



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 Semantics	8820302072		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 which is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	This course presents the concepts and principles of linguistic meaning which of basic ideas in semantics, the concepts of reference and sense, logic in linguistic meaning, word meaning and interpersonal meaning.																																					
References	Main :																																					
	1. Cruse, D.A. 2000. Meaning in Language: an Introduction to Semantic and Pragmatic. London: Oxford University Press. Kreidler, Charles W. 1998. Introducing English Semantics . London and New York: Routledge. 2. Yule, George. 2006. The Study of Language (Third Edition) . New York: Cambridge University Press. 3. Cruse, D.A. 2000. Meaning in Language: an Introduction to semantic and pragmatic . London: Oxford University Press																																					
	Supporters:																																					
Supporting lecturer	Fauris Zuhri, S.Pd., M.Hum. Asrori, S.S., M.Pd.																																					
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	Students have the ability to: Explain the study of meaning Analyze the study of meaning	<ol style="list-style-type: none"> 1.Students have the ability to: Explain the systematic study of meaning 2.Explain the nature of language 3.Explain language and the individual 4.Explain demonstrating semantic knowledge 	Criteria: <ol style="list-style-type: none"> 1.Observation sheets: best, good, average, fair, and less 2.Rubrics: the right answers are divided by the number of exercises times (X) 100% 	Presentation Discussion Implementation of theory Semantics 2 X 50			0%
2	Students have the ability to: Explain the study of meaning Analyze the study of meaning	<ol style="list-style-type: none"> 1.Students have the ability to: Explain the systematic study of meaning 2.Explain the nature of language 3.Explain language and the individual 4.Explain demonstrating semantic knowledge 	Criteria: <ol style="list-style-type: none"> 1.Observation sheets: best, good, average, fair, and less 2.Rubrics: the right answers are divided by the number of exercises times (X) 100% 	Presentation Discussion Implementation of theory Semantics 2 X 50			0%
3	Students have the ability to: Explain language in use Analyze language in use	<ol style="list-style-type: none"> 1.Students have the ability to: explain pragmatics 2.explain natural and conventional signs 3.explain linguistic signs 4.differentiate between utterance and sentence 5.explain prosody 6.explain non-verbal communication 	Criteria: <ol style="list-style-type: none"> 1.Observation sheets: best, good, average, fair, and less 2.Rubrics: the right of answers are divided by the number of exercises times (X) 100% 	Presentation Discussion Doing Exercises 2 X 50			0%
4	Students have the ability to: Explain the dimension of meaning. Analyze the dimension of meaning	<ol style="list-style-type: none"> 1.Students have the ability to: differentiate between reference and denotation 2.explain connotation 3.explain sense relations 4.differentiate between lexical and grammatical meanings 5.explain morphemes 6.compare between homonymy and polysemy 7.explain lexical ambiguity 8.explain sentence meaning 	Criteria: <ol style="list-style-type: none"> 1.Observation sheets: best, good, average, fair, and less 2.Rubrics: the right of answers are divided by the number of exercises times (X) 100% 	Presentation Discussion Doing Exercises 2 X 50			0%

5	Students have the ability to: Explain semantic roles Analyze semantic roles	<ol style="list-style-type: none"> 1.Students have the ability to: explain sentences and propositions 2.explain semantic roles 3.explain valency zero 4.explain valency one 5.explain valency two 6.explain some changes in valency 	Criteria: <ol style="list-style-type: none"> 1.Observation sheets: best, good, average, fair, less 2.Rubrics: the right answers are divided by the number of exercises times (X) 100% 	Presentation Discussion Doing Exercises 2 X 50			0%
6	Students have the ability to: Explain lexical relations Analyze lexical relations	<ol style="list-style-type: none"> 1.Students have the ability to: explain lexical fields 2.explain kinship 3.explain hyponymy 4.explain synonymy 5.explain antonymy 6.explain binary and non-binary antonymy 7.explain a comparison of four relationships 8.explain converse antonymy 9.explain symmetry and reciprocity 10.explain expressions of quantity 	Criteria: 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%
7	Students have the ability to: Explain transition and transfer predicates Analyze transition and transfer predicates	<ol style="list-style-type: none"> 1.Students have the ability to: explain transition 2.differentiate between transition and transfer predicates 3.classify between transition and transfer predicates 	Criteria: 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%
8	Students have the ability to: join mid-term test do mid-term test succeed mid-term test	<ol style="list-style-type: none"> 1.Students have the ability to: join mid-term test 2.do mid-term test 3.successful mid-term test 	Criteria: Rubrics: the right answers are divided by the number of questions times (X) 100%	Achievement test 2 X 50			0%

