



Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Chinese Language Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																												
Philosophy of Language	8820802066	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	April 4, 2022																																																																												
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																													
	Yogi Bagus Adhimas, S.Pd., M.A.		Yogi Bagus Adhimas, S.Pd., M.A.			Miftachul Amri, M.Pd., M.Ed., Ph.D.																																																																													
Learning model	Project Based Learning																																																																																		
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																		
	Program Objectives (PO)																																																																																		
	PO - 1	• Have the ability to analyze and interpret contemporary phenomena as well as the philosophy of Mandarin and Indonesian so that you have personal and social life skills for the benefit of society																																																																																	
	PO - 2	• Have the ability to describe broadly and in depth the nature, process and development of philosophical thought on language																																																																																	
	PLO-PO Matrix																																																																																		
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	PO Matrix at the end of each learning stage (Sub-PO)																																																																																		
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-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>PO-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> </tbody> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
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PO-2																																																																																			
Short Course Description	The Philosophy of Language course covers the academic study of Semiotics or the science of signs. In this course, we will study the meaning of language expressions, both in text form and in other forms. Several experts such as Ferdinand De Saussure, Roland Barthes, Charles Sanders Pierce, and Umberto Eco will be the main references in the field of linguistic phenomena and their semiotic scope, while Stuart Hall will be a reference in the cultural studies segment, namely representation and media. It is hoped that the application of the Philosophy of Language course to initial level students will encourage students to have a more comprehensive thinking structure and improve their analytical skills regarding contemporary events. The urgency of providing Philosophy of Language courses is because nowadays many modern human individuals are not sensitive in understanding meaning, so they only focus on the explicit, even though there is always ambiguity in different frequency spaces.																																																																																		
References	Main :																																																																																		
	<ol style="list-style-type: none"> 1. Kaelan. Filsafat bahasa : Hakikat dan Realitas Bahasa. 2017. Yogyakarta. Paradigma. 2. Sumarsono. Buku Ajar Filsafat Bahasa. 2004. Jakarta. Gramedia Widiasarana. 3. Anton Bakker & Achmad Charris Zubair. Metodologi Penelitian Filsafat. 1990. Yogyakarta. Kanisius. 4. Stuart Hall. Budaya Media Bahasa - Teks utama penancangan cultural studies 1972-1979. 2011. Bandung. Jalasutra. 																																																																																		
	Supporters:																																																																																		
	<ol style="list-style-type: none"> 1. Richard Osborne. Philosophy for Beginners. 1992. Writers and Readers Pub. 2. Cobley, Paul & Jansz, Litza. Introducing: Semiotics. 2004. Royston : Icon Books. 																																																																																		
Supporting lecturer	Prof. Dr. Subandi, S.Pd., M.A. Yogi Bagus Adhimas, S.Pd., M.A.																																																																																		

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	1. Obtain a study contract agreement 2. Master the understanding of the philosophy of language so that you have a common perception	1. Obtain a study contract agreement 2. Students understand and master the meaning of language philosophy so that they have a common perception	Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers) Form of Assessment : Participatory Activities, Tests	Direct learning and discussion 2 X 50		Material: Introduction to the Philosophy of Language Library: Kaelan. <i>Philosophy of language: The nature and reality of language.</i> 2017. Yogyakarta. Paradigm. Material: Language as a Source of Philosophical Attention Bibliography: Kaelan. <i>Philosophy of language: The nature and reality of language.</i> 2017. Yogyakarta. Paradigm.	5%
2	Students are able to understand the history, goals and objectives of the philosophy of language and its relationship with language analytics	Students are able to master the historical story, goals and objectives of language philosophy and can relate them to language analytics	Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers) Form of Assessment : Participatory Activities, Tests	Direct learning and discussion 2 X 50		Material: Philosophy Literature: Kaelan. <i>Philosophy of language: The nature and reality of language.</i> 2017. Yogyakarta. Paradigm.	5%
3	Students are able to master the nature of language in hermeneutics	Students are able to master the nature of language in accordance with a hermeneutical perspective	Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers) Form of Assessment : Participatory Activities, Tests	Direct learning and discussion 2 X 50		Material: The Nature of Language in Hermeneutics Library: Kaelan. <i>Philosophy of language: The nature and reality of language.</i> 2017. Yogyakarta. Paradigm.	5%
4	Students are able to master the nature of language as a philosophical basis for language theory	Students are able to master the nature of language as a basis for the theoretical philosophy of the Indonesian language, as well as basic Mandarin	Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers) Form of Assessment : Participatory Activities, Tests	Direct learning and discussion 2 X 50		Material: The Nature of Language as a Philosophical Basis for Language Theory Library: Kaelan. <i>Philosophy of language: The nature and reality of language.</i> 2017. Yogyakarta. Paradigm.	5%

