

		Universitas Negeri Surabaya Fakultas Bahasa dan Seni Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen																																		
RENCANA PEMBELAJARAN SEMESTER																																									
MATA KULIAH (MK)		KODE		Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan																																
Pragmatics		8820302165				T=2 P=0 ECTS=3.18		7	21 Desember 2025																																
OTORISASI		Pengembang RPS			Koordinator RMK			Koordinator Program Studi																																	
								HIMMAWAN ADI NUGROHO																																	
Model Pembelajaran	Case Study																																								
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																								
	Capaian Pembelajaran Mata Kuliah (CPMK)																																								
	Matrik CPL - CPMK																																								
	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;"></td> <td style="width: 80%; text-align: center;">CPMK</td> </tr> </table>										CPMK																														
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Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																									
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Deskripsi Singkat MK	This online course (lesson) of Pragmatics deals with linguistic meaning, kinds of basic elements to make reference in characterising the meanings of words or other linguistic units, kinds of relevant data, and how to evaluate the various possible types of data and how word meanings change. Theoretical topics covered include categorisation construal acquisition of concepts metaphor blending metonymy compositionality mental spaces lexical semantic change. Various semantic domains will be examined in connection with these topics, e.g. colour terms, kinship, dimensional terms, verb meaning but two domains will be treated in depth from various perspectives: the semantics of everyday concepts, and the semantics of space and motion. For pragmatics theoretical frameworks are speech acts, implicature, presupposition, relevant theory, cooperative principles, politeness principles, references, deixis, contexts and co-texts. The final project is documenting the short functional texts are found in the public areas to interpret the communication functions.																																								
Pustaka	Utama :																																								
	1. References 2. Crystal, D. 1995. The Cambridge Encyclopedia of English Language. New York: Cambridge :University Press. 3. Cruse, D. A. 1990. Language Meaning and Sense: Semantics. In N. E. Collinge (Ed.). An Encyclopaedia of Language. London: Routledge 4. Cruse, D. Alan.2000. Meaning in Language: An Introduction to Semantics and Pragmatics.NY: Oxford University Press. 5. Cutting, Joan. 2002. Pragmatics and Discourse: A resource book for students. New York: Routledge. 6. Allan. Keith, Jaszozolt. Kasia M., 2012. The Cambridge handbook of pragmatics. Cambridge University Press.																																								
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Dosen Pengampu	Fauris Zuhri, S.Pd., M.Hum. Asrori, S.S., M.Pd.																																								
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)																																		
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)																																				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																		
1	Learners can explain what saying, meaning, and implicating are.	1.Learners can explainwhat saying and what is said are. 2.what speaker meaning is. 3.what conversational implicature is. 4.what common misunderstandings about conversational impicature are. 5.what relationship between saying and implicating are.	Kriteria: content of topic discussionstructure of topic discussion linguistic features of topic discussion	DiscussionPresentation, Question-Answer 2 X 50			0%																																		

2	Learners can explain what implying and inferring are.	1.Learners can explain what a vulgar conflation is. 2.what implication and implicature are. 3.what Saclar implicature and the maxim map are. 4.what is meant and what is said: the – plicature family are. 5.what conventional implicature from Frege to Grice (and beyond) are. 6.what implication and speaker meaning are.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Discussion Presentation, Question-Answer 2 X 50			0%
3	Learners can explain speaker intentions and intentionality are.	1.Learners can explain what intentionality is. 2.what intentions in communication are. 3.what concluding remarks: intentions as 'creatures of darkness' or a useful tool, are.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Discussion Presentation, Question-Answer 2 X 50			0%
4	Learners can explain what context and content: pragmatics in two-dimensional semantics are.	1.Learners can explain who Kaplan is. 2.who Stalnaker is 3.who Chalmers is. 4.what dynamic two-dimensional semantics is.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Discussion Presentation, Question-Answer 2 X 50			0%
5	Learners can explain contextualism: some varieties are.	1.Learners can explain what the modularity issue is. 2.what the 'extent of context-sensitivity' issue is. 3.what does context-sensitivity generalize? 4.what arguments from lexical semantics are. 5.what pragmatic modulation is. 6.why resist Radical Contextualism? 7. what the systematicity issue is.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Discussion Presentation, Question-Answer 2 X 50			0%
6	Learners can explain what the psychology of utterance processing: context vs salience are.	1.Learners can explain what salient meanings and salience-based interpretations are not necessarily literal are. 2.what opting for the literal interpretation is not necessarily a default strategy, mean. 3.what context effect – later interpretation process is. 4.what coda is.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Discussion Presentation, Question-Answer 2 X 50			0%
7	Learners can explain what sentences, utterances, and speech acts are.	1.Learners can explain who Searle: illocution forces as intrinsic to sentence meanings is. 2.what Grice's heritage: illocutionary forces and utterances are. 3.what locutionary acts are. 4.what forceless meaning and indirect speech acts are. 5.what indirect speech acts and explicit performances are. 6.what by way of conclusion: illocutionary force attribution is.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Discussion Presentation, Question-Answer 2 X 50			0%
8	Mid-term Test	Mid-term Test	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Formative / Take-home 2 X 50			0%

9	Learners can explain what the normative dimension of discourse is.	1.Learners can explain what discourse and normativity are. 2.what transferring information is. 3.what the pragmatist turn is. 4.what ties an observation report to what it reports are. 5.what correctness is. 6.what norms and convention are. 7. what normative speech acts theory is.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	the activity of class observation monitoring of discussion monitoring of question and answer 2 X 50			0%
10	Learners can explain what pragmatics in the (English) lexicon is.	1.Learners can explain what a credibility metric is. 2.what semantic specification for bird and bull are. 3.what climbing is. 4.what collectives and collectivizing are. 5.what animals for food and fur are. 6.what and is. 7.what sorites are. 8.what formulaic language in the lexicon is. 9.what connotation in the lexicon is.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Discussion Presentation, Question-Answer 2 X 50			0%
11	Learners can explain what conversational interaction is.	1.Learners can explain what types of conversational interaction are. 2.what the interactional machinery of conversational interaction is. 3.what characterising conversational interaction is. 4.what towards a pragmatics of conversational interaction is.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Discussion Presentation, Question-Answer 2 X 50			0%
12	Learners can explain what experimental investigations and pragmatic theorizing are.	1.Learners can explain what introduction: pragmatics in the mind is. 2.what quantity implicature is.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Discussion Presentation, Question-Answer 2 X 50			0%
13	Learners can explain what referring in discourse is.	1.Learners can explain what the classical background, an initial refinement is. 2.what referring vs denoting: the Russellian orthodoxy are. 3.what speaker's reference: Strawson's challenge is. 4.what defending the Russellian orthodoxy is. 5.what extending Strawson's challenge is.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Discussion Presentation, Question-Answer 2 X 50			0%
14	Learners can explain what proportional attitude reports: pragmatic aspects are.	1.Learners can explain what proportional attitudes and proportional attitude reports are. 2.what attitudes at the semantics/pragmatics interface: an overview is. 3.what attitude reports and pragmatics-rich semantics are. 4.what beyond substitutions are. 5.what representation of attitude reports are. 6.what mentalese: compositionality and attitudes are. 7. what concluding remarks: the pragmatic perspective are.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Discussion Presentation, Question-Answer 2 X 50			0%

15	Learners can explain what presupposition and accommodation in discourse are.	1.Learners can explain what presupposition and context are. 2.what accommodation is. 3.what projection and cancellation are. 4.what accommodation in a dynamic framework is.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Discussion Presentation, Question-Answer 2 X 50			0%
16							0%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
		0%

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya 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. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
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.