

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

Document Code

Semantics Telephone Teleph	SEMESTER LEARNING PLAN														
AUTHORIZATION SP Developer Course Cluster Coordinator Coordinator Dr. Ali Mustofa, S.S., M.P. Learning model Program Departing Course (PLO) PLO Study program that is charged to the course Program Dejectives (PO) PLO-PO Matrix PO Matrix at the end of each learning stage (Sub-PO) PLO-PO Matrix The lesson deals with linguistic meaning, types of basic elements to make reference in characterizing the meanings words or other linguistic units, types of relevant data, and how to evaluate the various possible types of data and how to evaluate the vario	Courses			CODE Cou		Cour	se Family Cred		Credit	dit Weight			SEMESTER	Compilation Date	
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(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	To identify the theory of Semantics To show understanding of the theory of English Semantics	To compare between language form and language meaning To explain and give examples of the scope of English Semantics	Criteria: 1.Level 1: 50-59% 2.Level 2: 60-69% 3.Level 3: 70-79% 4.Level 4: 80-100%	· Lecturing · Discussion · Question- Answer 2 X 50			0%
2	To examine the meaning and definition To identify some different ways of defining meanings	To examine the units of meanings To categorize different ways of defining meaning	Criteria: 1.Level 1: 50-59% 2.Level 2: 60-69% 3.Level 3: 70-79% 4.Level 4: 80-100%	· Lecturing Discussion Question- Answer 2 X 50			0%
3	To identify the scope of meaning I: external context	To define the difference between meaning and context To compare the concepts of sense and reference To find the concept of dictionary and encyclopedia	Criteria: 1.Level 1: 50-59% 2.Level 2: 60-69% 3.Level 3: 70-79% 4.Level 4: 80-100%	· Lecturing Discussion Question- Answer 2 X 50			0%
4	To understand the scope of meaning II: interpersonal context	To differ the concept of Illocutionary force and speech acts To outline the difference between speaker intention and hearers inference To outline the difference between speaker intention and hearers inference To intention and hearers inference	Criteria: 1.Level 1: 50-59% 2.Level 2: 60-69% 3.Level 3: 70-79% 4.Level 4: 80-100%	· Lecturing Discussion Question- Answer 2 X 50			0%
5	To analyze and distinguish meanings	To organize the lexical relations To organize the lexical relations To focus on the componential analysis To categorize polysemy and meaning divisions	Criteria: 1.Level 1: 50-59% 2.Level 2: 60-69% 3.Level 3: 70-79% 4.Level 4: 80-100%	· Lecturing · Discussion · Question- Answer 2 X 50			0%
6	To understand logic as representation of meaning	To outline the difference between speaker intention and hearers inference between speaker intention and hearers inference To outline the difference to outline the difference to between speaker intention and hearers inference speaker intention and hearers inference	Criteria: 1.Level 1: 50-59% 2.Level 2: 60-69% 3.Level 3: 70-79% 4.Level 4: 80-100%	· Lecturing Discussion Question- Answer 2 X 50			0%

7				0%
8				0%
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11				0%
12				0%
13				0%
14				0%
15				0%
16				0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.
- 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.
- 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.