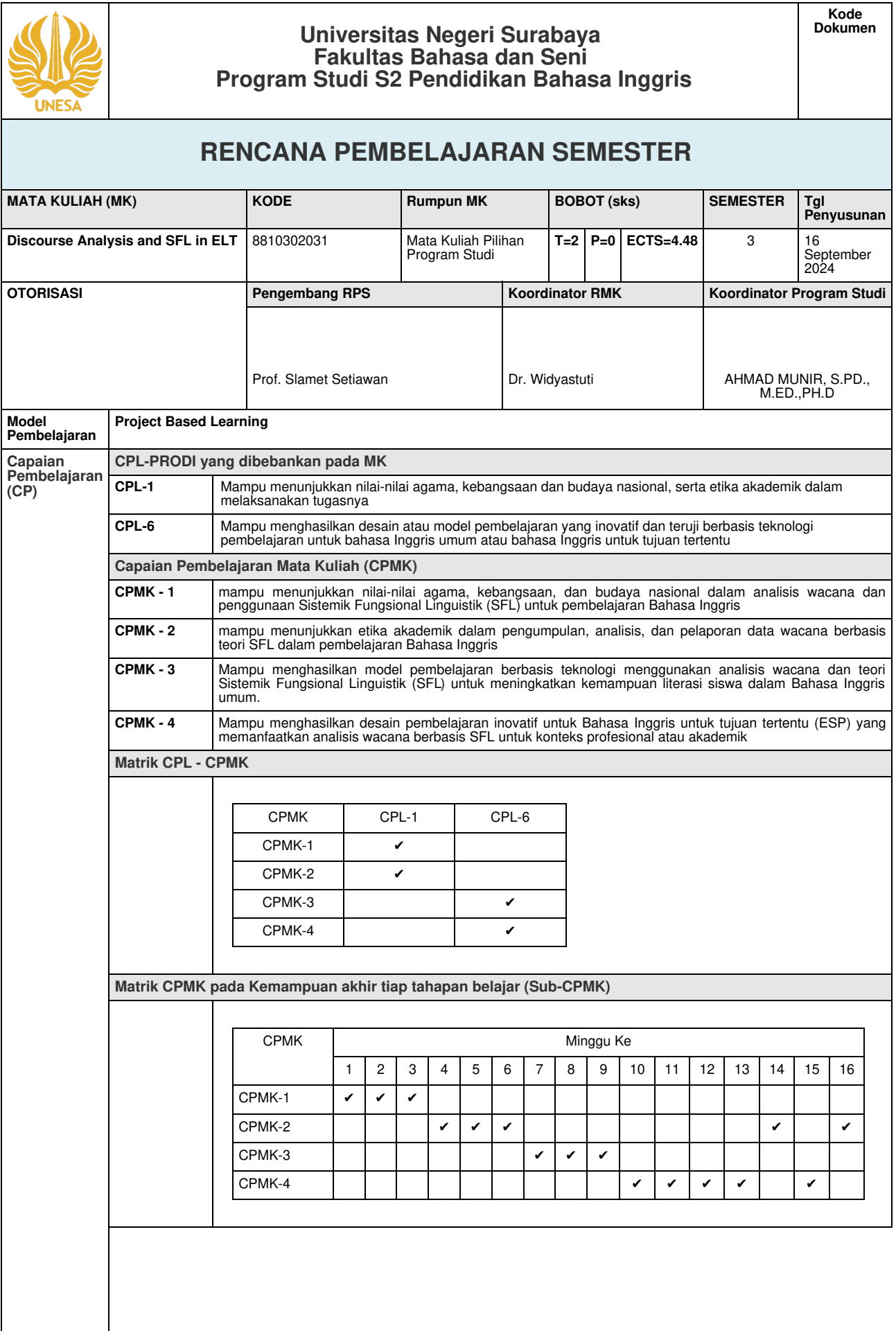




Deskripsi Singkat MK		This subject provides students with the knowledge of analysing language beyond sentence level to make them aware of the complexity and function of language as a means of communication both written and spoken. It also introduces students to systemic functional linguistic approaches to the study of English grammar and discourse. Topics include: a brief history of the emergence of discourse analyses and systemic functional linguistics, and their contribute to language and learning theory, the role of context, information structure, cohesion and coherence and how those theories can be useful in developing students' communicative competence, the notions of three metafunctions in language and of the ways in which each of the three metafunctions is said to contribute to the construction of meaning in language; notions of discourse and of the resources with which language builds different texts, both spoken and written language. Lecture activities are carried out through group presentations, discussions, and workshops of application of discourse analyses and SFL in English language teaching. This course uses Project-Based Learning.					
Pustaka		Utama :					
		1. Brown, Gillian and Yule, George. 1983. Discourse Analysis . USA: Cambridge University Press 2. Bateman, J. A. 2008. Multimodality and genre: A foundation for the systematic analysis of multimodal documents. Hampshire: Palgrave Macmillan. 3. Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). Halliday's Introduction to Functional Grammar (4th ed.) 4. Christie, F. (2005). Language Education and Disciplinarity: Functional Linguistic and Sociological Perspectives. 5. Martin, J. R., & Rose, D. (2008). Genre Relations: Mapping Culture. Explores the role of genre in SFL, linking discourse structures to cultural contexts.					
		Pendukung :					
		1. Gee, J. P. 1990. Social linguistics and literacies: Ideology in discourses . Hampshire: The Falmer Press. 2. Schiffrin.1994. Approaches to Discourse . UK: Blackwell 3. Miller, Tom.2005. Functional Approaches to Written Text: Classroom Applications. United States Information Agency. 4. Goodman, S and Graddol, D. 1996. Redesigning English: New texts, new identities . London and New York: The Open University and Routledge. 5. Kress, G., & van Leeuwen, T. 2006. Reading images: The grammar of visual design . London: Routledge.					
Dosen Pengampu		Prof. Slamet Setiawan, M.A., Ph.D.					
