

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

Document Code

SEMESTER LEARNING PLAN

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irses			CODE	Course Family		Cred	lit We	eight	SEMESTER	Compilation Date	
ctional G	rammar		7920203281	Compulsory Stu Program Subject	dy	T=3	P=0	ECTS=4.77	2	July 16, 2024	
HORIZAT	ΓΙΟΝ		SP Developer	- Frogram Subjec		Cluste	er Co	ordinator	Study Program	n Coordinator	
									Dr. Ali Mustof	a, S.S., M.Pd.	
rning lel	Project Based L	ect Based Learning									
gram	PLO study pro	gram	that is charged to the co	ourse							
rning comes O)	PLO-5	Being solvir	g able to demonstrate integ ng, or risk taking in thought,	rative and indeper expression, or int	ident think ellectual e	king, o engage	rigina emen	lity, imaginatio	on, experimentat	ion, problem	
	PLO-7	Beiną equiv	g able to demonstrate Engli valent to minimum CEFR lev	sh language profic vel B2.	iency as i	ndicat	ed by	an English pr	oficiency achiev	ement	
	PLO-10		g able to apply concepts an omena.	d theories of found	lational Ei	nglish	Lingu	istics to respo	ond to a variety o	f language	
	Program Object	tives	(PO)								
	PO - 1	Demo	onstrate Proficiency in Func	tional Grammar C	oncepts						
	PO - 2	Analy	ze Texts Using Functional	Grammar							
	PO - 3	Apply	Functional Grammar to W	riting							
	PO - 4	Identi	fy and Explain Register and	d Genre Variation							
	PO - 5	Critica	ally Evaluate Language Use	9							
	PO - 6		truct Analytical Arguments								
	PO - 7		borate Effectively in Group	Discussions							
	PLO-PO Matrix										
			P.O PLO-5	5 PLO-	7	PLC	D-10				
			PO-1								
			PO-2								
			PO-3								
			PO-4								
			PO-5								
			PO-6								
			PO-7								
			I								
	PO Matrix at th	e end	of each learning stage	(Sub-PO)							

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1	To introduce the	1 To conduct	Criteria:	Speech Class	Material	30%
1	To introduce the course outline	 To conduct and follow the class accordingly To make necessary preparation 	Criteria: none Form of Assessment : Participatory Activities, Tests	Speech Class discussion 3 X 50	Material: introduction to functional grammar References: Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research. Material: introduction to functional grammar Reader: Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge. Material: introduction to functional grammar References: Halliday, MAK, Matthiesen, CMIM. 2001. An	3%
					References: Halliday, MAK, Matthiesen,	
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2 To identify the parts of speech, class, and function in functional grammar 1.To Criteria: none SpeechIndividual practice 6 X 50 functional grammar features from traditional Form of Assessment : Participatory Activities, Tests SpeechIndividual practice	Material: parts of speech, class, and function in functional grammar References: Butt, D, Fahey, R,	3%
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3	To identify the	1.То	Criteria:	SpeechIndividual	Material:	3%
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4	To determine rank shift in sentences	 To organize rank scale To classify rank shift in sentences 	Criteria: none Form of Assessment : Participatory Activities	Speech Class discussion Individual practice 3 X 50	Material: rank shift in sentencesReferences: Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.Material: rank shift in sentencesMaterial: rank shift in SentencesReferences: Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd	3%
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					Grammar, 3rd Edition. London. Hodder Headline Group	

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5	To determine main functional components	 To identify three main function components of nominal group To utilize three main function components of nominal group in sentences 	Criteria: none Form of Assessment : Participatory Activities	SpeechIndividual practice 3 X 50	Material: main functional componentsReferences Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar A Explorers Guide. Sydney. National Center for English Language Teaching at Research.Material: main functional components References Thompson, Geoff. 2014 Introducting Functional Grammar, 3 Edition. New York. Routledge.Material: main functional components References Thompson, Geoff. 2014 Introducting Functional Grammar, 3 Edition. New York. Routledge.Material: main functional components References Thompson, Geoff. 2014 Introducting Functional Grammar, 3 Edition. New York. Routledge.Material: main functional components Library: 	

6	To determine process types	1.To identify the seven types of	Criteria: none	SpeechClass discussion 6 X 50	Material: process types References:	3%
		processes	Form of Assessment :		Butt, D,	
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7	To determine process types	1. To identify the seven types of processes 2. To utilize process types in sentences	Criteria: none Form of Assessment : Participatory Activities, Tests	SpeechClass discussion 6 X 50	Material: process types References: Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research. Material: process types References: Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge. Material: process types References: Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to	3%
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process types in the selected text References: Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline								
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Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline								
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							Group	
Group							Group	

