



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 Phonology	7920202056	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	3	May 5, 2023
AUTHORIZATION		SP Developer	Course Cluster Coordinator		Study Program Coordinator
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course															
PLO-5	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement															
PLO-10	Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.															
Program Objectives (PO)																
PO - 1	Being able to appraise segmental features of several languages															
PO - 2	Being able to compare and contrast segmental features of two different languages															
PO - 3	Being able to deliver the opinion as pre intermediate level															
PO - 4	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement.															
PLO-PO Matrix																
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PO-1																
PO-2																
PO-3																
PO-4																

PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
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Short Course Description This subject describes sound patterns of English. This explores the process of speech production that covers sound classification, morpheme and allomorph, phonemes, allophones and their distribution, rules of phonology, syllable structure, supra segmental phonemes. The phonological system of English is compared to other language systems to sharpen the view on the speech production processes and its phonological rules. The classroom activities are conducted through presentation, discussion, question-answer, and assignment.

References	<p>Main :</p> <ol style="list-style-type: none"> Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning. Odden, David. 2005. Introducing Phonology. Cambridge: Cambridge University Press. McMahon, A. 2002. An Introduction to English Phonology. Edinburgh: Edinburg University Press. Radford, Andrew, et.al. 2009. Linguistics: An Introduction (2nd edition). New York: Cambridge University Press. https://www.youtube.com/watch?v=72M77Tva https://www.youtube.com/watch?v=14eby6btE1 https://www.youtube.com/watch?v=h4yrIuCE6UM <p>Supporters:</p>
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Supporting lecturer Prof. Slamet Setiawan, M.A., Ph.D.
 Ayunita Leliana, 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	Being able to identify the organs of speech in detail.	<ol style="list-style-type: none"> To know the responsibility deals with the course To compare Introduction to Linguistics with English Phonology To explain and give examples of the scope of English Phonology 	<p>Criteria: presentation students: Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.</p> <p>Form of Assessment : Participatory Activities</p>	PresentationDiscussionQuestion-Answer 2 X 50		<p>Material: Organs of speech; articulators Bibliography: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i></p>	2%
2	Being able to identify the labels of English consonants	<ol style="list-style-type: none"> To examine the organs of speech To experiment with sound production 	<p>Criteria: presentation students: Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	PresentationDiscussionQuestion-Answer 2 X 50		<p>Material: Consonants Bibliography: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i></p>	3%
3	Being able to identify the labels of English consonants	<ol style="list-style-type: none"> To distinguish English consonants based on their voicing, place, and manner of articulation To compare each consonant based on its label 	<p>Criteria: presentation students: Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.</p> <p>Forms of Assessment : Participatory Activities, Practice/Performance, Tests</p>	Presentation and Classical Discussion 2 X 50		<p>Material: Consonants Bibliography: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i></p> <p>Material: Consonants Library: https://www.youtube.com/...</p>	3%
4	Being able to identify the labels of English consonants	<ol style="list-style-type: none"> To distinguish English consonants based on their voicing, place, and manner of articulation To compare each consonant based on its label 	<p>Criteria: presentation students: Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.</p> <p>Forms of Assessment : Participatory Activities, Practice/Performance, Tests</p>	Quiz and Game 2 X 50		<p>Material: Consonants Bibliography: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i></p> <p>Material: Consonants Library: https://www.youtube.com/...</p>	7%
5	To apply the symbols of consonants, vowels, and diphthongs to transcribe the written text	<ol style="list-style-type: none"> Student accurately transcribes a given list of English words containing various vowel sounds using the International Phonetic Alphabet (IPA). Student correctly identifies and labels the vowel phonemes in English words provided during the class meeting. Student demonstrates the ability to recognize and label English diphthongs in spoken words and sentences. 	<p>Criteria: Student transcribes a spoken English sentence containing various vowel and diphthong sounds accurately using IPA.</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Presentation and Discussion 2 X 50		<p>Material: Phonetic symbols Bibliography: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i></p>	3%
6	Being able to apply the symbols of consonants, vowels, and diphthongs to transcribe the written text	To demonstrate the transcription of written text (spelling correspondence) into phonetic symbols and vice versa	<p>Criteria: presentation students: Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<ol style="list-style-type: none"> Students transcribe the provided text Students write the orthography of the provided text written in phonetic symbols 2 X 50		<p>Material: Phonetic symbols Bibliography: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i></p>	3%

