



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts,**  
**Javanese Language and Literature Education Undergraduate Study**  
**Program**

Document  
Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																																																				
Javanese Applied Linguistics	8820202062	Study Program Elective Courses	T=2 P=0 ECTS=3.18	5	July 17, 2024																																																																																																				
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																																																																																					
	Prof. Dr. Udjang Pairin, M.Pd.		Drs. Sugeng Adipitoyo, M.Si.	Latif Nur Hasan, S.Pd., M.Pd.																																																																																																					
<b>Learning model</b>	<b>Case Studies</b>																																																																																																								
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																								
	<b>PLO-3</b>	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																																																																																							
	<b>PLO-5</b>	Mastering the theoretical concepts of Javanese language, literature, culture and research methods;																																																																																																							
	<b>PLO-12</b>	Able to conduct research on Javanese language, literature, culture and learning in accordance with the concept of the scientific method;																																																																																																							
	<b>Program Objectives (PO)</b>																																																																																																								
	<b>PO - 1</b>	Able to utilize science and technology to obtain, collect and process various linguistic concepts and their application in various purposes as well as their application in learning Javanese at school.																																																																																																							
	<b>PO - 2</b>	Master theoretical concepts about linguistic concepts and their applications, and be able to formulate procedural solutions to various linguistic problems.																																																																																																							
	<b>PO - 3</b>	Able to make strategic decisions based on information and data analysis, and provide guidance in choosing various alternative solutions in resolving and resolving linguistic problems and their application in Javanese language learning at school.																																																																																																							
	<b>PO - 4</b>	Have a commitment and attitude of responsibility for your own and group learning performance in solving various linguistic problems.																																																																																																							
	<b>PLO-PO Matrix</b>																																																																																																								
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th>P.O</th> <th>PLO-3</th> <th>PLO-5</th> <th colspan="2">PLO-12</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td>✓</td> <td></td> <td colspan="2"></td> </tr> <tr> <td>PO-2</td> <td></td> <td>✓</td> <td colspan="2"></td> </tr> <tr> <td>PO-3</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> </tbody> </table>				P.O	PLO-3	PLO-5	PLO-12		PO-1	✓				PO-2		✓			PO-3		✓	✓		PO-4		✓	✓																																																																													
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																									
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<b>Short Course Description</b>	This course discusses (1) the nature, history and scope of Applied Linguistics studies; (2) bilingualism and multilingualism; (3) contrastive analysis; (4) analysis of language errors; (5) linguistics and first language acquisition; (6) linguistics and second/third language acquisition; (7) linguistics and semantics; (8) literacy; (9) lexicography; (10) language and gender; (11) language and mass media; (12) language planning and state policy; (13) stylistics; (14) discourse analysis and pragmatics; (15) forensic linguistics; (16) linguistics and computerization. This course is presented theoretically and practically using lecture, discussion, presentation and problem-based methods.																																																																																																								
<b>References</b>	<b>Main :</b>																																																																																																								

1. Simpson, James (Ed). 2011 . The Routledge Handbook of Applied Linguistics . London: Routledge .
2. Li Wei and Vivian Cook. 2009. Contemporary Applied Linguistics . Vol. London: Continuum International Publishing Group
3. Olateju, Moji. 2006. Introduction to Applied Linguistics. Abuja: National Open University of Nigeria.
4. Bartels, Nat (Ed.). 2005. Applied Linguistics and Language Teacher Education . eBook. Springer.
5. Pateda, Mansoer. 1991. Linguistik Terapan. Ende: Nusa Indah.

**Supporters:**

**Supporting lecturer** Prof. Dr. Udjang Pairin, M.Pd.

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	1.Utilizing science and technology as a tool to help understand the nature, history and scope of applied linguistics 2.Mastering the nature, history and scope of applied linguistics 3.Able to be responsible for analyzing the nature, history and scope of applied linguistics	Explain the nature, history and scope of applied linguistics studies	<b>Criteria:</b> Sharpness of explanation of the nature, history and scope of applied linguistics studies  <b>Form of Assessment :</b> Participatory Activities	Discussion and presentation 2 X 50		<b>Material:</b> The nature, history and scope of applied linguistics studies <b>References:</b> <i>Simpson, James (Ed). 2011 . The Routledge Handbook of Applied Linguistics. London: Routledge.</i>	15%
2	1.Utilizing science and technology as a tool to help understand bilingualism and multilingualism in applied linguistics 2.Mastering the concepts of bilingualism and multilingualism in applied linguistics 3.Able to be responsible for analyzing bilingualism and multilingualism in applied linguistics	Explains bilingualism and multilingualism in applied linguistics	<b>Criteria:</b> Sharpness of explanation of bilingualism and multilingualism in applied linguistics  <b>Form of Assessment :</b> Participatory Activities	Discussion and presentation 2 X 50		<b>Material:</b> Bilingualism and multilingualism <b>Bibliography:</b> <i>Simpson, James (Ed). 2011 . The Routledge Handbook of Applied Linguistics. London: Routledge.</i>	0%
3	1.Utilizing science and technology as a tool to help understand contrastive analysis in applied linguistics 2.Mastering contrastive analysis in applied linguistics 3.Able to be responsible for contrastive analysis in applied linguistics	Explain contrastive analysis	<b>Criteria:</b> Sharpness of explanation of contrastive analysis  <b>Form of Assessment :</b> Participatory Activities	Presentation and discussion 2 X 50		<b>Material:</b> Contrastive analysis in applied linguistics <b>References:</b> <i>Simpson, James (Ed). 2011 . The Routledge Handbook of Applied Linguistics. London: Routledge.</i>	0%