5	Students are able to master the role of language in postmodernist philosophy	Students are able to master the role of language in postmodernist philosophy	Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers) Form of Assessment : Participatory Activities, Tests	Direct learning and discussion 2 X 50		Material: The Role of Language in Postmodernist Philosophy Reference: <i>Kaelan. Philosophy of language: The nature and reality of language. 2017. Yogyakarta. Paradigm.</i>	5%
6	Students are able to understand semiotics in the thinking of Ferdinand De Saussure	Students are able to understand semiotics in the thinking of Ferdinand De Saussure	Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers) Form of Assessment : Participatory Activities, Tests	Direct learning and discussion 2 X 50		Material: Linguistics, Semiology, Structuralism Reader: <i>Richard Osborne. Philosophy for Beginners. 1992. Writers and Readers Pub.</i>	5%
7	Students are able to understand semiotics in the thoughts of Roland Barthes	Students are able to understand semiotics in the thoughts of Roland Barthes	Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers) Form of Assessment : Participatory Activities, Tests	Direct learning and discussion 2 X 50		Material: Linguistics, Semiology, Structuralism Reader: <i>Richard Osborne. Philosophy for Beginners. 1992. Writers and Readers Pub.</i>	5%
8	Students are able to answer UTS questions correctly	Students are able to answer UTS questions correctly	Criteria: Correct answers to UTS questions Form of Assessment : Participatory Activities, Tests	Written test 2 X 50		Material: Philosophy Literature: <i>Kaelan. Philosophy of language: The nature and reality of language. 2017. Yogyakarta. Paradigm.</i> Material: Linguistics, Semiology, Structuralism Reader: <i>Richard Osborne. Philosophy for Beginners. 1992. Writers and Readers Pub.</i>	10%
9	Students are able to understand semiotics in the thinking of Charles Sanders Pierce	Students are able to understand semiotics in the thinking of Charles Sanders Pierce	Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers) Form of Assessment : Participatory Activities, Tests	Direct learning and discussion 2 X 50		Material: Linguistics, Semiology, Structuralism Reader: <i>Richard Osborne. Philosophy for Beginners. 1992. Writers and Readers Pub.</i>	5%
10	Students are able to understand semiotics in Umberto Eco's thinking	Students are able to understand semiotics in Umberto Eco's thinking	Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers) Form of Assessment : Participatory Activities, Tests	Direct learning and discussion 2 X 50		Material: Linguistics, Semiology, Structuralism Reader: <i>Richard Osborne. Philosophy for Beginners. 1992. Writers and Readers Pub.</i>	5%

11	Students are able to understand cultural studies, representation and media in Stuart Hall's thinking	Students are able to understand cultural studies, representation and media in Stuart Hall's thinking	<p>Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers)</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Direct learning and discussion 2 X 50		<p>Material: Representation and Media Reader: <i>Stuart Hall. Language Media Culture - The main text of the launch of cultural studies 1972-1979. 2011. Bandung. Jalasutra.</i></p>	5%
12	Students are able to master the structure of ways of thinking based on the philosophy of language through previous research articles	Students are able to master the structure of ways of thinking based on the philosophy of language through previous research articles	<p>Criteria: Suitability of poster and presentation materials with accepted articles</p> <p>Forms of Assessment : Participatory Activities, Practice/Performance, Tests</p>	Students in groups are given previous articles on the theme of semiotics, then given the task of making a poster from the article. Finally, you are required to present it. 2 X 50		<p>Material: Linguistics, Semiology, Structuralism Reader: <i>Richard Osborne. Philosophy for Beginners. 1992. Writers and Readers Pub.</i></p>	7%
13	Students are able to master the structure of ways of thinking based on the philosophy of language through previous research articles	Students are able to master the structure of ways of thinking based on the philosophy of language through previous research articles	<p>Criteria: Suitability of poster and presentation materials with accepted articles</p> <p>Forms of Assessment : Participatory Activities, Practice/Performance, Tests</p>	Students in groups are given previous articles on the theme of semiotics, then given the task of making a poster from the article. Finally, you are required to present it. 2 X 50		<p>Material: Linguistics, Semiology, Structuralism Reader: <i>Richard Osborne. Philosophy for Beginners. 1992. Writers and Readers Pub.</i></p>	7%
14	Students are able to master the structure of ways of thinking based on the philosophy of language through previous research articles	Students are able to master the structure of ways of thinking based on the philosophy of language through previous research articles	<p>Criteria: Suitability of poster and presentation materials with accepted articles</p> <p>Forms of Assessment : Participatory Activities, Practice/Performance, Tests</p>	Students in groups are given previous articles on the theme of semiotics, then given the task of making a poster from the article. Finally, you are required to present it. 2 X 50		<p>Material: Linguistics, Semiology, Structuralism Reader: <i>Richard Osborne. Philosophy for Beginners. 1992. Writers and Readers Pub.</i></p>	7%
15	Students are able to have the ability to write articles adjusting the analysis to previous research references	Students have the ability to write articles adjusting the analysis to previous research references	<p>Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers)</p> <p>Form of Assessment : Participatory Activities</p>	Direct learning and discussion 2 X 50		<p>Material: Linguistics, Semiology, Structuralism Reader: <i>Richard Osborne. Philosophy for Beginners. 1992. Writers and Readers Pub.</i></p>	7%

16	1. Students are able to have the ability to write articles adjusting the analysis to previous research references 2. Has basic level scientific articles as a UAS project	1. Students have the ability to write articles adjusting the analysis to previous research references 2. Basic level scientific articles as UAS projects have appropriate perceptions	Criteria: Inquiry assessment with details (the lecturer asks questions, students have appropriate answers) Form of Assessment : Participatory Activities	UAS Project 2 X 50		Material: Linguistics, Semiology, Structuralism Reader: <i>Richard Osborne. Philosophy for Beginners. 1992. Writers and Readers Pub.</i>	12%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	55.99%
2.	Practice / Performance	6.99%
3.	Test	36.99%
		99.97%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.