



**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>																																
Pragmatics	8820302165		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>	Case Studies																																						
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		P.O																																					
<b>Short Course Description</b>	This online course (lesson) of Pragmatics deals with linguistic meaning, kinds of basic elements to make reference in characterizing the meanings of words or other linguistic units, kinds of relevant data, and how to evaluate the various possible types of data and how word meanings change. Theoretical topics covered include categorization construal acquisition of concepts metaphor blending metonymy compositionality mental spaces lexical semantic change. Various semantic domains will be examined in connection with these topics, eg color terms, kinship, dimensional terms, verb meaning but two domains will be treated in depth from various perspectives: the semantics of everyday concepts, and the semantics of space and motion. For pragmatics theoretical frameworks are speech acts, implicature, presupposition, relevant theory, cooperative principles, politeness principles, references, deixis, contexts and co-texts. The final project is documenting the short functional texts found in the public areas to interpret the communication functions.																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">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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<b>References</b>	<b>Main :</b>																																						
	<ol style="list-style-type: none"> <li>1. References</li> <li>2. Crystal, D. 1995. The Cambridge Encyclopedia of English Language. New York: Cambridge :University Press.</li> <li>3. Cruse, D. A. 1990. Language Meaning and Sense: Semantics. In N. E. Collinge (Ed.). An Encyclopaedia of Language. London: Routledge</li> <li>4. Cruse, D. Alan.2000. Meaning in Language: An Introduction to Semantics and Pragmatics.NY: Oxford University Press.</li> <li>5. Cutting, Joan. 2002. Pragmatics and Discourse: A resource book for students. New York: Routledge.</li> <li>6. Allan. Keith, Jaszozolt. Kasia M., 2012. The Cambridge handbook of pragmatics. Cambridge University Press.</li> </ol>																																						
	<b>Supporters:</b>																																						
<b>Supporting lecturer</b>	Fauris Zuhri, S.Pd., M.Hum. Asrori, S.S., M.Pd.																																						
<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	Learners can explain what saying, meaning, and implications are.	<ol style="list-style-type: none"> <li>Learners can explain what is said and what is said are.</li> <li>what speaker meaning is.</li> <li>what conversational implicature is.</li> <li>what common misunderstandings about conversational implicature are.</li> <li>what is the relationship between saying and implying are.</li> </ol>	<b>Criteria:</b> content of topic discussion structure of topic discussion linguistic features of topic discussion	DiscussionPresentation, Question-Answer 2 X 50			0%
2	Learners can explain what implying and inferring are.	<ol style="list-style-type: none"> <li>Learners can explain what a vulgar conflation is.</li> <li>what implications and implications are.</li> <li>what sacral implicature and the maxim map are.</li> <li>what is meant and what is said: the – plicature family are.</li> <li>what conventional implicature from Frege to Grice (and beyond) are.</li> <li>what implications and speaker meaning are.</li> </ol>	<b>Criteria:</b> content of topic discussion structure of topic discussion linguistic features of topic discussion	DiscussionPresentation, Question-Answer 2 X 50			0%
3	Learners can explain speaker intentions and intentionality are.	<ol style="list-style-type: none"> <li>Learners can explain what intentionality is.</li> <li>what intentions in communication are.</li> <li>what concluding remarks: intentions as 'creatures of darkness' or a useful tool, are.</li> </ol>	<b>Criteria:</b> content of topic discussion structure of topic discussion linguistic features of topic discussion	DiscussionPresentation, Question-Answer 2 X 50			0%
4	Learners can explain what context and content: pragmatics in two-dimensional semantics are.	<ol style="list-style-type: none"> <li>Learners can explain who Kaplan is.</li> <li>who Stalnaker is</li> <li>who Chalmers is.</li> <li>what dynamic two-dimensional semantics is.</li> </ol>	<b>Criteria:</b> content of topic discussion structure of topic discussion linguistic features of topic discussion	DiscussionPresentation, Question-Answer 2 X 50			0%
5	Learners can explain contextualism: several varieties are.	<ol style="list-style-type: none"> <li>Learners can explain what the modularity issue is.</li> <li>what the 'extent of context-sensitivity' issue is.</li> <li>what does context-sensitivity generalize?</li> <li>what arguments from lexical semantics are.</li> <li>what pragmatic modulation is.</li> <li>why resist Radical Contextualism?</li> <li>7. what the systematicity issue is.</li> </ol>	<b>Criteria:</b> content of topic discussion structure of topic discussion linguistic features of topic discussion	DiscussionPresentation, Question-Answer 2 X 50			0%
6	Learners can explain what the psychology of utterance processing: context vs salience are.	<ol style="list-style-type: none"> <li>Learners can explain what salient meanings and salience-based interpretations are not necessarily literal.</li> <li>what opting for the literal interpretation is not necessarily a default strategy, meaning.</li> <li>what context effect – later interpretation process is.</li> <li>what coda is.</li> </ol>	<b>Criteria:</b> content of topic discussion structure of topic discussion linguistic features of topic discussion	DiscussionPresentation, Question-Answer 2 X 50			0%

