication. Berlin - New York: Mouton de Gruyter.</i></p>	5%

12	<p>1. Being able to deliver an oral presentation on the given task using appropriate English.</p> <p>2. Being able to respond to others' presentation in English using an appropriate manner.</p> <p>3. Being able to show acceptance to teachers' and peer feedback.</p>	<p>1. Answer all oral & written questions in class discussion</p> <p>2. Prepare group presentation</p>	<p>Criteria: Written</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Presentation, Discussion, Question-Answer Assignment 2 X 50</p>	<p>Material: Social dialects Bibliography: <i>Thomson, Sarah Gray & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Material: Regional dialects Reference: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication. Berlin - New York: Mouton de Gruyter.</i></p>	5%
13	<p>1. Being able to produce a concise analytical paper on a certain issue concerning the materials in language in society.</p> <p>2. Being able to show teachers' and peer feedback.</p>	<p>1. Write an analytical paper</p> <p>2.</p>	<p>Criteria: Written</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Write an analytical paper 2 X 50</p>	<p>Write an analytical paper 2 X 50</p>	<p>Material: Social dialects Bibliography: <i>Thomson, Sarah Gray & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Material: Regional dialects Reference: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication. Berlin - New York: Mouton de Gruyter.</i></p>	10%
14	<p>1. Being able to produce a concise analytical paper on a certain issue concerning the materials in language in society.</p> <p>2. Being able to show teachers' and peer feedback.</p>	<p>1. Write an analytical paper</p> <p>2.</p>	<p>Criteria: Written</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Write an analytical paper 2 X 50</p>	<p>Write an analytical paper 2 X 50</p>	<p>Material: Social dialects Bibliography: <i>Thomson, Sarah Gray & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Material: Regional dialects Reference: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication. Berlin - New York: Mouton de Gruyter.</i></p>	10%

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16	<p>1. Being able to produce a concise analytical paper on a certain issue concerning the materials in language in society.</p> <p>2. Being able to show teachers' and peer feedback.</p>	<p>1. Write an analytical paper</p> <p>2.</p>	<p>Criteria: Written</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Write an analytical paper 2 X 50	Write an analytical paper 2 X 50	<p>Material: Social dialects</p> <p>Bibliography: <i>Thomson, Sarah Gray & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</i></p> <hr/> <p>Material: Regional dialects</p> <p>Reference: <i>Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication. Berlin - New York: Mouton de Gruyter.</i></p>	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	85%
		100%

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 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.
- 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.
- 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.