	Universitas Negeri Surabaya Fakultas Bahasa dan Seni Program Studi S1 Pendidikan Bahasa Inggris	Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Discourse Analysis	8820302047		T=2	P=0	ECTS=3.18	7	7 Desember 2025

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
	....	....	HIMMAWAN ADI NUGROHO

Model Pembelajaran	**Project Based Learning**

Capaian Pembelajaran (CP)	**CPL-PRODI yang dibebankan pada MK**
	Capaian Pembelajaran Mata Kuliah (CPMK)
	Matrik CPL - CPMK

CPMK

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Deskripsi Singkat MK	This subject describes the wide variety of spoken and written text, and also the mixed of spoken and written that can be found in the communication practices. It is expected that as soon as they are accepted in the desired job, they can directly tune in a new workplace situation The language phenomena that is discussed in text is related to contexts of situation and context of culture, how texts are produced as a social practice, what texts tell us about happenings, what people think, believe and how texts represent ideology (power struggle etc.). In addition, this subject introduces norms of language use, social contexts and convention to explore English spoken and written text in various workplace discourses. Moreover, this subject is influenced by other disciplines that make this subject examine spoken and written texts from all sorts of different areas (medical, legal, advertising, export-import, tourism, journalism, and many more) and from all sorts of perspectives (race, gender, power). The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment, which dealt with a number of practical applications.

Pustaka	**Utama :**

1. Brown, Gillian and Yule, George. 1983. Discourse Analysis . USA: Cambridge University Press.
2. Fowler, Roger. 1981. Literature as Social Discourse . London: Batsford Academic and Educational Ltd.
3. Huckin, Thomas. 2005. Critical Discourse Analysis in Functional Approaches to Written Text: Classroom Applications by Tom Miller . Washington DC: English Language Programs of United States Information Agency.
4. Locke, Terry.2004. Critical Discourse Analysis. London. New York. Continuum.
5. Mills, Sara. 1997. Discourse . New York: Routledge. Schiffrin.1994. Approaches to Discourse . UK: Blackwell.
6. Tannen, Deborah. 2007. Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse . UK: University Press Cambridge.
7. Coultas, Amanda. 2003. Language and Social Contexts . London & New York: Rourledge.
8. Hutchby, Ian. 2006. Media Talk: Conversation Analysis and the Study of Broadcasting . Backshire, England: Open University Press.
9. Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press. Wyatt, Rawdon. 2007. Check Your English Vocabulary for Leisure, Travel and Tourism (2nd ed.). London: A&C Black.

	Pendukung :

Dosen Pengampu	Rahayu Kuswardani, S.Pd., M.AppL.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	students have ability to: Explain the Introduction of Discourse Analysis Elaborate the Introduction of Discourse Analysis	1. students have ability to: explain Language as Saying, Doing, and Being 2. explain Language and Practices 3. explain Language and Politics 4. explain Two Forms of Discourse Analysis: Descriptive and Critical	**Kriteria:** Observation sheets: very active, active, less active, not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Discussion Presentation Doing Exercises 2 X 50			0%
2	students have ability to: Explain the Introduction of Discourse Analysis Elaborate the Introduction of Discourse Analysis	1. students have ability to: explain Language as Saying, Doing, and Being 2. explain Language and Practices 3. explain Language and Politics 4. explain Two Forms of Discourse Analysis: Descriptive and Critical	**Kriteria:** Observation sheets: very active, active, less active, not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Discussion Presentation Doing Exercises 2 X 50			0%
3	Students have ability to: Explain Building Tasks Analyze Building Tasks	1. Students have ability to: to identify building things through language 2. to describe building things through language 3. to explain building things through language 4. to implement an example of building things through language	**Kriteria:** 1. Observation sheets: best, good, average, and least 2. Rubric of exercises: number of right answer is divided by the number of exercises times (X) 100%	Discussion Presentation Doing Exercises 2 X 50			0%
4	Students have ability to: to explain tools of inquiry and discourses to apply tools of inquiry and discourses to analyze tools of inquiry and discourses	1. Students have ability to: to explain tools 2. to explain discourse: whos and whats 3. to explain "Real Indians" 4. to explain discourse (with a Big "D") 5. to explain discourse are not "Units" with Clear Boundaries 6. to explain discourse as "Kits"	**Kriteria:** 1. Observation sheets: best, good, average, and least 2. Rubric of exercises: number of right answer is divided by the number of exercises times (X) 100%	Discussion Presentation Doing Exercises 2 X 50			0%

