



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																																									
Sociolinguistics	8820302199		T=2	P=0	ECTS=3.18	6	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	PO Matrix at the end of each learning stage (Sub-PO)																																															
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																
References	Main : <ol style="list-style-type: none"> 1. Auer, Peter and Li Wei, 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter. 2. Holmes, Janet. 1992. An Introduction to Sociolinguistics . New York: Longman Group. 3. Li Wei ed. 2000. The Bilingualism Reader . London and New York: Routledge. 4. Wardhough, Ronald. 2006. An Introduction to Sociolinguistics 5th ed. Massachusetts: Blackwell Publishing. Supporters:																																															
Supporting lecturer	Sueb, S.Pd., 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	Learner can explain the study of sociolinguistics consisting of knowledge of language, variation, speakers and their groups, language and culture, and the boundaries of Sociolinguistics.	Learners can explain 1. what knowledge of language is. 2. what variation is. 3. who are the speakers and their groups are. 4. what language and culture are. 5. what the boundaries of Sociolinguistics are.	Criteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Discussion Presentation, Question- Answer 2 X 50			0%
2	Learners can explain what languages, dialects, and varieties are.	Learners can explain 1. what language or dialect are. 2. what standardization is. 3. what regional dialects are. 4. what social dialects are. 5. what styles, registers, and genres are.	Criteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation, Discussion, Question- Answer 2 X 50			0%
3	Learners can explain what defining groups are.	Learners can explain 1. what speech communities are. 2. what communities of practice are. 3. what social networks are. 4. what social identities are. 5. what beliefs about language and social groups are.	Criteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation, Discussion, Question- Answer 2 X 50			0%
4	Learners can explain what languages in contact: multilingual societies and multilingual discourse are.	Learners can explain 1. what multilingualism as a social phenomenon is. 2. what diglossia is. 3. what multilingual discourse is.	Criteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation, Discussion, Question- Answer 2 X 50			0%
5	Learners can explain what languages: structural consequences of social factors are.	Learners can explain 1. what lingua francas are. 2. what pidgin and creole languages: definitions are. 3. what pidgin and creole formation are. 4. what geographical distribution is. 5. what linguistic characteristics of pidgin/creole languages are. 6. what the journey from pidgin to creole and beyond is.	Criteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation, Discussion, Question- Answer 2 X 50			0%
6	Learners can explain what language variation is.	Learners can explain 1. what regional variation is. 2. what the linguistic variable is. 3. what social variation is. 4. what data collection and analysis are.	Criteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation, Discussion, Question- Answer 2 X 50			0%
7	Learners can explain what three waves of variation studies are.	Learners can explain 1. what the first wave of variation studies were. 2. what the second wave of variation studies were. 3. what the third wave of variation studies are.	Criteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation, Discussion, Question- Answer 2 X 50			0%
8	Learners can explain what language variation and change are.	Learners can explain 1. what the traditional view is. 2. what some changes in progress are. 3. what the process of change is.	Criteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation, Discussion, Question- Answer Mid- term test 2 X 50			0%

9	Learners can explain ethnographic approaches in Sociolinguistics are.	Learners can explain 1. what the ethnography of communication is. 2. what ethnomethodology is. 3. what linguistic ethnography is.	Criteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation, Discussion, Question- Answer 2 X 50			0%
10	Learners can explain what pragmatics is.	Learners can explain 1. what speech acts are. 2. what implicature is. 3. what politeness is. 4. what pronouns are. 5. what naming and titles are.	Criteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation, Discussion, Question- Answer 2 X 50			0%
11	Learners can explain what discourse analysis is.	Learners can explain 1. what conversational analysis is. 2. what interactional sociolinguistics is. 3. what critical discourse analysis is.	Criteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation, Discussion, Question- Answer 2 X 50			0%
12	Learners can explain what language, gender, and sexuality are.	Learners can explain 1. what defining terms: gender, sex category, and sexuality are. 2. what sexist language is. 3. what discourses of gender and sexuality are. 4. what deficit, dominance, difference, and identities are.	Criteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation, Discussion, Question- Answer 2 X 50			0%
13	Learners can explain what sociolinguistics and education are.	Learners can explain 1. what social dialects and education are. 2. what multilingual education is. 3. what education and world-wide English are.	Criteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation, Discussion, Question- Answer 2 X 50			0%
14	Learners can explain what language policy and planning are.	Learners can explain 1. what terminology, concepts, and development of the field are. 2. what language policy and planning (LPP) and nationalization are. 3. what language policy and planning (LPP) in post- and neo-colonial contexts are. 4. what language policy and planning (LPP) in the United States and Canada are. 5. what multilingual countries and language policies and planning (LPP) are. 6. what endangered languages and the spread of English are.	Criteria: content of topic discussion structure of topic discussion linguistic features of topic discussion	Presentation, Discussion, Question- Answer 2 X 50			0%
15							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.