

		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																																									
Sociolinguistics		8820302199				T=2	P=0	ECTS=3.18	6 7 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																																																	
		CPMK																																																
	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%;">CPMK</td> <td colspan="16" style="text-align: center;">Minggu Ke</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>																CPMK	Minggu Ke																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Deskripsi Singkat MK	This subject describes the relationship between language and society. This addresses language phenomena in community which covers code switching, code mixing, regional dialect, social dialect, register, bilingualism/multilingualism, language shift and maintenance, and other language function as individual or social identity as well as a means of inter-ethnic communication. To strengthen the understanding of concepts, local contexts are employed to accommodate the social practice of the language in question.																																																	
Pustaka	Utama :																																																	
	1. Auer, Peter and Li Wei, 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter. 2. Holmes, Janet. 1992. An Introduction to Sociolinguistics . New York: Longman Group. 3. Li Wei ed. 2000. The Bilingualism Reader . London and New York: Routledge. 4. Wardhough, Ronald. 2006. An Introduction to Sociolinguistics 5th ed. Massachusetts: Blackwell Publishing.																																																	
	Pendukung :																																																	
Dosen Pengampu	Sueb, S.Pd., M.Pd.																																																	
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)																																											
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)																																													
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																											
1	Learner can explain the study of sociolinguistics consisting of knowledge of language, variation, speakers and their groups, language and culture, and the boundaries of Sociolinguistics.	Learners can explain 1. what knowledge of language is. 2. what variation is. 3. who speakers and their groups are. 4. what language and culture are. 5. what the boundaries of Sociolinguistics are.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Discussion Presentation, Question-Answer 2 X 50			0%																																											
2	Learners can explain what languages, dialects, and varieties are.	Learners can explain 1. what language or dialect are. 2. what standardization is. 3. what regional dialects are. 4. what social dialects are. 5. what styles, registers, and genres are.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation, Discussion, Question-Answer 2 X 50			0%																																											

3	Learners can explain what defining groups are.	Learners can explain 1. what speech communities are. 2. what communities of practice are. 3. what social networks are. 4. what social identities are. 5. what beliefs about language and social groups are.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation,Discussion,Question- Answer 2 X 50			0%
4	Learners can explain what languages in contact: multilingual societies and multilingual discourse are.	Learners can explain 1. what multilingualism as a social phenomenon is. 2. what diglossia is. 3. what multilingual discourse is.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation,Discussion,Question- Answer 2 X 50			0%
5	Learners can explain what languages: structural consequences of social factors are.	Learners can explain 1. what lingua francas are. 2. what pidgin and creole languages: definitions are. 3. what pidgin and creole formation are. 4. what geographical distribution is. 5. what linguistic characteristics of pidgin/creole languages are. 6. what journey from pidgin to creole and beyond are.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation,Discussion,Question- Answer 2 X 50			0%
6	Learners can explain what language variation is.	Learners can explain 1. what regional variation is. 2. what the linguistic variable is. 3. what social variation is. 4. what data collection and analysis are.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation,Discussion,Question- Answer 2 X 50			0%
7	Learners can explain what three waves of variation studies are.	Learners can explain 1. what the first wave of variation studies are. 2. what the second wave of variation studies are. 3. what the third wave of variation studies are.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation,Discussion,Question- Answer 2 X 50			0%
8	Learners can explain what language variation and change are.	Learners can explain 1. what the traditional view is. 2. what some changes in progress are. 3. what the process of change is.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation,Discussion,Question- Answer Mid-term test 2 X 50			0%
9	Learners can explain ethnographic approaches in Sociolinguistics are.	Learners can explain 1. what the ethnography of communication is. 2. what ethnomethodology is. 3. what linguistic ethnography is.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation,Discussion,Question- Answer 2 X 50			0%
10	Learners can explain what pragmatics is.	Learners can explain 1. what speech acts is. 2. what implicature is. 3. what politeness is. 4. what pronouns are. 5. what naming and titles are.	Kriteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation,Discussion,Question- Answer 2 X 50			0%
11	Learners can explain what discourse analysis is.	Learners can explain 1. what conversational analysis is. 2. what interactional sociolinguistics is. 3. what critical discourse analysis is.	Kriteria: content of topic discussionstructure of topic discussionlinguistic features of topic discussion	Presentation,Discussion,Question- Answer 2 X 50			0%
12	Learners can explain what language, gender, and sexuality are.	Learners can explain 1. what defining terms: gender, sex category, and sexuality are. 2. what sexist language is. 3. what discourses of gender and sexuality are. 4. what deficit, dominance, difference, and identities are.	Kriteria: content of topic discussionstructure of topic discussionlinguistic features of topic discussion	Presentation,Discussion,Question- Answer 2 X 50			0%

13	Learners can explain what sociolinguistics and education are.	Learners can explain 1. what social dialects and education are. 2. what multilingual education is. 3. what education and world-wide English are.	Kriteria: content of topic discussionstructure of topic discussionlinguistic features of topic discussion	Presentation,Discussion,Question-Answer 2 X 50			0%
14	Learners can explain what language policy and planning are.	Learners can explain 1. what terminology, concepts, and development of the field are. 2. what language policy and planning (LPP) and nationalization are. 3. what language policy and planning (LPP) in post- and neo-colonial contexts are. 4. what language policy and planning (LPP) in the United States and Canada are. 5. what multilingual countries and language policy and planning (LPP) are. 6. what endangered languages and the spread of English are.	Kriteria: content of topic discussionstructure of topic discussionlinguistic features of topic discussion	Presentation,Discussion,Question-Answer 2 X 50			0%
15							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 prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.