9	Students have the ability to: Explain reference Analyze reference	<ol style="list-style-type: none"> 1. Students have the ability to: explain referents and referring expressions 2. explain extension and intention 3. explain some different kinds of references 4. explain different ways of referring 5. explain deixis 6. explain anaphora 7. explain shifts in ways of referring 8. explain referential ambiguity 	Criteria: Observation sheets: very active, active, less active, and not active Rubrics: the right answers are divided by the number of exercises times (X) 100%	Presentation Discussion Doing exercises 2 X 50			0%
10	Students have the ability to: explain sentences as arguments analyze sentences as arguments	<ol style="list-style-type: none"> 1. Students have the ability to: explain full statement clauses 2. explaining question clauses 3. explain infinitive clauses 4. explain gerund clauses 5. explaining non-factual clauses 6. explain verbal nouns 7. explain comparing types of clauses 8. explain syntactic ambiguity 	Criteria: Observation sheets: very active, active, less active, and 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 speech acts analyze speech acts	<ol style="list-style-type: none"> 1. Students have the ability to: explain the form of sentences and the purpose of utterances 2. explain analysis of speech acts 3. explain seven kinds of speech acts 4. assertive utterances 5. performative utterances 6. verdictive utterances 7. expressive utterances 8. directive utterances 9. commissive utterances 10. four speech acts compared 11. phatic utterances 	Criteria: Observation sheets: very active, active, less active, and 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: Explain aspects of English semantics Analyze aspects of English semantics	<ol style="list-style-type: none"> 1. Students have the ability to: explain generic and specific predictions 2. explain stative predicates and dynamic predicates 3. explain durative and punctual 4. explain telic and atelic 5. explain ingressive, continuative, egressive aspects 6. predicates of location 7. predicates of possession 8. predicates of cognition 9. event predicates 10. nouns and adjectives as predicates 11. aspectual verbs 12. explain prospective and retrospective 13. explain some grammatical expressions of aspect 14. the prospective 15. the perfect or retrospective 16. the progressive 	Criteria: Observation sheets: very active, active, less active, and not active Rubrics: 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: explain factivity, implication and modality analyze factivity, implication and modality	<ol style="list-style-type: none"> 1. Students have the ability to: explain factivity 2. explain implicative predicates 3. explain modalities 	Criteria: Observation sheets: very active, active, less active, and not active Rubrics: 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 a variety of predicates analyze a variety of predicates	<ol style="list-style-type: none"> 1. Students have the ability to: explain attitudinal predicates 2. explain enabling and preventing 3. explain perceptual predicates 	Criteria: Observation sheets: very active, active, less active, and 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 the semantics of morphological relations analyze the semantics of morphological relations	<ol style="list-style-type: none"> 1. Students have the ability to: explain formal processes of derivation 2. explain semantic processes in derivation 3. explain verbs formed from nouns 4. transfer meanings 5. effective meanings 6. instrumental meanings 7. vehicular meanings 8. explain verbs from adjectives 9. explain verbs from nouns 10. explain adjectives derived from verbs 11. explain adjectives derived from nouns 12. explain adjectives derived from adjectives 13. explain nouns derived from verbs 14. explain nouns derived from adjectives 15. explain nouns derived from nouns 	Criteria: Observation sheets: very active, active, less active, and 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: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.

