



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**English Language Education Undergraduate Study Program**

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>
Discourse Analysis	8820302047		T=2	P=0	ECTS=3.18	7	July 18, 2024
<b>AUTHORIZATION</b>		<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>	
		.....		.....		Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	
<b>Learning model</b>	<b>Project Based Learning</b>						
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>						
	<b>Program Objectives (PO)</b>						
	<b>PLO-PO Matrix</b>						
		P.O					
<b>Short Course Description</b>	<p>This subject describes the wide variety of spoken and written texts, and also the mixture of spoken and written that can be found in the communication practices. It is expected that as soon as they are accepted in the desired job, they can directly tune in a new workplace situation. The language phenomena that are discussed in the text are related to contexts of situation and context of culture, how texts are produced as a social practice, what texts tell us about happenings, what people think, believe and how texts represent ideology (power struggle etc.). In addition, this subject introduces norms of language use, social contexts and conventions to explore English spoken and written text in various workplace discourses. Moreover, this subject is influenced by other disciplines that make this subject examine spoken and written texts from all kinds of different areas (medical, legal, advertising, export-import, tourism, journalism, and many more) and from all kinds of perspectives ( race, gender, power). The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment, which deal with a number of practical applications.</p>						
	<p><b>References</b> <b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Brown, Gillian and Yule, George. 1983. Discourse Analysis . USA: Cambridge University Press.</li> <li>2. Fowler, Roger. 1981. Literature as Social Discourse . London: Batsford Academic and Educational Ltd.</li> <li>3. Huckin, Thomas. 2005. Critical Discourse Analysis in Functional Approaches to Written Text: Classroom Applications by Tom Miller . Washington DC: English Language Programs of United States Information Agency.</li> <li>4. Locke, Terry.2004. Critical Discourse Analysis. London. New York. Continuum.</li> <li>5. Mills, Sara. 1997. Discourse . New York: Routledge. Schiffrin.1994. Approaches to Discourse . UK: Blackwell.</li> <li>6. Tannen, Deborah. 2007. Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse . UK: University Press Cambridge.</li> <li>7. Coultas, Amanda. 2003. Language and Social Contexts . London &amp; New York: Rourledge.</li> <li>8. Hutchby, Ian. 2006. Media Talk: Conversation Analysis and the Study of Broadcasting . Backshire, England: Open University Press.</li> <li>9. Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press. Wyatt, Rawdon. 2007. Check Your English Vocabulary for Leisure, Travel and Tourism ( 2nd ed.). London: A&amp;C Black.</li> </ol> <p><b>Supporters:</b></p>						
<b>Supporting lecturer</b>	Rahayu Kuswardani, S.Pd., M.AppL.						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>		

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	students have the ability to: Explain the Introduction of Discourse Analysis Elaborate the Introduction of Discourse Analysis	<ol style="list-style-type: none"> <li>1.students have the ability to: explain Language as Saying, Doing, and Being</li> <li>2.explain Language and Practices</li> <li>3.explain Language and Politics</li> <li>4.explain Two Forms of Discourse Analysis: Descriptive and Critical</li> </ol>	<b>Criteria:</b> Observation sheets: very active, active, less active, not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Discussion Presentation Doing Exercises 2 X 50			0%
2	students have the ability to: Explain the Introduction of Discourse Analysis Elaborate the Introduction of Discourse Analysis	<ol style="list-style-type: none"> <li>1.students have the ability to: explain Language as Saying, Doing, and Being</li> <li>2.explain Language and Practices</li> <li>3.explain Language and Politics</li> <li>4.explain Two Forms of Discourse Analysis: Descriptive and Critical</li> </ol>	<b>Criteria:</b> Observation sheets: very active, active, less active, not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Discussion Presentation Doing Exercises 2 X 50			0%
3	Students have the ability to: Explain Building Tasks Analyze Building Tasks	<ol style="list-style-type: none"> <li>1.Students have the ability to: to identify building things through language</li> <li>2.to describe building things through language</li> <li>3.to explain building things through language</li> <li>4.to implement an example of building things through language</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Observation sheets: best, good, average, and least</li> <li>2.Rubric of exercises: number of right answers is divided by the number of exercises times (X) 100%</li> </ol>	Discussion Presentation Doing Exercises 2 X 50			0%
4	Students have the ability to: to explain tools of inquiry and discourses to apply tools of inquiry and discourses to analyze tools of inquiry and discourses	<ol style="list-style-type: none"> <li>1.Students have the ability to: to explain tools</li> <li>2.to explain discourse: whos and whats</li> <li>3.to explain "Real Indians"</li> <li>4.to explain discourse (with a Big "D")</li> <li>5.to explain discourse are not "Units" with Clear Boundaries</li> <li>6.to explain discourse as "Kits"</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Observation sheets: best, good, average, and least</li> <li>2.Rubric of exercises: number of right answers is divided by the number of exercises times (X) 100%</li> </ol>	Discussion Presentation Doing Exercises 2 X 50			0%

