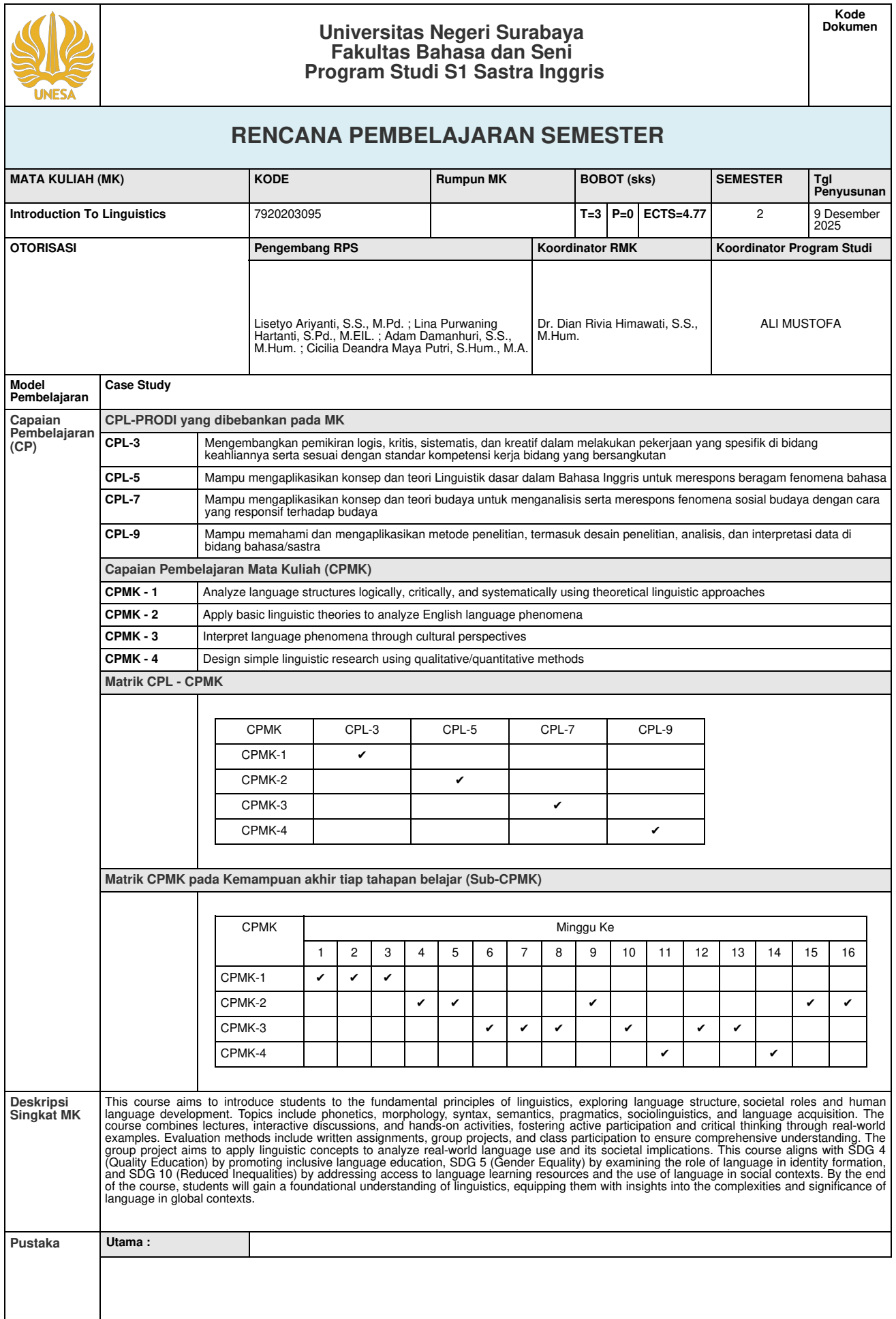




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Pendukung :							
		Fasold, Ralph W, and Jeff Connor-Linton. (2006). An Introduction to Language and Linguistics. Cambridge, UK: Cambridge University Press.					
Dosen Pengampu		Prof. Slamet Setiawan, M.A., Ph.D. Dr. Dian Rivia Himmawati, S.S., M.Hum. Lisetyo Ariyanti, S.S., M.Pd. Ayunita Leliana, S.S., M.Pd. Adam Damanhuri, S.S., M.Hum. Imam Hanafi, S.S., M.App.Ling. Cicilia Deandra Maya Putri, S.Hum., M.A.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan 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	Understanding The Foundations of Linguistics: Introduction	- The students are able to define 5 universal properties of language - The students are able to compare the form of communication between human vs non human	Kriteria: Class discussion; participation Bentuk Penilaian : Aktifitas Partisipatif, Tes	Presentation, discussion, question-answer 3 X 50		Materi: Chapter 1: Introduction Pustaka: Fasold, Ralph W, and Jeff Connor-Linton. (2006). An Introduction to Language and Linguistics. Cambridge, UK: Cambridge University Press. Materi: Chapter 1: Language (A System) Pustaka: O'Grady, W & Archibald, J (eds). (2016). Contemporary Linguistic Analysis: An Introduction. 8th edition. Canada: Pearson.	2%
2	Understanding the sound system in language; Phonetics and Phonology	Students are able to transcribe 10 English words using IPA and Identify place/manner of articulation in recordings	Bentuk Penilaian : Aktifitas Partisipatif	Lecture Group discussion Exercises done in class presentation 3 X 50		Materi: The Sound System; English Phonetics and Phonology Pustaka: Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cengage Learning.	2%
3	Analyze word formation (affixation, compounding) in English and other languages	- Break down complex words into morphemes (e.g., - Analyze word formation processes (derivation, compounding)	Bentuk Penilaian : Aktifitas Partisipatif	Lecture Group discussion Exercises done in class 3 X 50		Materi: sounds of language Pustaka: Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cengage Learning.	2%

4	Analyzing sentence structure and formation (Syntax)	1.Students able to draw tree diagrams for English sentences (S → NP VP). 2.Students able to explain syntactic ambiguity (e.g., "I saw the man with binoculars")	Kriteria: 1.Small-group project to analyze syntactic patterns in headlines/social media 2.Create Diagram for 3 ambiguous sentences Bentuk Penilaian : Aktifitas Partisipatif	Lecture Discussion group Exercises done in class 3 X 50		Materi: word of language Pustaka: Fromkin, V., Rodman, R., Hyams, N. 2011. <i>An Introduction to Language</i> (9th ed). Australia: Wadsworth, Cenage Learning.	3%