4	<ol style="list-style-type: none"> <li>Utilizing science and technology as a tool for analyzing language errors in applied linguistics</li> <li>Mastering the concept of language error analysis in applied linguistics</li> <li>Able to be responsible for analyzing language errors in applied linguistics</li> </ol>	Explains language error analysis	<p><b>Criteria:</b> Sharpness of language error analysis in Javanese applied linguistics</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation and discussion 2 X 50		<p><b>Material:</b> Analysis of language errors in Javanese applied linguistics <b>Reader:</b> <i>Li Wei and Vivian Cook. 2009. Contemporary Applied Linguistics. Vol. London: Continuum International Publishing Group</i></p>	0%
5	<ol style="list-style-type: none"> <li>Utilizing science and technology as a tool to help understand linguistic concepts and first language acquisition</li> <li>Mastering linguistic concepts and first language acquisition</li> <li>Able to be responsible for analyzing linguistic concepts and first language acquisition</li> </ol>	Explain the concepts of first language acquisition	<p><b>Criteria:</b> Sharpness of explanation of first language acquisition concepts</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion and presentation 2 X 50		<p><b>Material:</b> Concepts of first language acquisition <b>References:</b> <i>Pateda, Mansoer. 1991. Applied Linguistics. Ende: Nusa Indah.</i></p>	15%
6	<ol style="list-style-type: none"> <li>Utilizing science and technology as a tool to help understand the concept of second and third language acquisition</li> <li>Mastering the concepts of second and third language acquisition</li> <li>Able to be responsible for analyzing concepts of second and third language acquisition</li> </ol>	Explain the concepts of first language, second language and third language acquisition	<p><b>Criteria:</b> 1.1. Correct choice, correct reason (90) 2.2. Right choice, wrong reason (60) 3.3. Wrong choice, wrong reason (30)</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion and presentation 2 X 50		<p><b>Material:</b> Concepts of second and third language acquisition <b>References:</b> <i>Pateda, Mansoer. 1991. Applied Linguistics. Ende: Nusa Indah.</i></p>	0%
7	<ol style="list-style-type: none"> <li>Utilizing science and technology as a tool to help understand linguistics and semantics in Javanese applied linguistics</li> <li>Mastering linguistic and semantic concepts in Javanese applied linguistics</li> <li>Able to be responsible for linguistic and semantic analysis in Javanese applied linguistics</li> </ol>	Explain linguistic and semantic concepts	<p><b>Criteria:</b> Student participation in explaining linguistic and semantic concepts in Javanese applied linguistics</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion and presentation 2 X 50		<p><b>Material:</b> Linguistics and semantics in applied linguistics <b>References:</b> <i>Bartels, Nat (Ed.). 2005. Applied Linguistics and Language Teacher Education. eBooks. Springer.</i></p>	0%

8	<p>1.Utilizing science and technology as a tool to help understand concepts and techniques for cultivating literacy in schools</p> <p>2.Mastering the concepts and techniques of cultivating literacy in schools</p> <p>3.Able to be responsible for implementing concepts and techniques to cultivate literacy in schools</p>	Explains concepts and techniques for cultivating literacy in schools	<p><b>Criteria:</b> Sharp explanation of concepts and techniques for cultivating literacy in schools</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	PPT, Discussion, Questions and Answers 2 X 50		<p><b>Material:</b> Literacy in schools</p> <p><b>References:</b> <i>Bartels, Nat (Ed.). 2005. Applied Linguistics and Language Teacher Education. eBooks. Springer.</i></p>	0%
9	UTS	Midterm exam	<p><b>Criteria:</b> Able to answer questions well</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	Revise the presentation paper based on input during the presentation 2 X 50		<p><b>Material:</b> linguistics</p> <p><b>Bibliography:</b> <i>Olateju, Moji. 2006. Introduction to Applied Linguistics. Abuja: National Open University of Nigeria.</i></p>	10%
10	<p>1.Utilizing science and technology as a concept of lexicography as well as language and gender</p> <p>2.Mastering the concepts of lexicography as well as language and gender</p> <p>3.Able to be responsible for analyzing lexicographic concepts as well as language and gender</p>	Explains the concepts of lexicography as well as language and gender in Javanese applied linguistics	<p><b>Criteria:</b> Sharpness of explanation of lexicography as well as language and gender in Javanese applied linguistics</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Product assessment 2 X 50		<p><b>Material:</b> Lexicography and language and gender in Javanese applied linguistics</p> <p><b>Library:</b> <i>Olateju, Moji. 2006. Introduction to Applied Linguistics. Abuja: National Open University of Nigeria.</i></p>	20%
11	<p>1.Utilizing science and technology as a tool to help understand the concepts of language and mass media in Javanese applied linguistics</p> <p>2.Mastering the concepts of language and mass media in Javanese applied linguistics</p> <p>3.Able to be responsible for analyzing the concepts of language and mass media in Javanese applied linguistics</p>	Explains the concepts and relationships of language and mass media in Javanese applied linguistics	<p><b>Criteria:</b> Sharpness of explanation of concepts and relations between language and mass media in Javanese applied linguistics</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Product assessment 2 X 50		<p><b>Material:</b> Concepts and relations between language and mass media in Javanese applied linguistics</p> <p><b>Library:</b> <i>Olateju, Moji. 2006. Introduction to Applied Linguistics. Abuja: National Open University of Nigeria.</i></p>	0%

