



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																																	
Introduction to Systemic Functional Linguistics	8820303257	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	3	July 17, 2024																																	
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																		
		Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																		
Learning model	Project Based Learning																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr><td style="width: 30px; height: 20px;">P.O</td></tr> </table>				P.O																																
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	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: 20px;">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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
Short Course Description	This course explores the definition and notion of systemic functional linguistics. This course also provides information about the differences between traditional linguistics and SFL. In this course, the students are also provided with the knowledge of aspects related to systemic functional linguistics. In addition, the students are also facilitated to analyze texts related to English language teaching and learning. As text types/ genres are applied in the English curriculum, the students are trained to apply genre analysis.																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Bartlett, Tom & O'Grady, Gerard. 2017. Routledge Handbook of Systemic Functional Linguistics. New York: Routledge 2. Christie, Frances & Derewianka, Beverly. 2008. School Discourse: Learning to Write Across the Years of Schooling 3. Derewianka, Beverly. 1991. Exploring How Texts Work. Heinemann Educational Books 4. Eggins, Suzanne. 1994. An Introduction to Systemic Functional Linguistics. London: Pinter Publisher Ltd 5. Gebhard, Meg & Accurso, Kathryn. 2020. The Concise Encyclopedia of Applied Linguistics. Systemic Functional Linguistics. Wiley 6. Gerot, Linda & Wignell, Peter. 1995. Making Sense of Functional Grammar: An Introductory Book. Sydney: Gerd Stabler 																																					
	Supporters:																																					
Supporting lecturer	Dr. Oikurema Purwati, M.A., M.AppL. Rahayu Kuswardani, S.Pd., M.AppL.																																					
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. Understanding the concept of systemic functional linguistics (SFL) which consists of ideational (propositional content), interpersonal semantics (concerned with speech function, expression of attitude), and textual semantics (theme and rheme, how text is structured as a message) .	To explain the definition of SFL To explain ideational and its examples To explain interpersonal and its examples To explain textual and its examples	Criteria: 1.1 There will be four assessments: 2. Classroom Participation: 20% 3. Quiz and take-home assignment: 30% 4. Mid-term test: 20% 5. Final test: 30% Form of Assessment : Participatory Activities	· Explanation · Discussion Question-Answer 2 X 50			6%
2	1. Understanding the concept of systemic functional linguistics (SFL) which consists of ideational (propositional content), interpersonal semantics (concerned with speech function, expression of attitude), and textual semantics (theme and rheme, how text is structured as a message) .	To explain the definition of SFL To explain ideational and its examples To explain interpersonal and its examples To explain textual and its examples	Criteria: 1.1 There will be four assessments: 2. Classroom Participation: 20% 3. Quiz and take-home assignment: 30% 4. Mid-term test: 20% 5. Final test: 30% Form of Assessment : Participatory Activities	· Explanation · Discussion Question-Answer 2 X 50			6%
3	1. Understanding the concept of systemic functional linguistics (SFL) which consists of ideational (propositional content), interpersonal semantics (concerned with speech function, expression of attitude), and textual semantics (theme and rheme, how text is structured as a message) .	To explain the definition of SFL To explain ideational and its examples To explain interpersonal and its examples To explain textual and its examples	Criteria: 1.1 There will be four assessments: 2. Classroom Participation: 20% 3. Quiz and take-home assignment: 30% 4. Mid-term test: 20% 5. Final test: 30% Form of Assessment : Participatory Activities	· Explanation · Discussion Question-Answer 2 X 50			2%
4	1. Understanding the concept of systemic functional linguistics (SFL) which consists of ideational (propositional content), interpersonal semantics (concerned with speech function, expression of attitude), and textual semantics (theme and rheme, how text is structured as a message) .	To explain the definition of SFL To explain ideational and its examples To explain interpersonal and its examples To explain textual and its examples	Criteria: 1.1 There will be four assessments: 2. Classroom Participation: 20% 3. Quiz and take-home assignment: 30% 4. Mid-term test: 20% 5. Final test: 30% Form of Assessment : Participatory Activities	· Explanation · Discussion Question-Answer 2 X 50			2%

