



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																																						
English Morphology and Syntax	7920203272	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	3	July 16, 2024																																																																																																																						
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																																																																																							
				Dr. Ali Mustofa, S.S., M.Pd.																																																																																																																							
Learning model	Project Based Learning																																																																																																																												
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																																												
	Program Objectives (PO)																																																																																																																												
	PO - 1	To distinguish the area of study between morphology and syntax																																																																																																																											
	PO - 2	Being able to appraise the data analysis of words, the phrases, and sentences based on the theory of morphology and syntax.																																																																																																																											
	PO - 3	Being able to evaluate the general structure of words, and the phrase and structure of well-formed sentences in English																																																																																																																											
	PO - 4	Being able to justify the structure of words, phrases, and sentences of English in written and spoken texts.																																																																																																																											
	PO - 5	Being able to explain the words structures and the well-formed sentence structures in English																																																																																																																											
	PLO-PO Matrix																																																																																																																												
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> <tr><td>PO-5</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4	PO-5																																																																																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																													
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																	PO-5																						
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Short Course Description	This course focuses on supporting the ability to analyze words, phrases, and sentences based on the concepts of morphology and syntax. The course provides the students to be able to analyze the structure of words, phrases, and well-formed sentences of English. The course also provides the discussion on developing an analysis of written and spoken text for academic purposes and for general society. This course uses problem-based methods of learning.																																																																																																																												
References	Main :																																																																																																																												
	<ol style="list-style-type: none"> 1. Harley, Heidi. 2006. English Words.Oxford: Blackwell Publishing 2. Katamba, Francis. 1994. English Words. London: Routledge 3. McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press. 4. Miller, Jim. 2002. An Introduction to English Syntax. Edinburg: Edinburg University Press 5. Sobin, Nicholas, 2011. Syntatic Analysis The Basics. West Sussex: Willey Blackwell. 6. Fromkin, V., Rodman, R. and Hyams, N. 2011. An Introduction to Language. 9th ed. USA: Heinle 7. Plag, Ingo. 2002. Word Formation in English. Cambridge: Cambridge University Press 8. Wekker, Herman & Liliane Haegeman. 1996. A Modern Course in English Syntax. New York: Routledge. 9. Yule, G. 2010. The Study of Language. 4th. Ed. UK: Cambridge University Press 																																																																																																																												
	Supporters:																																																																																																																												

			1. Journals 2. movie clips 3. Newspaper/magazines/articles				
Supporting lecturer	Dian Rivia Himmawati, S.S., M.Hum. Ayunita Leliana, S.S., M.Pd. Adam Damanhuri, S.S., M.Hum. Cicilia Deandra Maya Putri, S.Hum., M.A.						
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	To introduce the course outline	none	Criteria: none Form of Assessment : Participatory Activities	<ul style="list-style-type: none"> Lecturing Discussion Question-Answer 3 X 50		Material: Basic concepts of morphology & syntax Reader: <i>McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press.</i> <hr/> Material: Basic concepts of morphology & syntax Library:	2%
2	To understand types of Morpheme	to Identify and to analyze bound morpheme and free	Criteria: none Form of Assessment : Participatory Activities	Lecturing <ul style="list-style-type: none"> Discussion Question-Answer 6 X 50	Lecturing <ul style="list-style-type: none"> Discussion Question-Answer	Material: • Types of morpheme, including roots, stems, and the different types of affixes Bibliography: <i>McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press.</i>	3%
3	To identify the parts of speech, class, and function in functional grammar	To apply functional grammar features	Criteria: none Form of Assessment : Participatory Activities	Lecturing <ul style="list-style-type: none"> Discussion Question-Answer 6 X 50	Lecturing <ul style="list-style-type: none"> Discussion Question-Answer	Material: The hierarchical structure of complex morphology of complex words References: <i>McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press.</i>	5%
4	to understand The morphological similarity between spoken and signed	to identify the word classes in English	Criteria: Participatory Activities Form of Assessment : Participatory Activities	Lecturing <ul style="list-style-type: none"> Discussion Question-Answer 6 X 50	Lecturing <ul style="list-style-type: none"> Discussion Question-Answer	Material: The morphological similarity between spoken and sign References: <i>McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press.</i>	3%
5	to understand The morphological similarity between spoken and signed language	to identify the word classes in English	Criteria: 1.none 2.10 Form of Assessment : Participatory Activities	Lecturing <ul style="list-style-type: none"> Discussion Question-Answer 3 X 50	Lecturing <ul style="list-style-type: none"> Discussion Question-Answer	Material: The morphological similarity between spoken and sign language References: <i>McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press.</i>	2%
6	to identify bound and free morpheme found on the internet	to identify bound and free morpheme found on the internet	Criteria: Oral and written Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Explaining the problem-based activities: 1. Giving the written text from authentic sources from the internet (social media) to the students. The text contains English sentences. 2. Identifying the bound morpheme and free morpheme used in the t 6 X 50	Explaining the problem-based activities: 1. Giving the written text from authentic sources from the internet (social media) to the students. The text contains English sentences. 2. Identifying the bound morpheme and free morpheme used in the t	Material: PBL Bibliography: <i>McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press.</i> <hr/> Material: PBL Reader: <i>Harley, Heidi. 2006. English Words. Oxford: Blackwell Publishing</i> <hr/> Material: PBL Reference: <i>Katamba, Francis. 1994. English Words. London: Routledge</i> <hr/> Material: Bound and Free Morpheme Library: <i>Newspaper/magazines/articles</i>	10%