12	<p>1.Utilizing science and technology as a tool to help understand the concepts of stylistics, AWK, and pragmatics</p> <p>2.Mastering the concepts of stylistics, AWK, and pragmatics</p> <p>3.Able to be responsible for analyzing the concepts of stylistics, AWK, and pragmatics</p>	Explain the concept of stylistics and AWK and Pragmatics	<p><b>Criteria:</b> Active student participation</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Performance assessment 2 X 50		<p><b>Material:</b> Stylistics concepts, AWK, and pragmatics <b>References:</b> <i>Olateju, Moji. 2006. Introduction to Applied Linguistics. Abuja: National Open University of Nigeria.</i></p>	20%
13	<p>1.Utilizing science and technology as a tool to apply stylistic analysis, AWK, and pragmatics (advanced material)</p> <p>2.Mastering the concepts of stylistic analysis, AWK, and Pragmatics (advanced material)</p> <p>3.Able to be responsible for stylistic analysis, AWK, and Pragmatics (advanced material)</p>	Applying stylistic analysis and AWK and Pragmatics (advanced material)	<p><b>Criteria:</b> Sharpness in stylistic analysis, AWK, and pragmatics</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Performance assessment 2 X 50		<p><b>Material:</b> Stylistic analysis, AWK, and pragmatics <b>References:</b> <i>Bartels, Nat (Ed.). 2005. Applied Linguistics and Language Teacher Education. eBooks. Springer.</i></p>	0%
14	<p>1.Utilizing science and technology as a tool for AWK and pragmatic analysis independently/in groups (advanced material)</p> <p>2.Master the concept of AWK analysis and Pragmatics independently/in groups (advanced material)</p> <p>3.Able to be responsible for AWK and Pragmatic analysis independently/in groups (advanced material)</p>	Explaining the concept of stylistics and AWK and applying stylistic analysis and AWK and pragmatics (advanced material)	<p><b>Criteria:</b> 1.1. Correct choice, correct reason (90) 2.2. Right choice, wrong reason (60) 3.3. Wrong choice, wrong reason (30)</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Performance assessment 2 X 50		<p><b>Material:</b> Stylistic Analysis, AWK, and Pragmatics <b>References:</b> <i>Simpson, James (Ed). 2011 . The Routledge Handbook of Applied Linguistics. London: Routledge.</i></p>	0%

15	<p>1.Utilizing science and technology as a tool to help understand the concepts of forensic linguistics and linguistics and computerization</p> <p>2.Mastering the concepts of forensic linguistic analysis and linguistics and computerization</p> <p>3.Able to be responsible for analysis of forensic linguistics and linguistics and computerization</p>	<p>1.Explains the concepts of forensic linguistics and linguistics and computerization</p> <p>2.Applying forensic and linguistic analysis techniques and computerization</p>	<p><b>Criteria:</b></p> <p>1.1. Correct choice, correct reason (90)</p> <p>2.2. Right choice, wrong reason (60)</p> <p>3.3. Wrong choice, wrong reason (30)</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Presentation and discussion 2 X 50</p>	<p><b>Material:</b> Forensic Linguistics and Linguistics and Computerization</p> <p><b>References:</b> <i>Bartels, Nat (Ed.). 2005. Applied Linguistics and Language Teacher Education. eBooks. Springer.</i></p>	0%
16	UAS	UAS	<p><b>Criteria:</b></p> <p>1.1. Correct choice, correct reason (90)</p> <p>2.2. Right choice, wrong reason (60)</p> <p>3.3. Wrong choice, wrong reason (30)</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	<p>Written test and final assignment 2 X 50</p>	<p><b>Material:</b> linguistics</p> <p><b>Bibliography:</b> <i>Olateju, Moji. 2006. Introduction to Applied Linguistics. Abuja: National Open University of Nigeria.</i></p>	20%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	85%
2.	Test	15%
		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 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