5	<p>Able to understand and explain one of the Metafunctions: Ideational Function Able to understand and explain one of the Metafunctions: Interpersonal Function Able to understand and explain one of the Metafunctions: Textual Function UTS Able to understand and critically review the Dimension of SFL & Stratal System</p>	<p>Criteria: accuracy of explanation Non-test form: performance/presentation Criteria: accuracy of explanation Non-test form: performance/presentation Criteria: accuracy of explanation Non-test form: performance/presentation In written form (paper) and portfolio Criteria: accuracy explains non-test form: performance/presentation</p>	<p>Criteria: 1.1 Paper Rubric 2.No. 3.Aspects 4.Ideal Score 5.Gotten Score 6.1 7.Introduction: leading to problem(s) 8.15 9.10 10.2 11.Theoretical framework: sufficiency and relevance 12.20 13.14 14.3 15.Discussion: logic and depth 16.40 17.30 18.4 19.Conclusion: appropriate answer to problem(s) 20.15 21.10 22.5 23.Reference: truth and correctness 24.10 25.9 26.Sum 27.100 28.73</p>	<p>Form: online lecture (online class: GoogleMeet/zoom) Method: presentation and discussion Ideational Function critically, contextually and collaboratively in conducting effective analysis Form: online lecture (online class: GoogleMeet/zoom) Method: presentation and discussion Interpersonal Function critical and contextual and collaborative in conducting effective analysis Form: online lecture (online class: GoogleMeet/zoom) Method: presentation and discussion Textual Function critically and contextually and collaboratively in conducting effective UTS analysis Form: Online lecture (online class: GoogleMeet/Zoom) Method: presentation and discussion regarding Dimension of SFL & Stratal System 2 X 50</p>			0%
6	<p>Able to understand and explain one of the Metafunctions: Ideational Function Able to understand and explain one of the Metafunctions: Interpersonal Function Able to understand and explain one of the Metafunctions: Textual Function UTS Able to understand and critically review the Dimension of SFL & Stratal System</p>	<p>Criteria: accuracy of explanation Non-test form: performance/presentation Criteria: accuracy of explanation Non-test form: performance/presentation Criteria: accuracy of explanation Non-test form: performance/presentation In written form (paper) and portfolio Criteria: accuracy explains non-test form: performance/presentation</p>	<p>Criteria: 1.1 Paper Rubric 2.No. 3.Aspects 4.Ideal Score 5.Gotten Score 6.1 7.Introduction: leading to problem(s) 8.15 9.10 10.2 11.Theoretical framework: sufficiency and relevance 12.20 13.14 14.3 15.Discussion: logic and depth 16.40 17.30 18.4 19.Conclusion: appropriate answer to problem(s) 20.15 21.10 22.5 23.Reference: truth and correctness 24.10 25.9 26.Sum 27.100 28.73</p>	<p>Form: online lecture (online class: GoogleMeet/zoom) Method: presentation and discussion Ideational Function critically, contextually and collaboratively in conducting effective analysis Form: online lecture (online class: GoogleMeet/zoom) Method: presentation and discussion Interpersonal Function critical and contextual and collaborative in conducting effective analysis Form: online lecture (online class: GoogleMeet/zoom) Method: presentation and discussion Textual Function critically and contextually and collaboratively in conducting effective UTS analysis Form: Online lecture (online class: GoogleMeet/Zoom) Method: presentation and discussion regarding Dimension of SFL & Stratal System 2 X 50</p>			0%

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11				2 X 50			0%
12				2 X 50			0%
13				2 X 50			0%
14				2 X 50			0%
15				2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	10%
3.	Practice / Performance	10%
		40%

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.