

	<p style="text-align: center;"><b>Universitas Negeri Surabaya</b>  <b>Faculty of Languages and Arts</b>  <b>Bachelor of Javanese Language and Literature Education Study Program</b></p>										Document Code																																							
	<b>SEMESTER LEARNING PLAN</b>																																																	
<b>Courses</b>	<b>CODE</b>		<b>Course Family</b>			<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																								
Discourse Analysis	8820202002					T=2	P=0	ECTS=3.18	5	July 18, 2024																																								
<b>AUTHORIZATION</b>	<b>SP Developer</b>			<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																											
	.....			.....			Latif Nur Hasan, S.Pd., M.Pd.																																											
<b>Learning model</b>	Case Studies																																																	
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																																	
	Program Objectives (PO)																																																	
	PLO-PO Matrix																																																	
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">P.O</div>																																																
	PO Matrix at the end of each learning stage (Sub-PO)																																																	
		<table border="1" style="width: 100%; border-collapse: collapse; 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> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																		
<b>Short Course Description</b>	Study of the tools and diversity of Javanese language discourse to improve discourse analysis skills and their application in Javanese language learning at school by utilizing science and technology based on a responsible attitude. This course is presented with a system of assignments, practice, discussion and presentation, and reflection.																																																	
<b>References</b>	<b>Main :</b>																																																	
	<ol style="list-style-type: none"> <li>1. Dede Oetomo. 1993. "Pelahiran dan Perkembangan Analisis Wacana", dalam Bambang Kaswanti Purwo (Editor). PELLBA 6. Yogyakarta: Kanisius.</li> <li>2. Eriyanto. 2001. Analisis Wacana: Pengantar Analisis Teks Media. Yogyakarta: LKIS.</li> <li>3. Fairlough, Norman. 1998. Critical Discourse Analysis: The Critical Study of Language. England: Longman Group Limited.</li> <li>4. Fatimah Djajasudarma, T. 1994. Wacana: Pemahaman dan Hubungan Antarunsur. Bandung: Eresco.</li> <li>5. Hamid Hasan Lubis, A. 1993. Analisis Wacana Pragmatik. Bandung: Angkasa.</li> <li>6. Henry Guntur Tarigan. 1987. Pengajaran Wacana. Bandung: Angkasa.</li> <li>7. Hoed, B.H. 1995. "Wacana, Teks, dan Kalimat", dalam Anton M. Moeliono (Penyunting). 1995. Bahasawan Cendekia. Jakarta: Gramedia Pustaka Utama.</li> <li>8. Praptomo Baryadi, I. 2001. "Konsep-Konsep Pokok dalam Analisis Wacana", dalam Widyaparwa. Nomor 57, September 2001. Jakarta: Pusat Bahasa.</li> <li>9. Samsuri. 1987/1988. Analisis Wacana. Malang: Penyelenggaraan Pascasarjana Proyek Peningkatan/Pengembangan Perguruan Tinggi, IKIP Malang. Samsuri. 1990. "Referensi dan Inferensi di dalam Wacana", dalam Linguistik Indonesia Tahun 8, No. 2, Desember 1990. Masyarakat Linguistik Indonesia.</li> <li>10. Soeseno Kartomihardjo. 1993. "Analisis Wacana dengan Penerapannya pada Beberapa Wacana", dalam Bambang Kaswanti Purwo (Editor). 1993. PELLBA 6. Yogyakarta: Kanisius. Stubbs, Michael. 1993. Discourse Analysis: The Sociolinguistic Analysis of Natural Language. Oxford: Basil Blackwell.</li> <li>11. Sumarlam. 1996. Kajian Wacana. (Buku Pegangan Kuliah). Surakarta: Universitas Sebelas Maret.</li> <li>12. Sutikno, I. 1996. Analisis Wacana. (Diterjemahkan dari Discourse Analysis karya Gillian Brown dan George Yule. 1996). Jakarta: Gramedia Pustaka Utama.</li> <li>13. Syamsuddin AR. 1992. Studi Wacana: Teori-Analisis-Pengajaran. Bandung: Mimbar Pendidikan Bahasa dan Seni FPBS IKIP Bandung. Tim Penyusun Kamus. 1988. Kamus Besar Bahasa Indonesia. Jakarta: Balai Pustaka.</li> </ol>																																																	
	<b>Supporters:</b>																																																	
<b>Supporting lecturer</b>	MURDIYANTO																																																	