5	Students have ability to: explain social languages, conversations, and intertextuality differentiate social languages, conversations, and intertextuality compare social languages, conversations, and intertextuality analyze social languages, conversations, and intertextuality	1. Students have ability to: explain whos-doing-whats in language 2. explain social language 3. explain two aspects of grammar 4. implement an example 5. explain big "C" conversation 6. explain intertextuality 7. differentiate social language, conversation, intertextuality, and discourses as tools of inquiry	**Kriteria:** 1. Observation sheets: best, good, average and less 2. Rubrics: the right answer of exercises are divided by the number of exercises times (X) 100%	Discussion Presentation Doing exercises 2 X 50			0%
6	Students have ability to: explain form-function correlations, situated meanings, and figured worlds. differentiate form-function correlations, situated meanings, and figured worlds. compare form-function correlations, situated meanings, and figured worlds. analyze form-function correlations, situated meanings, and figured worlds.	1. Students have ability to: explain meaning 2. explain form-function correlation 3. explain situated meaning 4. identify the frame problem 5. explain critical discourse analysis 6. explain figured world 7. differentiate form-function correlations, situated meanings, and figured worlds are tools of inquiry.	**Kriteria:** 1. Observation sheets: best, good, average and less 2. Rubrics: the right answer of exercises are divided by the number of exercises times (X) 100%	Discussion Presentation Doing exercises 2 X 50			0%
7	Students have ability to: explain more on figured worlds of discourse analysis analyze more on figured worlds of discourse analysis	1. Students have ability to: explain figured worlds 2. explain simulation in the mind 3. explain all meaning is local 4. explain figured worlds in action: middle-class parenting 5. explain figured worlds in conflict 6. explain different sorts and uses of figured worlds 7. explain figured worlds can be partial and inconsistent 8. explain figured worlds as tools of inquiry	**Kriteria:** 1. Observation sheets: best, good, average, fair, and less 2. Rubrics: the right answer of exercise are divided by the number of exercises times (X) 100%	Discussion Presentation Doing Exercises 2 X 50			0%

8	Students have ability to: join mid-term test answer questions of mid-term test get minimum score of mid-term test	1. Students have ability to: join mid-term test 2. answer questions of mid-term test 3. get minimum score of mid-term test	**Kriteria:** Based on passing grade of minimum score	objective test essay test 2 X 50			0%
9	Students have ability to: explain linguistic elements in discourse: cohesion, information structure, and genre differentiate linguistic elements in discourse: cohesion, information structure, and genre compare linguistic elements in discourse: cohesion, information structure, and genre analyze linguistic elements in discourse: cohesion, information structure, and genre	1. Students have ability to: identify linguistic elements in discourse: cohesion, information structure, and genre 2. differentiate linguistic elements in discourse: cohesion, information structure, and genre 3. compare linguistic elements in discourse: cohesion, information structure, and genre 4. explain linguistic elements in discourse: cohesion, information structure, and genre 5. implement linguistic elements in discourse: cohesion, information structure, and genre	**Kriteria:** 1. Observation sheets: best, good, average, fair, and less 2. Rubrics: the right answer of exercise are divided by the number of exercises times (X) 100%	Discussion Presentation Doing Exercises 2 X 50			0%
10	Students have ability to: Explain examples of making sense of discourse: Give examples of making sense of discourse. Implement Give examples of making sense of discourse:	1. Students have ability to: Mention examples of making sense of discourse. 2. Identify examples of making sense of discourse. 3. Explain examples of making sense of discourse. 4. Implement examples of making sense of discourse.	**Kriteria:** Observation sheets: very active, active, less active, not active. Rubrics: the right answers are divided by the number of exercises times (X) 100%.	Presentation Discussion Doing Exercises 2 X 50			0%

11	Students have ability to: Explain examples of making sense of discourse: Give examples of making sense of discourse. Implement Give examples of making sense of discourse:	1. Students have ability to: Mention examples of making sense of discourse. 2. Identify examples of making sense of discourse. 3. Explain examples of making sense of discourse. 4. Implement examples of making sense of discourse.	**Kriteria:** Observation sheets: very active, active, less active, not active. Rubrics: the right answers are divided by the number of exercises times (X) 100%.	Presentation Discussion Doing Exercises 2 X 50			0%
12	Students have ability to: Identify examples of negotiating meaning and intercultural communication. Give examples of negotiating meaning and intercultural communication. Explain examples of negotiating meaning and intercultural communication. Implement examples of negotiating meaning and intercultural communication.	1. Students have ability to: Identify examples of negotiating meaning and intercultural communication 2. Give examples of negotiating meaning and intercultural communication 3. Differentiate examples of negotiating meaning and intercultural communication 4. Explain examples of negotiating meaning and intercultural communication	**Kriteria:** Observation sheets: very active, active, less active, not active Rubrics of students' assignments: the right answers are divided by the number of exercises times (X) 100%.	Presentation Discussion Doing exercises 2 X 50			0%
13	Students have ability to: Identify examples of negotiating meaning and intercultural communication. Give examples of negotiating meaning and intercultural communication. Explain examples of negotiating meaning and intercultural communication. Implement examples of negotiating meaning and intercultural communication.	1. Students have ability to: Identify examples of negotiating meaning and intercultural communication 2. Give examples of negotiating meaning and intercultural communication 3. Differentiate examples of negotiating meaning and intercultural communication 4. Explain examples of negotiating meaning and intercultural communication	**Kriteria:** Observation sheets: very active, active, less active, not active Rubrics of students' assignments: the right answers are divided by the number of exercises times (X) 100%.	Presentation Discussion Doing exercises 2 X 50			0%

14	Students have ability to: Explain developing discourse competence Mention developing discourse competence Identify developing discourse competence Implement developing discourse competence	1.Students have ability to: Identify developing discourse competence 2.Mention developing discourse competence 3.Explain developing discourse competence 4.Implement developing discourse competence	**Kriteria:** Observation sheets: very active, active, less active, not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Presentation Discussion Doing exercises 2 X 50			0%
15	Students have ability to: Explain developing discourse competence Mention developing discourse competence Identify developing discourse competence Implement developing discourse competence	1.Students have ability to: Identify developing discourse competence 2.Mention developing discourse competence 3.Explain developing discourse competence 4.Implement developing discourse competence	**Kriteria:** Observation sheets: very active, active, less active, not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Presentation Discussion Doing exercises 2 X 50			0%
16							0%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
		0%

Catatan
1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.