



**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 Semantics and Pragmatics	7920203059	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	May 5, 2023
AUTHORIZATION	SP Developer	Course Cluster Coordinator			Study Program Coordinator		
	Lisetyo Ariyanti	Slamet Setiawan			Dr. Ali Mustofa, S.S., M.Pd.		

<b>Learning model</b>	Case Studies
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																					
	<b>PLO-10</b>	Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.																																																																																																				
	<b>Program Objectives (PO)</b>																																																																																																					
	<b>PO - 1</b>	Being able to classify linguistic devices such as appropriate dictions and utterances both in spoken and written texts																																																																																																				
	<b>PO - 2</b>	Being able to illustrate the contextual sociocultural phenomena based on the concepts and theories of word meaning and speaker's meaning																																																																																																				
	<b>PO - 3</b>	Being able to examine the appropriate approaches in meaning to analyze spoken and written text																																																																																																				
	<b>PO - 4</b>	Being able to respond to various kinds of problem solving of word meaning and speaker's meaning in spoken and written text																																																																																																				
	<b>PLO-PO Matrix</b>																																																																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-10</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> </tr> </table>	P.O	PLO-10	PO-1		PO-2		PO-3		PO-4																																																																																											
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																						
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<b>Short Course Description</b>	The lesson deals with linguistic meaning, types of basic elements to make reference in characterizing the meanings of words or other linguistic units, types 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 that are found in the public areas to interpret the communication functions.
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<b>References</b>	<b>Main :</b>
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1. References
2. Crystal, D. 1995. The Cambridge Encyclopedia of English Language. New York: Cambridge :University Press.
3. Cruse, D. A. 1990. Language Meaning and Sense: Semantics. In N. E. Collinge (Ed.). An Encyclopaedia of Language. London: Routledge
4. Cruse, D. Alan.2000. Meaning in Language: An Introduction to Semantics and Pragmatics.NY: Oxford University Press.
5. Cutting, Joan. 2002. Pragmatics and Discourse: A resource book for students. New York: Routledge.
6. Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press.
7. Kertez, Andras. 2004. Cognitive Semantics and Scientific Knowledge: Case studies in cognitive science of science. Amsterdam/Philadelphia: John Benjamins Publishing Company
8. Riemer, Nick. 2010. Introducing Semantics. New York: Cambridge University Press
9. Van Geenhoven, Veerle. 2006. Semantics in Acquisition. Netherland: Springer.
10. George Yule: (1996). Pragmatics. Oxford University Press.

**Supporters:**

**Supporting lecturer** Dian Rivia Himmawati, S.S., M.Hum.  
Lisetyo Ariyanti, 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	By presenting Semantics definition, Meaning and the Dictionary	1.To compare between language form and language meaning 2.To explain and give examples of the scope of English Semantics	<b>Criteria:</b> 1.Level 1: 50-59% 2.Level 2: 60-69% 3.Level 3: 70-79% 4.Level 4: 80-100%  <b>Form of Assessment :</b> Participatory Activities	· Lecturing · Discussion · Question-Answer 3 X 50		<b>Material:</b> 1. Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press. <b>References:</b>	3%
2	By presenting Meaning and context External context: sense and reference	1.To examine the units of meaning 2.To categorize different ways of defining meaning	<b>Criteria:</b> 1.Level 1: 50-59% 2.Level 2: 60-69% 3.Level 3: 70-79% 4.Level 4: 80-100%  <b>Form of Assessment :</b> Participatory Activities	· Lecturing · Discussion · Question-Answer 3 X 50		<b>Material:</b> Various aspects of Semantics including sense and reference <b>Reference:</b> Cruse, DA 1990. <i>Language Meaning and Sense: Semantics. In N. E. Collinge (Ed.). An Encyclopaedia of Language. London: Routledge</i>	3%
3	By presenting Meaning and context External context: sense and reference	1.To define the difference between meaning and context To compare the concepts of sense and reference To find the concept of dictionary and encyclopedia 2.o compare the concepts of sense and reference 3.To find the concept of dictionary and encyclopedia	<b>Criteria:</b> 1.Level 1: 50-59% 2.Level 2: 60-69% 3.Level 3: 70-79% 4.Level 4: 80-100%  <b>Form of Assessment :</b> Participatory Activities	· Lecturing · Discussion · Question-Answer 3 X 50		<b>Material:</b> 1. Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press <b>Bibliography:</b> References	3%