7	to understand bound morpheme and its types found on the internet	identify bound morphemes and their types found on the internet	Criteria: none Form of Assessment : Participatory Activities, Portfolio Assessment	Explaining the problem-based activities: 1. Giving the written text taken from authentic sources from the internet (social media) to the students. The text contains English sentences that may have some errors in spelling. 2. Identifying the affixes in the new words including their morphological processes, such as inflection, derivation, and compounding 6 X 50	Explaining the problem-based activities: 1. Giving the written text taken from authentic sources from the internet (social media) to the students. The text contains English sentences that may have some errors in spelling. 2. Identifying the affixes in the new words including their morphological processes, such as inflection, derivation, and compounding	Material: PBL Bibliography: <i>McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press.</i> Material: PBL Reference: <i>Katamba, Francis. 1994. English Words. London: Routledge</i>	10%
8	Be able to understand the basic principles of sentence structure, including the role of subject and predicate, and the distinction between phrases and clauses.	to analyze subject and predicate, and the distinction between phrases and clauses	Criteria: Oral and written Form of Assessment : Participatory Activities	Lecturing, Discussion and Answer 3 X 50	Lecturing, Discussion, Answer	Material: the arguments for our unconscious knowledge of syntactic properties References: <i>Miller, Jim. 2002. An Introduction to English Syntax. Edinburgh: Edinburgh University Press</i>	5%
9	Become able to analyze the principles of sentence coordination and subordination, including the use of conjunctions and relative pronouns.	to identify the principles of sentence coordination and subordination, including the use of conjunctions and relative pronouns	Criteria: oral and written Form of Assessment : Participatory Activities, Portfolio Assessment	Lecturing ● Discussion Question-Answer 6 X 50	Lecturing ● Discussion Question-Answer	Material: the syntactic categories using constituency test and distributional criteria References: <i>Miller, Jim. 2002. An Introduction to English Syntax. Edinburgh: Edinburgh University Press</i>	5%
10	Being able to identify the different grammatical structures in English, including passive voice, reported speech, and conditional sentences.	to analyze the different grammatical structures in English, including passive voice, reported speech, and conditional	Criteria: Oral and written Form of Assessment : Participatory Activities	Lecturing ● Discussion Question-Answer 6 X 50	Lecturing ● Discussion Question-Answer	Material: the system of phrase structure rules to draw phrase structure trees for a range of English sentences Reader: <i>Miller, Jim. 2002. An Introduction to English Syntax. Edinburgh: Edinburgh University Press</i>	5%
11	Being able to identify and correct common grammatical errors in written and spoken English	to analyze common grammatical errors in written and spoken English	Criteria: oral and written Form of Assessment : Participatory Activities	lecturing, discussion, answers and questions 6 X 50	lecturing, discussion, answers and questions	Material: the system of phrase structure rules to clarify the errors on phrase structure trees for a range of English sentences Reader: <i>Miller, Jim. 2002. An Introduction to English Syntax. Edinburgh: Edinburgh University Press</i>	5%
12	Become able to analyze the principles of sentence coordination and subordination, including the use of conjunctions and relative pronouns	to engage the activities in the problem-based study.	Criteria: Oral and written Form of Assessment : Participatory Activities	SpeechSmall group discussionSelf-paced text analysis 6 X 50		Material: PBL Reference: <i>Miller, Jim. 2002. An Introduction to English Syntax. Edinburgh: Edinburgh University Press</i> Material: PBL Reader: <i>Wekker, Herman & Liliane Haegeman. 1996. A Modern Course in English Syntax. New York: Routledge.</i>	5%
13	Become able to analyze the principles of sentence coordination and subordination, including the use of conjunctions and relative pronouns.	Engaging the activities in the problem-based study	Criteria: Oral and written Form of Assessment : Practice / Performance	SpeechSmall group discussionSelf-paced text analysis 6 X 50		Material: PBL Reference: <i>Miller, Jim. 2002. An Introduction to English Syntax. Edinburgh: Edinburgh University Press</i>	5%