5	Students have the ability to: explain social languages, conversations, and intertextuality differentiate social languages, conversations, and intertextuality compare social languages, conversations, and intertextuality analyze social languages, conversations, and intertextuality	<ol style="list-style-type: none"> <li>1.Students have the ability to: explain who's doing what in language</li> <li>2.explain social language</li> <li>3.explain two aspects of grammar</li> <li>4.implement an example</li> <li>5.explain big "C" conversation</li> <li>6.explain intertextuality</li> <li>7.differentiate social language, conversation, intertextuality, and discourse as tools of inquiry</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Observation sheets: best, good, average and less</li> <li>2.Rubrics: the right answer of exercises are divided by the number of exercises times (X) 100%</li> </ol>	Discussion Presentation Doing exercises 2 X 50			0%
6	Students have the ability to: explain form-function correlations, situated meanings, and figured worlds. differentiate form-function correlations, situated meanings, and figured worlds. compare form-function correlations, situated meanings, and figured worlds. analyze form-function correlations, situated meanings, and figured worlds.	<ol style="list-style-type: none"> <li>1.Students have the ability to: explain meaning</li> <li>2.explain form-function correlation</li> <li>3.explain situated meaning</li> <li>4.identify the frame problem</li> <li>5.explain critical discourse analysis</li> <li>6.explain figured world</li> <li>7.differentiate form-function correlations, situated meanings, and figured worlds are tools of inquiry.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Observation sheets: best, good, average and less</li> <li>2.Rubrics: the right answer of exercises are divided by the number of exercises times (X) 100%</li> </ol>	Discussion Presentation Doing exercises 2 X 50			0%
7	Students have the ability to: explain more on figured worlds of discourse analysis analyze more on figured worlds of discourse analysis	<ol style="list-style-type: none"> <li>1.Students have the ability to: explain figured worlds</li> <li>2.explain simulation in the mind</li> <li>3.explain all meaning is local</li> <li>4.explain figured worlds in action: middle-class parenting</li> <li>5.explain figured worlds in conflict</li> <li>6.explain different kinds and uses of figured worlds</li> <li>7.explain figured worlds can be partial and inconsistent</li> <li>8.explain figured worlds as tools of inquiry</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Observation sheets: best, good, average, fair, and less</li> <li>2.Rubrics: the right answer of exercises are divided by the number of exercises times (X) 100%</li> </ol>	Discussion Presentation Doing Exercises 2 X 50			0%