4	To understand the scope of meaning II: interpersonal context	<p>1.To outline the difference between speaker intention and hearer's inference</p> <p>2.To outline the differences on antecedent and anaphora, and their aspects.</p>	<p><b>Criteria:</b></p> <p>1.Level 1: 50-59%</p> <p>2.Level 2: 60-69%</p> <p>3.Level 3: 70-79%</p> <p>4.Level 4: 80-100%</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>· Lecturing · Discussion · Question-Answer 3 X 50</p>	<p><b>Material:</b> • Speaker intention and hearer's inference, • Antecedent • Anaphora <b>References:</b> <i>Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press.</i></p>	3%
5	To analyze and distinguish meanings To understand logic as representation of meaning	<p>1.To organize the lexical relations To categorize polysemy and meaning divisions To outline the difference between speaker intention and hearers inference To outline the difference between speaker intention and hearers inference To outline the difference between speaker intention and hearers inference</p> <p>2.To focus on the componential analysis</p>	<p><b>Criteria:</b></p> <p>1.Level 1: 50-59%</p> <p>2.Level 2: 60-69%</p> <p>3.Level 3: 70-79%</p> <p>4.Level 4: 80-100%</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>· Lecturing · Discussion · Question-Answer 3 X 50</p>	<p><b>Material:</b> • Lexical relations • Componential analysis, • Polysemy and meaning divisions, <b>References:</b> <i>Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press.</i></p>	3%
6	By identifying the componential analysis, Polysemy and meaning divisions	<p>1.To outline the difference between speaker intention and hearer's inference</p> <p>2.To outline the difference between speaker intention and hearer's inference</p>	<p><b>Criteria:</b></p> <p>1.Level 1: 50-59%</p> <p>2.Level 2: 60-69%</p> <p>3.Level 3: 70-79%</p> <p>4.Level 4: 80-100%</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	<p>· Lecturing · Case study · Small group discussion · Question-Answer 3 X 50</p>	<p><b>Material:</b> Sections of polysemy and meaning divisions <b>Reference:</b> <i>Cruse, D. Alan.2000. Meaning in Language: An Introduction to Semantics and Pragmatics. NY: Oxford University Press.</i></p>	3%

7	By identifying the componential analysis, Polysemy and meaning divisions	1.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 specific lexical relations 2.2. Identifying the componential words, polysemy and meaning in divisions	<b>Criteria:</b> 1.Level 1: 50-59% 2.Level 2: 60-69% 3.Level 3: 70-79% 4.Level 4: 80-100% <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	· 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 specific lexical relations 2. Identifying the componential words, polysemy and meaning in divisions. 3 X 50	<b>Material:</b> Sections of polysemy and meaning divisions <b>Reference:</b> <i>Cruse, D. Alan.2000. Meaning in Language: An Introduction to Semantics and Pragmatics. NY: Oxford University Press.</i>	3%
8	Midtest Terms	Midtest terms	<b>Criteria:</b> 1.Level 1 : 50 - 59% 2.Level 2 : 60 - 69% 3.Level 3 : 70 - 79% 4.Level 4 : 80 - 100% <b>Form of Assessment :</b> Participatory Activities, Tests	Formative / Take-home 3 X 50	<b>Material:</b> All materials discussed in previous meetings <b>Reference:</b> <i>Cruse, D. Alan.2000. Meaning in Language: An Introduction to Semantics and Pragmatics. NY: Oxford University Press.</i>	20%
9	To apply Deixis and Distance in a language which the speaker uses to express their intended meanings	To use information of Deixis and Distance in a language which the speaker uses to express their intended meanings in another familiar situation	<b>Criteria:</b> 1.Level 1 : 50 - 59% 2.Level 2 : 60 - 69% 3.Level 3 : 70 - 79% 4.Level 4 : 80 - 100% <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Small group discussion 3 X 50	<b>Material:</b> The way language uses words to point to specific people, objects, times or places <b>References:</b> <i>Crystal, D. 1995. The Cambridge Encyclopedia of English Language. New York: Cambridge :University Press.</i>	3%
10	To apply Reference and Inference in a language which the speaker uses to express their intended meanings	To use information of Reference and Inference in a language which the speaker uses to express their intended meanings in another familiar situation	<b>Criteria:</b> 1.Level 1: 50-59% 2.Level 2: 60-69% 3.Level 3: 70-79% 4.Level 4: 80-100% <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Small group discussion 3 X 50	<b>Material:</b> How reference and inference play a crucial role in effective communication and interpretation of language <b>Reference:</b> <i>Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press.</i>	3%

