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|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------|-----------|---------------------------|------------------|-----------|-------|-------|-------|-------|--------|----|----|----|--|--------|--|---|--|--|--------|---|---|---|---|--------|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|---|---|--|--|--|---|--|--|--|--|--|---|---|--------|--|--|--|--|--|---|---|---|--|---|--|---|---|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|---|--|--|---|--|--|
|  | Universitas Negeri Surabaya<br>Fakultas Bahasa dan Seni<br>Program Studi S1 Sastra Inggris                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                   |                                       |       |           | Kode Dokumen              |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
| RENCANA PEMBELAJARAN SEMESTER                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                   |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
| MATA KULIAH (MK)                                                                  | KODE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Rumpun MK                                                                                                                                                                                                                                                                                                                                         | BOBOT (sks)                           |       |           | SEMESTER                  | Tgl Penyusunan   |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
| Introduction To Linguistics                                                       | 7920203095                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                   | T=3                                   | P=0   | ECTS=4.77 | 2                         | 16 Desember 2025 |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
| OTORISASI                                                                         | Pengembang RPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   | Koordinator RMK                       |       |           | Koordinator Program Studi |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
|                                                                                   | Lisetyo Ariyanti, S.S., M.Pd. ; Lina Purwaning Hartanti, S.Pd., M.EIL. ; Adam Damanhuri, S.S., M.Hum. ; Cicilia Deandra Maya Putri, S.Hum., M.A.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                   | Dr. Dian Rivia Himawati, S.S., M.Hum. |       |           | ALI MUSTOFA               |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
| Model Pembelajaran                                                                | Case Study                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                   |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
| Capaian Pembelajaran (CP)                                                         | CPL-PRODI yang dibebankan pada MK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                   |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
|                                                                                   | CPL-3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan                                                                                                                                                |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
|                                                                                   | CPL-5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mampu mengaplikasikan konsep dan teori Linguistik dasar dalam Bahasa Inggris untuk merespons beragam fenomena bahasa                                                                                                                                                                                                                              |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
|                                                                                   | CPL-7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mampu mengaplikasikan konsep dan teori budaya untuk menganalisis serta merespons fenomena sosial budaya dengan cara yang responsif terhadap budaya                                                                                                                                                                                                |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
|                                                                                   | CPL-9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mampu memahami dan mengaplikasikan metode penelitian, termasuk desain penelitian, analisis, dan interpretasi data di bidang bahasa/sastra                                                                                                                                                                                                         |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
|                                                                                   | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                   |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
|                                                                                   | CPMK - 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Analyze language structures logically, critically, and systematically using theoretical linguistic approaches                                                                                                                                                                                                                                     |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
|                                                                                   | CPMK - 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Apply basic linguistic theories to analyze English language phenomena                                                                                                                                                                                                                                                                             |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