7	Learners can explain what sentences, utterances, and speech acts are.	<ol style="list-style-type: none"> <li>Learners can explain who Searle: illocutionary forces as intrinsic to sentence meanings are.</li> <li>what Grice's heritage: illocutionary forces and utterances are.</li> <li>what locutionary acts are.</li> <li>what forceless meaning and indirect speech acts are.</li> <li>what indirect speech acts and explicit performances are.</li> <li>what by way of conclusion: illocutionary force attribution is.</li> </ol>	<b>Criteria:</b> content of topic discussion structure of topic discussion linguistic features of topic discussion	DiscussionPresentation, Question-Answer 2 X 50			0%
8	Mid-term Test	Mid-term Test	<b>Criteria:</b> content of topic discussion structure of topic discussion linguistic features of topic discussion	Formative / Take-home 2 X 50			0%
9	Learners can explain what the normative dimension of discourse is.	<ol style="list-style-type: none"> <li>Learners can explain what discourse and normativity are.</li> <li>what transferring information is.</li> <li>what the pragmatic turn is.</li> <li>what ties an observation report to what it reports are.</li> <li>what correctness is.</li> <li>what norms and conventions are.</li> <li>7. what normative speech acts theory is.</li> </ol>	<b>Criteria:</b> content of topic discussion structure of topic discussion linguistic features of topic discussion	the activity of class observation monitoring of discussion monitoring of questions and answers 2 X 50			0%
10	Learners can explain what pragmatics in the (English) lexicon is.	<ol style="list-style-type: none"> <li>Learners can explain what a credibility metric is.</li> <li>what semantic specifications for birds and bulls are.</li> <li>what climbing is.</li> <li>what collectives and collectivizing are.</li> <li>what animals for food and fur are.</li> <li>what and is.</li> <li>what sorites are.</li> <li>what formulaic language in the lexicon is.</li> <li>what connotation in the lexicon is.</li> </ol>	<b>Criteria:</b> content of topic discussion structure of topic discussion linguistic features of topic discussion	DiscussionPresentation, Question-Answer 2 X 50			0%
11	Learners can explain what conversational interaction is.	<ol style="list-style-type: none"> <li>Learners can explain what types of conversational interaction are.</li> <li>what the interactional machinery of conversational interaction is.</li> <li>what characterizing conversational interaction is.</li> <li>what towards a pragmatics of conversational interaction is.</li> </ol>	<b>Criteria:</b> content of topic discussion structure of topic discussion linguistic features of topic discussion	DiscussionPresentation, Question-Answer 2 X 50			0%
12	Learners can explain what experimental investigations and pragmatic theorizing are.	<ol style="list-style-type: none"> <li>Learners can explain what introduction: pragmatics in the mind is.</li> <li>what quantity implicature is.</li> </ol>	<b>Criteria:</b> content of topic discussion structure of topic discussion linguistic features of topic discussion	DiscussionPresentation, Question-Answer 2 X 50			0%

13	Learners can explain what referring in discourse is.	<ol style="list-style-type: none"> <li>Learners can explain what the classical background, an initial refinement is.</li> <li>what referring vs denoting: the Russellian orthodoxy are.</li> <li>what speaker's reference: Strawson's challenge is.</li> <li>what defending the Russellian orthodoxy is.</li> <li>what extends Strawson's challenge is.</li> </ol>	<b>Criteria:</b> content of topic discussion structure of topic discussion linguistic features of topic discussion	DiscussionPresentation, Question-Answer 2 X 50			0%
14	Learners can explain what proportional attitude reports: pragmatic aspects are.	<ol style="list-style-type: none"> <li>Learners can explain what proportional attitudes and proportional attitude reports are.</li> <li>what attitudes at the semantics/pragmatics interface: an overview is.</li> <li>what attitude reports and pragmatics-rich semantics are.</li> <li>what beyond substitutions are.</li> <li>what representation of attitude reports are.</li> <li>what mentality: compositionality and attitudes are.</li> <li>7. what concluding remarks: the pragmatic perspective are.</li> </ol>	<b>Criteria:</b> content of topic discussion structure of topic discussion linguistic features of topic discussion	DiscussionPresentation, Question-Answer 2 X 50			0%
15	Learners can explain what presupposition and accommodation in discourse are.	<ol style="list-style-type: none"> <li>Learners can explain what presupposition and context are.</li> <li>what accommodation is.</li> <li>what projection and cancellation are.</li> <li>what accommodation in a dynamic framework is.</li> </ol>	<b>Criteria:</b> content of topic discussion structure of topic discussion linguistic features of topic discussion	DiscussionPresentation, Question-Answer 2 X 50			0%
16							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.

