

|                                                                                   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |                                             |  |                           |                 |      |     |     |        |   |  |        |  |   |        |  |   |
|-----------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--|---------------------------|-----------------|------|-----|-----|--------|---|--|--------|--|---|--------|--|---|
|  |   | <div>Universitas Negeri Surabaya</div> <div>S1 Sastra Inggris</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                |                                             |  | <div>Kode Dokumen</div>   |                 |      |     |     |        |   |  |        |  |   |        |  |   |
| <div>RENCANA PEMBELAJARAN SEMESTER</div>                                          |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |                                             |  |                           |                 |      |     |     |        |   |  |        |  |   |        |  |   |
| MATA KULIAH (MK)                                                                  |   | KODE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Rumpun MK                                                                                                                                                                                                                      | BOBOT (sks)                                 |  | SEMESTER                  | Tgl Penyusunan  |      |     |     |        |   |  |        |  |   |        |  |   |
| Language in Society                                                               |   | 7920204113                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                | 3                                           |  |                           | 25 Agustus 2026 |      |     |     |        |   |  |        |  |   |        |  |   |
| OTORISASI                                                                         |   | Pengembang RPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                | Koordinator RMK                             |  | Koordinator Program Studi |                 |      |     |     |        |   |  |        |  |   |        |  |   |
|                                                                                   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                | PROF.<br>SLAMET<br>SETIAWAN,<br>M.A., Ph.D. |  | ALI MUSTOFA               |                 |      |     |     |        |   |  |        |  |   |        |  |   |
| Deskripsi Singkat MK                                                              |   | This course aims to equip students with a critical understanding of the relationship between language and society, delving into the field of sociolinguistics. Students will explore how social factors such as ethnicity, gender, social class, and age influence language use and variation. The curriculum delves into concepts such as dialects, registers, code-switching, and language and power. Case studies from diverse communities around the world will showcase the dynamic interplay between language and social identity (SDG 10). Through interactive activities such as group discussions, presentations, and sociolinguistic analysis of real-world examples, students will develop critical thinking skills and gain a deeper appreciation for the multifaceted nature of language in society. Assessment will be a combination of essay projects, presentations, and participation, fostering effective communication and analytical skills. By the end of the course, students will be well-equipped to analyze language use in social contexts, fostering greater understanding and appreciation for the richness and complexity of human communication. |                                                                                                                                                                                                                                |                                             |  |                           |                 |      |     |     |        |   |  |        |  |   |        |  |   |
| Capaian Pembelajaran (CP)                                                         |   | CPL-PRODI yang dibebankan pada MK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                |                                             |  |                           |                 |      |     |     |        |   |  |        |  |   |        |  |   |
|                                                                                   |   | CPL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya                                                                                                          |                                             |  |                           |                 |      |     |     |        |   |  |        |  |   |        |  |   |
|                                                                                   |   | CPL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mampu mengaplikasikan konsep dan teori Linguistik dasar dalam Bahasa Inggris untuk merespons beragam fenomena bahasa.                                                                                                          |                                             |  |                           |                 |      |     |     |        |   |  |        |  |   |        |  |   |
|                                                                                   |   | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                |                                             |  |                           |                 |      |     |     |        |   |  |        |  |   |        |  |   |
|                                                                                   |   | CPMK-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Being able to demonstrate academic ethics in writing an academic paper in the areas of sociolinguistics.                                                                                                                       |                                             |  |                           |                 |      |     |     |        |   |  |        |  |   |        |  |   |
|                                                                                   |   | CPMK-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Being able to apply concepts and theories of sociolinguistics in shaping new language communities and repertoires.                                                                                                             |                                             |  |                           |                 |      |     |     |        |   |  |        |  |   |        |  |   |
|                                                                                   |   | CPMK-3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Being able to communicate with various interlocutors in different contexts by applying sociolinguistic parameters.                                                                                                             |                                             |  |                           |                 |      |     |     |        |   |  |        |  |   |        |  |   |
|                                                                                   |   | Matrik CPL - CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                |                                             |  |                           |                 |      |     |     |        |   |  |        |  |   |        |  |   |
|                                                                                   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <table border="1"> <tr> <td>CPMK</td> <td>CPL</td> <td>CPL</td> </tr> <tr> <td>CPMK-1</td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td>✓</td> </tr> <tr> <td>CPMK-3</td> <td></td> <td>✓</td> </tr> </table> |                                             |  |                           |                 | CPMK | CPL | CPL | CPMK-1 | ✓ |  | CPMK-2 |  | ✓ | CPMK-3 |  | ✓ |
|                                                                                   |   | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | CPL                                                                                                                                                                                                                            | CPL                                         |  |                           |                 |      |     |     |        |   |  |        |  |   |        |  |   |
| CPMK-1                                                                            | ✓ |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |                                             |  |                           |                 |      |     |     |        |   |  |        |  |   |        |  |   |
| CPMK-2                                                                            |   | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                |                                             |  |                           |                 |      |     |     |        |   |  |        |  |   |        |  |   |
| CPMK-3                                                                            |   | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                |                                             |  |                           |                 |      |     |     |        |   |  |        |  |   |        |  |   |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                  |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |                                             |  |                           |                 |      |     |     |        |   |  |        |  |   |        |  |   |
|                                                                                   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |                                             |  |                           |                 |      |     |     |        |   |  |        |  |   |        |  |   |