|                                                                                   | CPMK - 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Interpret language phenomena through cultural perspectives                                                                                                                                                                                                                                                                                        |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
|                                                                                   | CPMK - 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Design simple linguistic research using qualitative/quantitative methods                                                                                                                                                                                                                                                                          |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
|                                                                                   | Matrik CPL - CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                   |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <table><tr><td>CPMK</td><td>CPL-3</td><td>CPL-5</td><td>CPL-7</td><td>CPL-9</td></tr><tr><td>CPMK-1</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td>✓</td><td></td></tr><tr><td>CPMK-4</td><td></td><td></td><td></td><td>✓</td></tr></table> |                                       |       |           |                           |                  | CPMK      | CPL-3 | CPL-5 | CPL-7 | CPL-9 | CPMK-1 | ✓  |    |    |  | CPMK-2 |  | ✓ |  |  | CPMK-3 |   |   | ✓ |   | CPMK-4 |   |   |   | ✓ |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
|                                                                                   | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | CPL-3                                                                                                                                                                                                                                                                                                                                             | CPL-5                                 | CPL-7 | CPL-9     |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
|                                                                                   | CPMK-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ✓                                                                                                                                                                                                                                                                                                                                                 |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
| CPMK-2                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ✓                                                                                                                                                                                                                                                                                                                                                 |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
| CPMK-3                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                   | ✓                                     |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
| CPMK-4                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                   |                                       | ✓     |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                   |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
|                                                                                   | <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><tr><td>CPMK-4</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-4 |  |  |  |  |  |  |  |  |  |  | ✓ |  |  | ✓ |  |  |
| 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-4                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                   |                                       |       |           |                           |                  |           |       |       | ✓     |       |        | ✓  |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
| Deskripsi Singkat MK                                                              | This course aims to introduce students to the fundamental principles of linguistics, exploring language structure, societal roles and human language development. Topics include phonetics, morphology, syntax, semantics, pragmatics, sociolinguistics, and language acquisition. The course combines lectures, interactive discussions, and hands-on activities, fostering active participation and critical thinking through real-world examples. Evaluation methods include written assignments, group projects, and class participation to ensure comprehensive understanding. The group project aims to apply linguistic concepts to analyze real-world language use and its societal implications. This course aligns with SDG 4 (Quality Education) by promoting inclusive language education, SDG 5 (Gender Equality) by examining the role of language in identity formation, and SDG 10 (Reduced Inequalities) by addressing access to language learning resources and the use of language in social contexts. By the end of the course, students will gain a foundational understanding of linguistics, equipping them with insights into the complexities and significance of language in global contexts. |                                                                                                                                                                                                                                                                                                                                                   |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
| Pustaka                                                                           | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                   |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                   |                                       |       |           |                           |                  |           |       |       |       |       |        |    |    |    |  |        |  |   |  |  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |  |  |  |   |  |  |  |  |  |   |   |        |  |  |  |  |  |   |   |   |  |   |  |   |   |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |  |  |   |  |  |

