



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																
English Morpho-Syntax	8820302070		T=2	P=0	ECTS=3.18	4	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																	
			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																	
Learning model	Case Studies																																						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		P.O																																					
Short Course Description	The study of English grammatical (morphosyntactic) categories or properties which apply both to English syntax and English morphology within a sentence, an utterance, a clause, a phrase or a word. Examples of such categories include singular/plural, tense, mood, perfect, passive, etc.																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main :																																						
	<ol style="list-style-type: none"> 1. Francis, N.W. 1968. The Structure of American English. New York: The Ronald Press Company. 2. Fromkin, V., Rodman, R. and Hyams, N. 2011. An Introduction to Language. 9th ed. USA: Heinle. 3. O'Grady, W., Dobrovolsky, M., Katamba, F. (Eds.). 1997. Contemporary Linguistics: An Introduction. China: Addison Wesley Longman Limited 4. Quirk, R., Greenbaum, S., Leech, G., and Svartvik, J. 1985. A Comprehensive Grammar of the English Language. USA: Longman Group Limited. 5. Sapir, E. 1921. Language: An Introduction to the Study of Speech. USA: Harcourt, Brace & World, Inc 6. Saussure, F..De. 1974. Course in General Linguistics. Great Britain: William Collins 7. Yule, G. 2010. The Study of Language. 4th. Ed. UK: Cambridge University Press. 																																						
	Supporters:																																						
Supporting lecturer	Dr. Oikurema Purwati, M.A., M.AppL. Fauris Zuhri, S.Pd., M.Hum.																																						
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. Identifying the morphosyntactic terms of constituent, sentence, clause, phrase, word.	1. Identifying the morphosyntactic terms of constituent, sentence, clause, phrase, word.		Presentation, discussion 2 X 50			0%
2	1. Identifying the morphosyntactic terms of constituent, sentence, clause, phrase, word.	1. Identifying the morphosyntactic terms of constituent, sentence, clause, phrase, word.		Presentation, discussion 2 X 50			0%
3	1. Explaining and giving examples of content words vs. function words and count vs. non-count nouns	1. Explaining and giving examples of content words vs. function words and count vs. non-count nouns		Presentation, discussion 2 X 50			0%
4	1. Explaining and giving examples of content words vs. function words and count vs. non-count nouns	1. Explaining and giving examples of content words vs. function words and count vs. non-count nouns		Presentation, discussion 2 X 50			0%
5	1. Explaining and giving examples Grammatical categories: N, V, Adj., Adv and preposition, conjunction, etc formal relation categories: subject, object, complement	1. Explaining and giving examples Grammatical categories: N, V, Adj., Adv and preposition, conjunction, etc formal relation categories: subject, object, complement		Presentation discussion 2 X 50			0%
6	1. Explaining and giving examples Grammatical categories: N, V, Adj., Adv and preposition, conjunction, etc formal relation categories: subject, object, complement	1. Explaining and giving examples Grammatical categories: N, V, Adj., Adv and preposition, conjunction, etc formal relation categories: subject, object, complement		Presentation discussion 2 X 50			0%
7	1. Explaining and giving examples of compounds: meaning of compounds, universality of compounding acronyms, back-formation, abbreviations, words from names, blends	1. Explaining and giving examples of compounds: meaning of compounds, universality of compounding acronyms, back-formation, abbreviations, words from names, blends		Presentation, discussion 2 X 50			0%
8	1. Explaining and giving examples of compounds: meaning of compounds, universality of compounding acronyms, back-formation, abbreviations, words from names, blends	1. Explaining and giving examples of compounds: meaning of compounds, universality of compounding acronyms, back-formation, abbreviations, words from names, blends		Presentation, discussion 2 X 50			0%
9	Mid-sem	Mid-sem		Mid-sem 2 X 50			0%
10	Explaining and giving examples of grammatical morphemes: derivational vs. inflectional morphemes, exceptions, suppletion, etc	Explaining and giving examples of grammatical morphemes: derivational vs. inflectional morphemes, exceptions, suppletion, etc		Presentation, discussion 2 X 50			0%

11	Explaining and giving examples of grammatical morphemes: derivational vs. inflectional morphemes, exceptions, suppletion, etc	Explaining and giving examples of grammatical morphemes: derivational vs. inflectional morphemes, exceptions, suppletion, etc		Presentation, discussion 2 X 50			0%
12	Explaining and giving examples of simple, compound, complex sentences	Explaining and giving examples of simple, compound, complex sentences		Presentation, discussion 2 X 50			0%
13	Explaining and giving examples of simple, compound, complex sentences	Explaining and giving examples of simple, compound, complex sentences		Presentation, discussion 2 X 50			0%
14	Explaining the basic concepts of tenses and finding examples of tenses	Explaining the basic concepts of tenses and finding examples of tenses		Presentation, discussion 2 X 50			0%
15	Explaining the basic concept of active vs. passive voice, mood and modality	Explaining the basic concept of active vs. passive voice, mood and modality		Presentation, discussion 2 X 50			0%
16	Final Test	Final Test		Final Test 2 X 50			0%

Evaluation Percentage Recap: Case Study

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.