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|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <table><tr><td rowspan="2">CPMK</td><td colspan="16">Minggu Ke</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>CPMK-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CPMK-3</td><td>✓</td><td></td><td>✓</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr></table> | CPMK              | Minggu Ke                                                                        |                 |                     |                     |   |   |    |    |    |    |    |    |    |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | CPMK-2 |  | ✓ |  | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ |  |  |  |  |  | CPMK-3 | ✓ |  | ✓ |  |  |  | ✓ |  |  |  |  | ✓ | ✓ | ✓ |  |  |
| CPMK    | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |                                                                                  |                 |                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |
|         | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3                 | 4                                                                                | 5               | 6                   | 7                   | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |
| CPMK-1  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |                                                                                  |                 |                     |                     |   | ✓ |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |
| CPMK-2  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                   | ✓                                                                                | ✓               | ✓                   |                     | ✓ |   | ✓  | ✓  |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |
| CPMK-3  | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ✓                 |                                                                                  |                 |                     | ✓                   |   |   |    |    | ✓  | ✓  | ✓  |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |
| Pustaka | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |                                                                                  |                 |                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |
|         | <div>1. Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.</div> <div>2. Baugh, Albert C &amp; Thomas Cable. 2002. A History of the English Language Fifth ed. London: Routledge</div> <div>3. Fennell, Barbara A. 2001. A History of English: A Sociolinguistic Approach. Oxford: Blackwell Publishers</div> <div>4. Holmes, Janet. 1992. An Introduction to Sociolinguistics . New York: Longman Group.</div> <div>5. Li Wei (ed.). 2000. The Bilingualism Reader . London and New York: Routledge.</div> <div>6. Momma, Haruko &amp; Michael Matto. 2006. A Companion to the History of the English Language . Oxford: Blackwell Publishers</div> <div>7. Thomson, Sarah Grey &amp; Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press</div> <div>8. Wardhaugh, Ronald. 2006. An Introduction to Sociolinguistics. Massachusetts: Blackwell Publishing.</div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |                                                                                  |                 |                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |
|         | Pendukung :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |                                                                                  |                 |                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <div>1. Tasaufy, F. S., Maya Putri, C. D., Setiawan, S., Leliana, A., Hartanti, L. P., Hanafi, I., &amp; Putri, N. I. (2025). Streaming Selves: Vulgar Language, Code-Mixing, and Hybrid Communal Identity of an Indonesian Live-Streamer. LiNGUA, 20(2).</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |                                                                                  |                 |                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |
| Mg Ke-  | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Penilaian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                   | Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |                 | Materi Pembelajaran | Bobot Penilaian (%) |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Indikator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Kriteria & Bentuk | Luring (offline)                                                                 | Daring (online) |                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |
| (1)     | (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | (4)               | (5)                                                                              | (6)             | (7)                 | (8)                 |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |
| 1       | Being able to explain the concepts/theories based on a variety of language phenomena.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Answer all oral questions in class discussion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Oral              | Presentation, Discussion, Question-Answer                                        |                 |                     | 4%                  |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |
| 2       | Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Answer all oral & written questions in class discussion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Oral and written  | Presentation, Discussion, Question-Answer                                        |                 |                     | 4%                  |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |
| 3       | Being able to discuss the concepts/theories based on a variety of language phenomena.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Answer all oral & written questions in class discussion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Oral and written  | Presentation, Discussion, Question-Answer                                        |                 |                     | 4%                  |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |
| 4       | Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Answer all oral & written questions in class discussion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Oral and written  | Presentation, Discussion, Question-Answer                                        |                 |                     | 4%                  |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |
| 5       | Being able to identify various forms of linguistic-cultural phenomena in society.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Answer all oral questions in class discussion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Oral              | Presentation, Discussion, Question-Answer                                        |                 |                     | 4%                  |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |
| 6       | Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Answer all oral questions in class discussion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Oral              | Presentation, Discussion, Question-Answer                                        |                 |                     | 4%                  |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |        |  |   |  |   |   |   |  |   |  |   |   |  |  |  |  |  |        |   |  |   |  |  |  |   |  |  |  |  |   |   |   |  |  |