5	Semantics-meaning in language; Explore lexical relations (synonymy, antonymy) and ambiguity	1.Students able to distinguish between lexical/conceptual meaning 2.Students able to analyze semantic roles (agent, patient) in sentences	Kriteria: Case study on word meaning shifts (e.g., "sick") Bentuk Penilaian : Aktifitas Partisipatif	Lecture Group Discussion Exercises done in class 3 X 50		Materi: phrases and sentences Pustaka: Fromkin, V., Rodman, R., Hyams, N. 2011. <i>An Introduction to Language</i> (9th ed). Australia: Wadsworth, Cenage Learning.	3%
6	Pragmatics: Language in Use; Role-play speech acts (requests, apologies) across cultures	1.Apply Grice's Maxims to analyze conversational implicature 2.Demonstrate politeness strategies in role-plays (e.g., requests in formal/informal contexts)	Bentuk Penilaian : Aktifitas Partisipatif	Lecture Group Discussion Exercises done in class 3 X 50		Materi: meaning of language Pustaka: Fromkin, V., Rodman, R., Hyams, N. 2011. <i>An Introduction to Language</i> (9th ed). Australia: Wadsworth, Cenage Learning. Materi: Language in Use: Pragmatic Pustaka: Culpeper, J., Malory, B., Nance, C., Van Olmen, D., Atanasova, D., Kirkham, S., & Casaponsa, A. (Eds.). (2022). <i>Introducing linguistics</i> . Taylor & Francis.	3%
7	Sociolinguistics – Language and Society; Identifying dialects, code-switching, or genderlects.	1.Explain how social factors (age, gender) influence language variation 2.Compare dialects/accents using real-world examples (e.g., AAVE, British vs. American English)	Kriteria: Group presentation on regional language variations (linked to SDG 10) Bentuk Penilaian : Aktifitas Partisipatif	Group discussion and presentation 3 X 50		Materi: Language Variation Pustaka: Culpeper, J., Malory, B., Nance, C., Van Olmen, D., Atanasova, D., Kirkham, S., & Casaponsa, A. (Eds.). (2022). <i>Introducing linguistics</i> . Taylor & Francis.	3%
8	Midterm Project Workshop; Designing mini survey for language phenomena	1.Students able to design and present a research question on a linguistic phenomenon (e.g., code-switching, slang) 2.Students able to construct and present methods (interviews, corpus analysis) for the project	Bentuk Penilaian : Aktifitas Partisipatif	Mini-Group presentation 3 X 50		Materi: Analysing language phenomena Pustaka: Culpeper, J., Malory, B., Nance, C., Van Olmen, D., Atanasova, D., Kirkham, S., & Casaponsa, A. (Eds.). (2022). <i>Introducing linguistics</i> . Taylor & Francis.	3%