| <ol style="list-style-type: none"> <li>O'Grady, W &amp; Archibald, J (eds). (2016). Contemporary Linguistic Analysis: An Introduction. 8th edition. Canada: Pearson.</li> <li>Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press</li> <li>Yule, G. 2010. The Study of Language (4th ed). Cambridge: Cambridge University Press.</li> <li>Culpeper, J., Malory, B., Nance, C., Van Olmen, D., Atanasova, D., Kirkham, S., &amp; Casaponsa, A. (Eds.). (2022). Introducing linguistics. Taylor &amp; Francis.</li> <li>Harley, T.A. (2017). Talking the Talk: Language, Psychology and Science (2nd ed.). Psychology Press. <a href="https://doi.org/10.4324/9781315755458">https://doi.org/10.4324/9781315755458</a></li> <li>Yoshida, M. (2025). Negotiating Gendered Language and Social Identities: Gender, Race and Native Speaker Ideology in Learning Japanese as an Additional Language (1st ed.). Routledge. <a href="https://doi.org/10.4324/9781003466697">https://doi.org/10.4324/9781003466697</a></li> <li>Csornay, E., &amp; Crawford, W.J. (2024). Doing Corpus Linguistics (2nd ed.). Routledge. <a href="https://doi.org/10.4324/9781003363309">https://doi.org/10.4324/9781003363309</a></li> <li>Burgess, R.G. (Ed.). (1982). Field Research: A Sourcebook and Field Manual (1st ed.). Routledge. <a href="https://doi.org/10.4324/9780203379998">https://doi.org/10.4324/9780203379998</a></li> <li>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.</li> </ol> |                                                                                 |                                                                                                                                                                                                                                                             |                                                                                                                                                                                      |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                                            |                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Pendukung :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                 |                                                                                                                                                                                                                                                             |                                                                                                                                                                                      |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                                            |                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                 | <ol style="list-style-type: none"> <li>Fasold, Ralph W, and Jeff Connor-Linton. (2006). An Introduction to Language and Linguistics. Cambridge, UK: Cambridge University Press.</li> </ol>                                                                  |                                                                                                                                                                                      |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                                            |                     |
| <b>Dosen Pengampu</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                 | Prof. Slamet Setiawan, M.A., Ph.D.<br>Dr. Dian Rivia Himmawati, S.S., M.Hum.<br>Lisetyo Ariyanti, S.S., M.Pd.<br>Ayunita Leliana, S.S., M.Pd.<br>Adam Damanhuri, S.S., M.Hum.<br>Imam Hanafi, S.S., M.App.Ling.<br>Cicilia Deandra Maya Putri, S.Hum., M.A. |                                                                                                                                                                                      |                                                                                  |                 |                                                                                                                                                                                                                                                                                                                                                                                                            |                     |
| Mg Ke-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                 | Penilaian                                                                                                                                                                                                                                                   |                                                                                                                                                                                      | Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |                 | Materi Pembelajaran [ Pustaka ]                                                                                                                                                                                                                                                                                                                                                                            | Bobot Penilaian (%) |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                 | Indikator                                                                                                                                                                                                                                                   | Kriteria & Bentuk                                                                                                                                                                    | Luring (offline)                                                                 | Daring (online) |                                                                                                                                                                                                                                                                                                                                                                                                            |                     |
| (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | (2)                                                                             | (3)                                                                                                                                                                                                                                                         | (4)                                                                                                                                                                                  | (5)                                                                              | (6)             | (7)                                                                                                                                                                                                                                                                                                                                                                                                        | (8)                 |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Understanding The Foundations of Linguistics: Introduction                      | <ol style="list-style-type: none"> <li>The students are able to define 5 universal properties of language</li> <li>The students are able to compare the form of communication between human vs non human</li> </ol>                                         | <b>Kriteria:</b><br>Class discussion; participation<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                                                                       | Presentation, discussion, question-answer<br>3 X 50                              |                 | <b>Materi:</b> Chapter 1: Introduction<br><b>Pustaka:</b><br>Fasold, Ralph W, and Jeff Connor-Linton. (2006). An Introduction to Language and Linguistics. Cambridge, UK: Cambridge University Press.<br><br><b>Materi:</b> Chapter 1: Language (A System)<br><b>Pustaka:</b><br>O'Grady, W & Archibald, J (eds). (2016). Contemporary Linguistic Analysis: An Introduction. 8th edition. Canada: Pearson. | 2%                  |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Understanding the sound system in language; Phonetics and Phonology             | Students are able to transcribe 10 English words using IPA and Identify place/manner of articulation in recordings                                                                                                                                          | <b>Kriteria:</b><br>Able to transcribe 10 English words using IPA and Identify place/manner of articulation in recordings<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Lecture Group discussion Exercises done in class presentation<br>3 X 50          |                 | <b>Materi:</b> The Sound System; English Phonetics and Phonology<br><b>Pustaka:</b><br>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.                                                                                                                                                                                               | 2%                  |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Analyze word formation (affixation, compounding) in English and other languages | <ol style="list-style-type: none"> <li>Break down complex words into morphemes (e.g.,</li> <li>Analyze word formation processes (derivation, compounding)</li> </ol>                                                                                        | <b>Kriteria:</b><br>The analysis of word formation (affixation, compounding) in English and other languages<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif               | Lecture Group discussion Exercises done in class<br>3 X 50                       |                 | <b>Materi:</b> sounds of language<br><b>Pustaka:</b><br>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.                                                                                                                                                                                                                              | 2%                  |