8	Students have the ability to: join mid-term test answer questions of mid-term test get minimum score of mid-term test	<ol style="list-style-type: none"> <li>1.Students have the ability to: join mid-term test</li> <li>2.answer questions of mid-term test</li> <li>3.get minimum score of mid-term test</li> </ol>	<b>Criteria:</b> Based on passing grade of minimum score	objective test essay test 2 X 50			0%
9	Students have the ability to: explain linguistic elements in discourse: cohesion, information structure, and genre differentiate linguistic elements in discourse: cohesion, information structure, and genre compare linguistic elements in discourse: cohesion, information structure, and genre analyze linguistic elements in discourse: cohesion, information structure, and genre	<ol style="list-style-type: none"> <li>1.Students have the ability to: identify linguistic elements in discourse: cohesion, information structure, and genre</li> <li>2.differentiate linguistic elements in discourse: cohesion, information structure, and genre</li> <li>3.compare linguistic elements in discourse: cohesion, information structure, and genre</li> <li>4.explain linguistic elements in discourse: cohesion, information structure, and genre</li> <li>5.implement linguistic elements in discourse: cohesion, information structure, and genre</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Observation sheets: best, good, average, fair, and less</li> <li>2.Rubrics: the right answer of exercises are divided by the number of exercises times (X) 100%</li> </ol>	Discussion Presentation Doing Exercises 2 X 50			0%
10	Students have the ability to: Explain examples of making sense of discourse: Give examples of making sense of discourse. Implement Give examples of making sense of discourse:	<ol style="list-style-type: none"> <li>1.Students have the ability to: Mention examples of making sense of discourse.</li> <li>2.Identify examples of making sense of discourse.</li> <li>3.Explain examples of making sense of discourse.</li> <li>4.Implement examples of making sense of discourse.</li> </ol>	<b>Criteria:</b> Observation sheets: very active, active, less active, not active. Rubrics: the right answers are divided by the number of exercises times (X) 100%.	Presentation Discussion Doing Exercises 2 X 50			0%

11	Students have the ability to: Explain examples of making sense of discourse: Give examples of making sense of discourse. Implement Give examples of making sense of discourse:	<ol style="list-style-type: none"> <li>1.Students have the ability to: Mention examples of making sense of discourse.</li> <li>2.Identify examples of making sense of discourse.</li> <li>3.Explain examples of making sense of discourse.</li> <li>4.Implement examples of making sense of discourse.</li> </ol>	<b>Criteria:</b> Observation sheets: very active, active, less active, not active. Rubrics: the right answers are divided by the number of exercises times (X) 100%.	Presentation Discussion Doing Exercises 2 X 50		0%
12	Students have the ability to: Identify examples of negotiating meaning and intercultural communication. Give examples of negotiating meaning and intercultural communication. Explain examples of negotiating meaning and intercultural communication. Implement examples of negotiating meaning and intercultural communication.	<ol style="list-style-type: none"> <li>1.Students have the ability to: Identify examples of negotiating meaning and intercultural communication</li> <li>2.Give examples of negotiating meaning and intercultural communication</li> <li>3.Differentiate examples of negotiating meaning and intercultural communication</li> <li>4.Explain examples of negotiating meaning and intercultural communication</li> </ol>	<b>Criteria:</b> Observation sheets: very active, active, less active, not active Rubrics of students' assignments: the right answers are divided by the number of exercises times (X) 100%.	Presentation Discussion Doing exercises 2 X 50		0%
13	Students have the ability to: Identify examples of negotiating meaning and intercultural communication. Give examples of negotiating meaning and intercultural communication. Explain examples of negotiating meaning and intercultural communication. Implement examples of negotiating meaning and intercultural communication.	<ol style="list-style-type: none"> <li>1.Students have the ability to: Identify examples of negotiating meaning and intercultural communication</li> <li>2.Give examples of negotiating meaning and intercultural communication</li> <li>3.Differentiate examples of negotiating meaning and intercultural communication</li> <li>4.Explain examples of negotiating meaning and intercultural communication</li> </ol>	<b>Criteria:</b> Observation sheets: very active, active, less active, not active Rubrics of students' assignments: the right answers are divided by the number of exercises times (X) 100%.	Presentation Discussion Doing exercises 2 X 50		0%

14	Students have the ability to: Explain discourse competence Mention developing discourse competence Identify discourse competence Implement developing discourse competence	1.Students have the ability to: Identify developing discourse competence 2.Mention developing discourse competence 3.Explain developing discourse competence 4.Implement developing discourse competence	<b>Criteria:</b> Observation sheets: very active, active, less active, not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Presentation Discussion Doing exercises 2 X 50			0%
15	Students have the ability to: Explain discourse competence Mention developing discourse competence Identify discourse competence Implement developing discourse competence	1.Students have the ability to: Identify developing discourse competence 2.Mention developing discourse competence 3.Explain developing discourse competence 4.Implement developing discourse competence	<b>Criteria:</b> Observation sheets: very active, active, less active, not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Presentation Discussion Doing exercises 2 X 50			0%
16							0%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

#### 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.