9	To evaluate experiential meanings	 To identify the experiential meaning To analyze the experiential meaning in selected texts 	Criteria: none Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical / Performance, Tests	SpeechSmall group discussionSelf- paced text analysis 6 X 50	Material:experientialmeaningsReferences:Butt, D,Fahey, R,Feez, S,Spinks, S,Yallop, C.2000. UsingFunctionalGrammar AnExplorersGuide.Sydney.NationalCenter forEnglishLanguageTeaching andReferences:Thompson,Geoff. 2014.IntroducingFunctionalGrammar, 3rEdition. NewYork.Routledge.Material:experientialmeaningsReferences:Thompson,Geoff. 2014.IntroducingFunctionalGrammar, 3rEdition. NewYork.Routledge.Material:experientialmeaningsReferences:Halliday,MAK,Matthiesen,CMIM. 2001.AnIntroduction alGrammar, 3rEdition.London.HodderHeadline	
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10	To evaluate experiential meanings	1.To identify the experiential	Criteria: none	SpeechSmall group discussionSelf-	Material: experiential meanings	3%
		meaning	Forms of Assessment :	paced text analysis	References: Butt, D,	
		2.To analyze	Participatory	6 X 50	Fahey, R,	
		the experiential	Activities, Portfolio		Feez, S,	
		meaning in	Assessment,		Spinks, S,	
		selected	Practice / Performance		Yallop, C.	
		texts	Fenomiance		2000. Using Functional	
					Grammar An	
					Explorers	
					Guide.	
					Sydney. National	
					Center for	
					English	
					Language	
					Teaching and Research.	
					Research.	
					Material:	
					experiential	
					meanings References:	
					Thompson,	
					Geoff. 2014.	
					Introducing	
					Functional	
					Grammar, 3rd Edition. New	
					York.	
					Routledge.	
					Material: experiential	
					meanings	
					References:	
					Halliday, MAK,	
					MAK, Matthiesen,	
					CMIM. 2001.	
					An	
					Introduction to Functional	
					Grammar, 3rd	
					Edition.	
					London.	
					Hodder	
					Headline Group	
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11	To evaluate	1.To identify	Criteria:	SpeechSmall	Material:	3%
	interpersonal Meaning	the	none	group	interpersonal	
	Meaning	interpersonal		discussionSelf-	Meaning	
		meaning	Forms of	paced text	References:	
		2.To analyze	Assessment :	analysis	Butt, D,	
		the	Participatory	6 X 50	Fahey, R,	
		interpersonal	Activities, Portfolio		Feez, S,	
		meaning in	Assessment,		Spinks, S,	
		selected	Practical /		Yallop, C.	
		texts	Performance, Tests		2000. Using	
		16713			Functional	
					Grammar An	
					Explorers	
					Guide. Sydney.	
					National	
					Center for	
					English	
					Language	
					Teaching and	
					Research.	
					Material:	
					interpersonal	
					Meaning	
					Library:	
					Thompson,	
					Geoff. 2014.	
					Introducing	
					Functional Grammar, 3rd	
					Edition. New	
					York.	
					Routledge.	
1					Material:	
					interpersonal	
					Meaning	
					Library:	
					Halliday,	
					MAK,	
					Matthiesen,	
					СМІМ. 2001.	
					An Introduction to	
					Introduction to	
					Functional	
					Grammar, 3rd	
					Edition.	
					London. Hodder	
					Hodder Headline	
					Group	
					Group	

	1				1		
12	To evaluate interpersonal Meaning	 1.To identify the interpersonal meaning 2.To analyze the interpersonal meaning in selected texts 	Criteria: none Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance	SpeechSmall group discussionSelf- paced text analysis 6 X 50		Material: interpersonal Meaning References: Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research. Material: interpersonal Meaning Library: Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge. Material: interpersonal Meaning Library: Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. New York. Routledge.	4%

13	To evaluate textual Meaning	 To identify the textual meaning To analyze the textual meaning in selected texts 	Criteria: none Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance	SpeechSmall group discussionSelf- paced text analysis 6 X 50	Material: textual meaning References: Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An	4%
					Explorers Guide. Sydney. National Center for English Language Teaching and Research.	
					Material: textual meaning Reader: Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.	
					Material: textual meaning Library: Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to	
					Functional Grammar, 3rd Edition. London. Hodder Headline Group	

14	To evaluate textual Meaning	 To identify the textual meaning To analyze the textual meaning in selected texts 	Criteria: none Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical / Performance, Tests	SpeechSmall group discussionSelf- paced text analysis 6 X 50		Material: textual meaning References: Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research. Material: textual meaning Reader: Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge. Material: textual meaning Library: Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group	4%
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15	To evaluate texts	1	Critoria	Croup toxt	Matarial	404
15	To evaluate texts	 To analyze the types of meaning To appreciate the text 	Criteria: none Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical / Performance, Tests	Group text analysis (Deadline: week 15) 3 X 50	Material: evaluate textsReferences: Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C.2000. Using Functional Grammar An Explorers Guide. Sydney. National Center for English Language Teaching and Research.Material: evaluation textsBibliography: Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.Material: evaluation textsBibliography: Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.Material: evaluation textsReferences: Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. 	4%

16 To achieve the 3rd CLO being able to use the framework of systemic 1.To evaluate selected text Criteria: none Take-ho exam D 2.To compose	
use the framework	eadline: evaluate and
Use the framework	
	21 compose an
	analysis of the
Iuncuonal grammar an analysis Assessment	selected text
to analyze and of the Project Results	References:
	Butt, D,
secondary sources Product	Fahey, R,
Assessment	Feez, S,
	Spinks, S,
	Yallop, C.
	2000. Using
	Functional
	Grammar An
	Explorers
	Guide.
	Sydney.
	National
	Center for
	English
	Language
	Teaching and
	Research.
	Material:
	evaluate and
	compose an
	analysis of the
	selected text
	Reader:
	Thompson,
	Geoff. 2014.
	Introducing
	Functional
	Grammar, 3rd
	Edition. New
	York.
	Routledge.
	Material:
	evaluate and
	compose an
	analysis of the
	selected text
	References:
	Halliday,
	MAK,
	Matthiesen,
	CMIM. 2001.
	An
	Introduction to
	Functional
	Grammar, 3rd
	Edition.
	London.
	Hodder
	Headline
	Group

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	23.16%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	8.16%
4.	Practice / Performance	8.16%
5.	Test	10.5%
		99.98%

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.
- 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. 10. 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.