14	Being able to identify the different grammatical structures in English, including passive voice, reported speech and conditional sentences.	to answer questions in Reflective Practice paper regarding the problem-based activities in meetings 13 & 14.	Criteria: Written Form of Assessment : Participatory Activities, Portfolio Assessment	SpeechSmall group discussionSelf-paced text analysis 6 X 50		Material: PBL Reference: Miller, Jim. 2002. <i>An Introduction to English Syntax</i> . Edinburgh: Edinburgh University Press Material: PBL Reference: Sobin, Nicholas, 2011. <i>Syntactic Analysis The Basics</i> . West Sussex: Willey Blackwell.	10%
15	Being able to define some key concepts of morphemes, including the differences between free and bound morphemes, and the use of affixes to create new words. LLO 5 Being able to recognize and analyze different morphological processes, such as inflection, derivation, and compounding	to answer the questions in Reflective Practice paper.	Criteria: none Form of Assessment : Portfolio Assessment	Group text analysis (Deadline: week 16) 3 X 50		Material: Discussion on the hierarchical structure of complex morphology of complex words References: Miller, Jim. 2002. <i>An Introduction to English Syntax</i> . Edinburgh: Edinburgh University Press Material: Discussion on the hierarchical structure of complex morphology of complex words References: McCathy, Andrew Carstairs. 2002. <i>An Introduction to English Morphology (words and their structure)</i> . Edinburgh: Edinburgh University Press.	10%
16	Being able to define some key concepts of morphemes, including the differences between free and bound morphemes, and the use of affixes to create new words. LLO 5 Being able to recognize and analyze different morphological processes, such as inflection, derivation, and compounding	to answer the questions in Reflective Practice paper	Criteria: Written Form of Assessment : Participatory Activities, Portfolio Assessment	Take-home exam Deadline: June 2023 3 X 50		Material: PBL Reference: Miller, Jim. 2002. <i>An Introduction to English Syntax</i> . Edinburgh: Edinburgh University Press Material: PBL Bibliography: McCathy, Andrew Carstairs. 2002. <i>An Introduction to English Morphology (words and their structure)</i> . Edinburgh: Edinburgh University Press.	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	55%
2.	Project Results Assessment / Product Assessment	5%
3.	Portfolio Assessment	35%
4.	Practice / Performance	5%
		100%

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.