7	Being able to apply the morphophonemic rules	<ol style="list-style-type: none"> To analyze and demonstrate the rules to pronounce Plural allomorph[s], [z], and [əz] To analyze and demonstrate the rules to pronounce Past tense allomorphs [d], [t], and [əd] To analyze and demonstrate the rules to pronounce Negation allomorph (Will language has [m] before [p], [n] before [t], and [ŋ] before [k]) 	<p>Criteria: presentation students: Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.</p> <p>Form of Assessment : Participatory Activities</p>	Students identify the morphophonemic phenomenon in the texts. 2 X 50		<p>Material: The pronunciation of morphemes References: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cengage Learning.</i></p> <hr/> <p>Material: Morphology References: <i>McMahon, A. 2002. An Introduction to English Phonology. Edinburgh: Edinburgh University Press.</i></p>	3%
8	Being able to identify the organs of speech in detail; Being able to identify the labels of English consonants; Being able to examine English vowels and diphthongs based on the positions of the tongue and the shapes of the lips; Being able to apply the symbols of consonants, vowels, and diphthongs to transcribe the written text; Being able to apply the morphophonemic rules	To demonstrate the understanding of the materials discussed in meetings 1 up to 7	<p>Criteria: mid-term test</p> <p>Form of Assessment : Test</p>	Mid term exam 2 X 50		<p>Material: Chapters 5 & 6 Bibliography: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cengage Learning.</i></p> <hr/> <p>Material: Chapters 1 - 4 Bibliography: <i>Odden, David. 2005. Introducing Phonology. Cambridge: Cambridge University Press.</i></p>	20%
9	Being able to apply the rules of phoneme and allophone both in English and Bahasa Indonesia	presentation students: Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.	<p>Criteria: presentation students: Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.</p> <p>Form of Assessment : Participatory Activities</p>	STUDENTS PRESENTATION 2 X 50		<p>Material: Literature Review : <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cengage Learning.</i></p>	3%
10	To examine some distinctive features in detail	To differentiate the distinctive and non-distinctive features and to investigate the presence of assimilation and fusion in English	<p>Criteria: presentation students: Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.</p> <p>Form of Assessment : Participatory Activities</p>	PresentationDiscussionQuestion-Answer 2 X 50		<p>Material: Literature Review : <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cengage Learning.</i></p>	3%
11	To identify some processes of dissimilation Feature changing Segment insertion Segment deletion Metathesis	<ol style="list-style-type: none"> To investigate some processes of dissimilation Feature changing Segment insertion Segment deletion Metathesis 	<p>Criteria: presentation students: Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.</p> <p>Form of Assessment : Participatory Activities</p>	TGTPresentationDiscussionQuestion-Answer 2 X 50		<p>Material: Literature Review : <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cengage Learning.</i></p>	8%
12	To identify some processes of dissimilation Feature changing Segment insertion Segment deletion Metathesis	<ol style="list-style-type: none"> To investigate some processes of dissimilation Feature changing Segment insertion Segment deletion Metathesis 	<p>Criteria: presentation students: Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.</p> <p>Form of Assessment : Participatory Activities</p>	TGTPresentationDiscussionQuestion-Answer 2 X 50		<p>Material: Literature Review : <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cengage Learning.</i></p>	3%
13	To examine the structure of a syllable	To analyze the arrangement of English syllables	<p>Criteria: presentation students: Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.</p> <p>Form of Assessment : Participatory Activities</p>	TGTPresentationDiscussionQuestion-Answer 2 X 50		<p>Material: Reviewing Literature References: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cengage Learning.</i></p>	3%

14	To identify some features of supra segmental phonemes	To investigate the presence of stress, intonation, and junction in daily conversation	Criteria: presentation students: Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. Form of Assessment : Participatory Activities	PresentationDiscussionQuestion-Answer 2 X 50		Material: Literature Review : <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i>	3%
15	Students ability to do the given task.	presentation students: Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.	Criteria: presentation students: Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. Form of Assessment : Participatory Activities	Assessment of group presentations		Material: Literature Review : <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i>	3%
16	FINAL TEST	presentation students: Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.	Criteria: presentation students: Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. Form of Assessment : Test	FINAL EXAM 2 X 50		Material: Final test References: <i>Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.</i>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	38.83%
2.	Practice / Performance	6.33%
3.	Test	54.83%
		99.99%

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.