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	Understanding the history of the development of the science of discourse analysis	Explaining the history of the development of semantics. Explaining the nature of discourse analysis	<b>Criteria:</b> assessment format and scoring guidelines	Discussion Presentation 2 X 50			0%
2	Understanding Types of Discourse	Explain the types of discourse	<b>Criteria:</b> Scoring guidelines (attached)	presentation discussion 2 X 50			0%
3	Understanding Discourse Structure	Explain the structure of discourse	<b>Criteria:</b> Scoring guidelines (attached)	discussion presentation 2 X 50			0%
4	Understanding language functions	Explain the function of language	<b>Criteria:</b> according to the scoring guidelines (attached)	discussion presentation 2 X 50			0%
5	Understanding Discourse Functions	explain the concept of discourse function	<b>Criteria:</b> according to the scoring guidelines (attached)	discussion presentation 2 X 50			0%
6	Understand the principles of discourse analysis	Explain the principles of discourse analysis	<b>Criteria:</b> according to the scoring guidelines (attached)	discussion presentation 2 X 50			0%
7	Understanding Context in discourse analysis studies	Explaining Context in discourse analysis studies	<b>Criteria:</b> according to the scoring guidelines (attached)	DiscussionPresentation 2 X 50			0%
8	able to complete UTS	UTS	<b>Criteria:</b> Scoring guidelines (attached)	2 X 50 test			0%
9	able to understand the concepts: figures of discourse analysis, interpretation of the meaning of discourse, cohesion and coherence, spoken discourse, written discourse, the nature of tests.	explains: figures of discourse analysis, interpretation of the meaning of discourse, cohesion and coherence, spoken discourse, written discourse, the essence of the test.	<b>Criteria:</b> according to the guidelines (attached)	presentation discussion 2 X 50			0%
10	Understand the concepts of coherence and cohesion	Explain the concepts of coherence and cohesion	<b>Criteria:</b> in accordance with the scoring guidelines (attached)	discussion presentation 2 X 50			0%
11	Understand the concept of changes in meaning. Know the background to changes in meaning. Know the factors that cause changes in meaning	Clarifying the concept of meaning change. Explaining the background to the meaning change. Elaborating on the factors causing the meaning change	<b>Criteria:</b> 1.100: If you are able to explain the material correctly and be able to anticipate every question from the participants 2.75: If you are able to explain the material correctly and are less able to anticipate every question from the participants 3.50: If you are not able to explain the material correctly and are not able to anticipate every question from the participants	Discussion Presentation 2 X 50			0%

12	understand the nature of co-text and its application in discourse	Understanding of the Co-text concept and its application	<b>Criteria:</b> 1.10: if you actively participate in presentations and discussions 2.7: if you actively participate in the presentation but are not active in the discussion (or vice versa) 3.5: if you are not active in presentations and discussions	Lecture Presentation Discussion 2 X 50			0%
13	Understanding the Principles of discourse analysis 1 Local interpretation	Understanding Principles of discourse analysis 1 Local interpretation	<b>Criteria:</b> 1.10: if you actively participate in presentations and discussions 2.7: if you actively participate in the presentation but are not active in the discussion (or vice versa) 3.5: if you are not active in presentations and discussions	Lecture Presentation Discussion 2 X 50			0%
14	Understanding the principles of discourse analysis 2 Knowledge of the world	Understanding the Principles of discourse analysis 2 Knowledge of the world	<b>Criteria:</b> 1.10: if you actively participate in presentations and discussions 2.7: if you actively participate in the presentation but are not active in the discussion (or vice versa) 3.5: if you are not active in presentations and discussions	Lecture Presentation Discussion 2 X 50			0%
15	understand the Principles of discourse analysis 3 Analogies	Understanding the principles of discourse analysis 3 Analogy	<b>Criteria:</b> 1.10: if you actively participate in presentations and discussions 2.7: if you actively participate in the presentation but are not active in the discussion (or vice versa) 3.5: if you are not active in presentations and discussions	Lecture Presentation Discussion 2 X 50			0%
16	understand the concept of Critical Discourse Analysis	Understanding the concept of Critical Discourse Analysis	<b>Criteria:</b> 1.10: if you actively participate in presentations and discussions 2.7: if you actively participate in the presentation but are not active in the discussion (or vice versa) 3.5: if you are not active in presentations and discussions	Lecture Presentation Discussion 2 X 50			0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### 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.