11	To apply Presupposition and Entailment in a language which the speaker uses to express their intended meanings	To use information of Presupposition and Entailment in a language which the speaker uses to express their intended meanings in another familiar situation	<b>Criteria:</b> 1.Level 1 : 50 - 59% 2.Level 2 : 60 - 69% 3.Level 3 : 70 - 79% 4.Level 4 : 80 - 100%  <b>Form of Assessment :</b> Practice / Performance	Small group discussion 3 X 50		<b>Material:</b> Presupposition and Entailment in a language <b>References:</b> <i>Van Geenhoven, Veerle. 2006. Semantics in Acquisition. Netherlands: Springer.</i>	3%
12	To apply Cooperation and Implicature in a language which the speaker uses to express their intended meanings	To implement Cooperation and Implicature in a language which the speaker uses to express their intended meanings in another familiar situation	<b>Criteria:</b> 1.Level 1 : 50 - 59% 2.Level 2 : 60 - 69% 3.Level 3 : 70 - 79% 4.Level 4 : 80 - 100%  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Small group discussion 3 X 50		<b>Material:</b> Cooperation and Implicature in a language <b>References:</b> <i>Van Geenhoven, Veerle. 2006. Semantics in Acquisition. Netherlands: Springer.</i>	5%
13	To apply Speech Acts and Events in a language which the speaker uses to express their intended meanings	To implement Speech Acts and Events in a language which the speaker uses to express their intended meanings in another familiar situation	<b>Criteria:</b> 1.Level 1 : 50 - 59% 2.Level 2 : 60 - 69% 3.Level 3 : 70 - 79% 4.Level 4 : 80 - 100%  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	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 the implicature utterances. 2. Identifying the maxim of conversation in the social media on the internet. 3 X 50		<b>Material:</b> Speech Acts and Events in a language <b>Reference:</b> <i>Cutting, Joan. 2002. Pragmatics and Discourse: A resource book for students. New York: Routledge.</i>	5%
14	To apply Politeness and Interaction in a language which the speaker uses to express their intended meanings	To implement Politeness and Interaction in a language which the speaker uses to express their intended meanings in another familiar situation	<b>Criteria:</b> 1.Level 1 : 50 - 59% 2.Level 2 : 60 - 69% 3.Level 3 : 70 - 79% 4.Level 4 : 80 - 100%  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Small group discussion 3 X 50		<b>Material:</b> Politeness and Interaction in a language <b>References:</b> <i>Van Geenhoven, Veerle. 2006. Semantics in Acquisition. Netherlands: Springer.</i>	5%
15	To apply Conversation and Preference Structure in a language which the speaker uses to express their intended meanings	To implement Conversation and Preference Structure in a language which the speaker uses to express their intended meanings in another familiar situation	<b>Criteria:</b> 1.Level 1 : 50 - 59% 2.Level 2 : 60 - 69% 3.Level 3 : 70 - 79% 4.Level 4 : 80 - 100%  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Small-Group Discussion 3 X 50		<b>Material:</b> Conversation and Preference Structure <b>Literature:</b>	5%
16	Final Examination	1.Level 1 : 50 - 59% 2.Level 2 : 60 - 69% 3.Level 3 : 70 - 79% 4.Level 4 : 80 - 100%	<b>Criteria:</b> Final Examination  <b>Form of Assessment :</b> Test	Written test 3 x 50		<b>Material:</b> All materials discussed in the classroom <b>Reader:</b> <i>Cutting, Joan. 2002. Pragmatics and Discourse: A resource book for students. New York: Routledge.</i>	30%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	39.5%
2.	Practice / Performance	20.5%
3.	Test	40%
		100%

#### 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.