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	Explain key concepts of SFL and its role in discourse analysis for ELT.	Participation and collaboration	Kriteria: Aktifitas Partisipasif Bentuk Penilaian : Aktifitas Partisipasif	Lecture, group discussion 100		Materi: Introduction to Discourse Analysis Pustaka: Brown, Gillian and Yule, George. 1983. Discourse Analysis . USA: Cambridge University Press Materi: Introduction to SFL Pustaka: Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). Halliday's Introduction to Functional Grammar (4th ed.)	5%

2	Analyze texts focusing on the ideational metafunction of language.	Case analysis of texts and registers	Kriteria: Aktifitas Partisipatif dan Penilaian portofolio Bentuk Penilaian : Penilaian Portofolio	Case analysis, reflective report 100		Materi: SFL: Ideational Metafunction Pustaka: Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). <i>Halliday's Introduction to Functional Grammar (4th ed.)</i>	5%
3	Identify how interpersonal meaning is constructed in texts relevant to ELT.	Reflective essay on SFL applications	Kriteria: Unjuk Kerja Bentuk Penilaian : Praktik / Unjuk Kerja	Workshop, group activity 100		Materi: SFL: Interpersonal Metafunction Pustaka: Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). <i>Halliday's Introduction to Functional Grammar (4th ed.)</i>	5%
4	Explore textual meaning and cohesion in educational discourse.	Analyze real-world discourse challenges and apply SFL principles to address them.	Kriteria: Unjuk Kerja Bentuk Penilaian : Praktik / Unjuk Kerja	Data analysis task 100		Materi: SFL: Textual Metafunction Pustaka: Christie, F. (2005). <i>Language Education and Disciplinarity: Functional Linguistic and Sociological Perspectives.</i>	5%
5	Examine context and register as they relate to ELT discourse.	Case analysis of texts and registers	Kriteria: Analyze real-world discourse challenges and apply SFL principles to address them. Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	Case study, peer feedback 100		Materi: Context and Register in SFL Pustaka: Gee, J. P. 1990. <i>Social linguistics and literacies: Ideology in discourses</i> . Hampshire: The Falmer Press.	5%
6	Apply SFL principles to analyze authentic classroom interaction.	Group discussions, peer reviews, and collaborative design tasks.	Kriteria: Aktifitas Partisipatif; Penilaian Project Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Classroom observation project 100		Materi: SFL principles to analyze authentic classroom interaction. Pustaka: Miller, Tom. 2005. <i>Functional Approaches to Written Text: Classroom Applications.</i> United States Information Agency.	5%