9	1. Identifying the relation between each branch from the 1st-7th meeting; Reviewing previous materials 2. Psycholinguistics: Students able to compare child vs. adult language acquisition theories	1. Students able to describe stages of child language acquisition (babbling, telegraphic speech) 2. Students able to analyze language errors in child speech (e.g., "goed" for "went")	Kriteria: Annotated transcript of child speech Bentuk Penilaian : Aktifitas Partisipatif, Tes	Group discussion 3 X 50		Materi: The scope of Psycholinguistics Pustaka: <i>Harley, T.A. (2017). Talking the Talk: Language, Psychology and Science (2nd ed.). Psychology Press. https://doi.org/...</i>	3%
10	Language & Identity; discussing how language reflects gender/ethnic identity (SDG 5)	1. Students able to reflect on how their own language use reflects identity (gender, ethnicity). 2. Students able to critique stereotypes linked to language (e.g., "valley girl" speech)	Kriteria: 500-word identity reflection essay Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lecture Reading Guide Group Discussion Exercises done in class 3 X 50		Materi: Gendered Language Pustaka: <i>Yoshida, M. (2025). Negotiating Gendered Language and Social Identities: Gender, Race and Native Speaker Ideology in Learning Japanese as an Additional Language (1st ed.). Routledge. https://doi.org/...</i>	20%
11	Corpus Linguistics: Introduction to corpus linguistics	1. Students able to use corpus tools (e.g., COCA) to analyze word frequency/collocations 2. Students able to interpret data trends (e.g., "awesome" usage over decades)	Bentuk Penilaian : Aktifitas Partisipatif	Lecture Reading Guide Group Discussion Exercises done in class		Materi: How to do corpus linguistics Pustaka: <i>Csomay, E., & Crawford, W.J. (2024). Doing Corpus Linguistics (2nd ed.). Routledge. https://doi.org/...</i>	3%
12	Field Linguistics: Understanding how to do field study on linguistics	1. Discuss ethical challenges in documenting endangered languages 2. Propose strategies to preserve linguistic diversity	Kriteria: Participation in ethical discussion Bentuk Penilaian : Aktifitas Partisipatif	Lecture Reading Guide Group Discussion done in class		Materi: Introducing field study Pustaka: <i>Burgess, R.G. (Ed.). (1982). Field Research: A Sourcebook and Field Manual (1st ed.). Routledge. https://doi.org/...</i>	3%
13	Applied linguistics: Analysing language policy (e.g., English as a global lingua franca)	Students able to debate the impact of English as a global lingua franca on local languages	Kriteria: Paper presentation Bentuk Penilaian : Aktifitas Partisipatif	Lecture Reading Guide Group Discussion		Materi: Introduction to Applied Linguistics Pustaka: <i>Culpeper, J., Malory, B., Nance, C., Van Olmen, D., Atanasova, D., Kirkham, S., & Casaponsa, A. (Eds.). (2022). Introducing linguistics. Taylor & Francis.</i>	3%
14	Research Presentations: Students create mini survey and present the findings	Students able to present findings clearly using visuals (graphs, quotes)	Kriteria: Final report and presentation Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Group Discussion		Materi: linguistic theories and approaches Pustaka: <i>Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press</i>	30%

15	Language & Technology: Applying technologies to enhance linguistic study	1. Evaluate strengths/limitations of technologies in linguistic research 2. Identify biases in AI-generated text	Kriteria: Critical analysis of AI text Bentuk Penilaian : Aktifitas Partisipatif	Lecture and Group Discussion		Materi: Tools in analysing written text Pustaka: <i>Csomas, E., & Crawford, W.J. (2024). Doing Corpus Linguistics (2nd ed.). Routledge. https://doi.org/...</i>	2%
16	Final Exam: Students able to synthesising key concepts in linguistic study	1. Students able to synthesize key theories (e.g., syntax trees, Grice's Maxims) 2. Students able to apply linguistic concepts to new examples	Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Written exam: Summary submission		Materi: pragmatics and linguistic concepts Pustaka: <i>Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press</i> Materi: Linguistic branch Pustaka: <i>Culpeper, J., Malory, B., Nance, C., Van Olmen, D., Atanasova, D., Kirkham, S., & Casaponsa, A. (Eds.). (2022). Introducing linguistics. Taylor & Francis.</i>	15%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	65%
2.	Penilaian Hasil Project / Penilaian Produk	32.5%
3.	Tes	2.5%
		100%

Catatan

- 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 studinya yang diperoleh melalui proses pembelajaran.
- 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.
- 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.
- 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.
- 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.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- 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.
- 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.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

Koordinator Program Studi S1
Sastra Inggris



ALI MUSTOFA
NIDN 0014067509

UPM Program Studi S1 Sastra
Inggris



NIDN

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