|    |                                                                                                         |                                                                    |                  |                                                               |  |  |     |
|----|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------|---------------------------------------------------------------|--|--|-----|
| 7  | Being able to explain the concepts/theories based on a variety of language phenomena.                   | Answer all oral & written questions in class discussion.           | Oral and written | Presentation, Discussion, Question-Answer                     |  |  | 4%  |
| 8  | Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society. | Answer all oral & written questions in class discussion.           | Oral and written | Presentation, Discussion, Question-Answer                     |  |  | 5%  |
| 9  | Being able to produce annotated bibliography from 10 references, paying attention to academic ethics.   | Written Project                                                    | Written          | Essay Project                                                 |  |  | 15% |
| 10 | Being able to analyze various forms of linguistic-cultural phenomena in society.                        | Answer all the given written questions on Analysis dan Reflection. | Written          | Presentation, Discussion, Question-Answer, Written Assignment |  |  | 5%  |
| 11 | Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society. | Answer all oral questions in class discussion                      | Oral             | Presentation, Discussion, Question-Answer                     |  |  | 5%  |
| 12 | Being able to explain the concepts/theories based on a variety of language phenomena.                   | Answer all oral & written questions in class discussion            | Oral and written | Presentation, Discussion, Question-Answer                     |  |  | 4%  |
| 13 | Being able to explain the concepts/theories based on a variety of language phenomena.                   | Answer all oral & written questions in class discussion            | Oral and written | Presentation, Discussion, Question-Answer                     |  |  | 4%  |
| 14 | Being able to explain the concepts/theories based on a variety of language phenomena.                   | Answer all oral & written questions in class discussion            | Oral and written | Presentation, Discussion, Question-Answer                     |  |  | 4%  |
| 15 |                                                                                                         |                                                                    |                  |                                                               |  |  |     |
| 16 |                                                                                                         |                                                                    |                  |                                                               |  |  |     |

#### SDGS (Sustainable Development Goals)



#### Catatan

1. **Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
2. **CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
3. **Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.

4. **Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
5. **Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
6. **Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
7. **Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.
8. **Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
9. **Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
10. **Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
11. **Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
12. TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.