7	Create instructional materials incorporating SFL concepts.	Group activities to simulate authentic discourse analysis tasks and collaborative instructional design.	Kriteria: Aktifitas Partisipasif; Tunjuk kerja, dan Penilaian Produk Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	Project draft 100		Materi: Explores the implications of SFL for language education and discourse in the classroom. Pustaka: Christie, F. (2005). <i>Language Education and Disciplinary: Functional Linguistic and Sociological Perspectives</i> .	4%
8	Explores the implications of SFL for language education and discourse in the classroom.	Hands-on sessions for exploring tools and developing instructional designs.	Kriteria: Kebenaran isi dan kualitas penyampaian Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	individual task 100		Materi: Introducing Discourse Analysis and SFL in ELT Pustaka: Brown, Gillian and Yule, George. 1983. <i>Discourse Analysis</i> . USA: Cambridge University Press	10%
9	Explore tools and technologies for discourse analysis in ELT contexts.	ESP lesson plan design	Kriteria: 1.Hands-on sessions for exploring tools and developing instructional designs. 2.Aktifitas Partisipasif; Unjuk Keras: tes Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Hands-on workshop 100		Materi: Technology in Discourse Analysis Pustaka: Goodman, S and Graddol, D. 1996. <i>Redesigning English: New texts, new identities</i> . London and New York: The Open University and Routledge.	5%
10	Examine SFL-based discourse strategies for specific professions.	ESP lesson plan design	Kriteria: Penilaian Produk Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Case study, group report 100		Materi: SFL-based discourse strategies for specific professions. Pustaka: Martin, J. R., & Rose, D. (2008). <i>Genre Relations: Mapping Culture</i> . Explores the role of genre in SFL, linking discourse structures to cultural contexts.	5%
11	Mendesain pembelajaran inovatif	Mendesain pembelajaran inovatif	Kriteria: Kerealistikan desain Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Project		Materi: all Pustaka: Schiffrin. 1994. <i>Approaches to Discourse</i> . UK: Blackwell	5%

12	Analyze multimodal texts using SFL frameworks.	Multimodal analysis project	Kriteria: Group activities to simulate authentic discourse analysis tasks and collaborative instructional design.	Multimodal project 100		Materi: multimodal texts using SFL frameworks Pustaka: <i>Goodman, S and Graddol, D. 1996. Redesigning English: New texts, new identities . London and New York: The Open University and Routledge.</i>	5%
13	Analyze multimodal texts using SFL frameworks.	Multimodal analysis project	Kriteria: Group activities to simulate authentic discourse analysis tasks and collaborative instructional design.	Multimodal project 100		Materi: multimodal texts using SFL frameworks Pustaka: <i>Goodman, S and Graddol, D. 1996. Redesigning English: New texts, new identities . London and New York: The Open University and Routledge.</i>	5%
14	Write a research report based on discourse analysis findings	Group activities to simulate authentic discourse analysis tasks and collaborative instructional design.	Kriteria: Aktifitas Partisipatif; Penilaian hasil project Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Drafting and peer review 100		Materi: Discusses how discourse analysis informs teaching writing skills in ELT. Pustaka: <i>Martin, J. R., & Rose, D. (2008). Genre Relations: Mapping Culture. Explores the role of genre in SFL, linking discourse structures to cultural contexts.</i>	5%
15	Present final projects showcasing innovative instructional designs.	Group discussions, peer reviews, and collaborative design tasks	Kriteria: 1. Peer review 2. Unjuk Kerja Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Presentation and Peer review 100		Materi: The foundation of Discourse Analysis and SFL in ELT Pustaka: <i>Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). Halliday's Introduction to Functional Grammar (4th ed.)</i>	5%

16	Submit a portfolio documenting the design process and final outcomes.	Reflective essay on SFL applications	Kriteria: Reflective Portfolio Submission Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Portfolio submission 100		Materi: Discourse analysis and SFL Pustaka: <i>Bateman, J. A. 2008. Multimodality and genre: A foundation for the systematic analysis of multimodal documents. Hampshire: Palgrave Macmillan.</i>	21%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	28.83%
2.	Penilaian Hasil Project / Penilaian Produk	52.33%
3.	Penilaian Portofolio	5%
4.	Praktik / Unjuk Kerja	13.83%
		99.99%

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.

RPS ini telah divalidasi pada tanggal 9 Desember 2024

Koordinator Program Studi S2
Pendidikan Bahasa Inggris



AHMAD MUNIR, S.PD.,
M.ED.,PH.D
NIDN 0004087605

UPM Program Studi S2
Pendidikan Bahasa Inggris



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