|   |                                                                                                |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                 |                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                        |     |
|---|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 4 | Analyzing sentence structure and formation (Syntax)                                            | <ol style="list-style-type: none"> <li>1.Students able to draw tree diagrams for English sentences (S → NP VP).</li> <li>2.Students able to explain syntactic ambiguity (e.g., "I saw the man with binoculars")</li> </ol>                                                   | <b>Kriteria:</b><br>1.Small-group project to analyze syntactic patterns in headlines/social media<br>2.Create Diagram for 3 ambiguous sentences<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif      | Lecture<br>Discussion<br>group<br>Exercises<br>done in class<br>3 X 50 |  | <b>Materi:</b> word of language<br><b>Pustaka:</b><br><i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.</i>                                                                                                                                                                                                                                                     | 3%  |
| 5 | Semantics-meaning in language; Explore lexical relations (synonymy, antonymy) and ambiguity    | <ol style="list-style-type: none"> <li>1.Students able distinguish between lexical/conceptual meaning</li> <li>2.Students able to analyze semantic roles (agent, patient) in sentences</li> </ol>                                                                            | <b>Kriteria:</b><br>Case study on word meaning shifts (e.g., "sick")<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif                                                                                 | Lecture<br>Group<br>Discussion<br>Exercises<br>done in class<br>3 X 50 |  | <b>Materi:</b> phrases and sentences<br><b>Pustaka:</b><br><i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.</i>                                                                                                                                                                                                                                                | 3%  |
| 6 | Pragmatics: Language in Use; Role-play speech acts (requests, apologies) across cultures       | <ol style="list-style-type: none"> <li>1.Apply Grice's Maxims to analyze conversational implicature</li> <li>2.Demonstrate politeness strategies in role-plays (e.g., requests in formal/informal contexts)</li> </ol>                                                       | <b>Kriteria:</b><br>Understanding Pragmatics: Language in Use; Role-play speech acts (requests, apologies) across cultures<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif                           | Lecture<br>Group<br>Discussion<br>Exercises<br>done in class<br>3 X 50 |  | <b>Materi:</b> meaning of language<br><b>Pustaka:</b><br><i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.</i><br><br><b>Materi:</b> Language in Use: Pragmatic<br><b>Pustaka:</b><br><i>Culpeper, J., Malory, B., Nance, C., Van Olmen, D., Atanasova, D., Kirkham, S., &amp; Casaponsa, A. (Eds.). (2022). Introducing linguistics. Taylor &amp; Francis.</i> | 3%  |
| 7 | Sociolinguistics – Language and Society; Identifying dialects, code-switching, or genderlects. | <ol style="list-style-type: none"> <li>1.Explain how social factors (age, gender) influence language variation</li> <li>2.Compare dialects/accents using real-world examples (e.g., AAVE, British vs. American English)</li> </ol>                                           | <b>Kriteria:</b><br>Group presentation on regional language variations (linked to SDG 10)<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif                                                            | Group<br>discussion<br>and<br>presentation<br>3 X 50                   |  | <b>Materi:</b><br>Language Variation<br><b>Pustaka:</b><br><i>Culpeper, J., Malory, B., Nance, C., Van Olmen, D., Atanasova, D., Kirkham, S., &amp; Casaponsa, A. (Eds.). (2022). Introducing linguistics. Taylor &amp; Francis.</i>                                                                                                                                                                                                   | 3%  |
| 8 | Midterm Project Workshop; Designing mini survey for language phenomena                         | <ol style="list-style-type: none"> <li>1.Students able to design and present a research question on a linguistic phenomenon (e.g., code-switching, slang)</li> <li>2.Students able to construct and present methods (interviews, corpus analysis) for the project</li> </ol> | <b>Kriteria:</b><br>Students are able to participate, join, and do their Midterm Project Workshop; Designing mini survey for language phenomena<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif, Tes | Mini-Group<br>presentation<br>3 X 50                                   |  | <b>Materi:</b><br>Analysing language phenomena<br><b>Pustaka:</b><br><i>Culpeper, J., Malory, B., Nance, C., Van Olmen, D., Atanasova, D., Kirkham, S., &amp; Casaponsa, A. (Eds.). (2022). Introducing linguistics. Taylor &amp; Francis.</i>                                                                                                                                                                                         | 20% |

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

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

#### Rekap Persentase Evaluasi : Case Study

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipatif                     | 64.5%      |
| 2. | Penilaian Hasil Project / Penilaian Produk | 24%        |
| 3. | Tes                                        | 11.5%      |
|    |                                            | 100%       |

#### Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- 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.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

Koordinator Program Studi S1  
Sastra Inggris



ALI MUSTOFA  
NIDN 0014067509

UPM Program Studi S1 Sastra  
Inggris



NIDN

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