



**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
Statistics for Language Studies	7920202282		T=2 P=0 ECTS=3.18	4	July 16, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
		Dr. Widyastuti, S.S., M.Pd	Dr. Ali Mustofa, S.S., M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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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-6	Being able to create sound academic or non-academic works for various audiences and purposes
PLO-8	Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa

Program Objectives (PO)	
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PO - 1	Being able to define and explain basic statistical concepts.
PO - 2	Being able to analyze the frequency distribution of data set of words and to examine the correlation between two language variables
PO - 3	Being able to communicate statistical results clearly and effectively both in written reports and oral presentations
PO - 4	Being able to critically evaluate the validity and reliability of statistical analyzes in published research articles, including identifying potential sources of bias or confounding variables.

PLO-PO Matrix	
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P.O	PLO-5	PLO-6	PLO-8																		
PO-1																					
PO-2																					
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PO-4																					

PO Matrix at the end of each learning stage (Sub-PO)	
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Short Course Description	This course is an introduction to statistics for language studies that develops and illustrates fundamental ideas in statistics with examples and applications from language. Through the lectures, readings, and assignments you will get experience in applying concepts and using statistical methods to collect, analyze, and interpret data from a diverse set of linguistic sources. These statistical concepts that facilitate linguistic explanation through the analysis of quantitative data will be emphasized in this course. This course uses Problem-based and Project-Based methods of learning.
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References	<p>Main :</p> <ol style="list-style-type: none"> Baayen, R. H. 2008. Analyzing Linguistic Data: A Practical Introduction to Statistics Using R . 1st ed. New York: Cambridge University Press, ISBN: 9780521709187. Butler, C.S. 2008. Statistics in Linguistics . Oxford: Basil-Blackwell. Stirzaker, D . 2007. Probability and Random Variables: A Beginner's Guide. 1st ed. New York: Cambridge University Press. ISBN: 0521642973. Butler, C.S. 2008. Statistics in Linguistics. Oxford: Basil-Blackwell. Stirzaker, D . 2007. Probability and Random Variables: A Beginner's Guide. 1st ed. New York: Cambridge University Press. ISBN: 0521642973..
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		Supporters:					
		<ol style="list-style-type: none"> 1. newspaper/magazines articles 2. Journal 3. website https://stats.oecd.org/ 					
Supporting lecturer		Dr. Widyastuti, S.S., M.Pd. Silvy Cinthia Adelia, S.S., 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	Being able to identify a real-world problem related to language studies that involves statistical skills.	2 out of 4 given key concepts in statistical skills.	Criteria: work method Form of Assessment : Participatory Activities, Tests	lecturing 2 X 50	lecturing 2 X 50	Material: The importance of statistics Reference: <i>Butler, CS 2008. Statistics in Linguistics. Oxford: Basil-Blackwell.</i>	5%
2	Being able to create reflective notes on students' own problems related to language studies by applying the statistical methods	Answer all 5 questions on reflection	Criteria: self-awareness, critical thinking, self-regulation and self-management, authenticity & honesty Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	case-based 2 X 50	case based 2 X 50	Material: Frequency distribution, measures of central tendency and variability References: <i>Stirzaker, D . 2007. Probability and Random Variables: A Beginner's Guide. 1st ed. New York: Cambridge University Press. ISBN: 0521642973..</i>	5%
3	Being able to define and explain basic statistical concepts, such as data visualization.	create 2 of 5 types of visualization data	Criteria: content and organization, visual design, time management, teamwork and collaboration, engagement and interaction Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	Group Presentation, Class Discussion 2 x50		Material: Basic of statistics Bibliography: <i>Butler, CS 2008. Statistics in Linguistics. Oxford: Basil-Blackwell.</i>	5%
4	Being able to respond to others' presentations in English using an appropriate manner	To create a contingency table using Bayes's Theorem	Criteria: Pencil and paper assignments. Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment	Small group discussion 2 X 50	accuracy, critical thinking, visual design, slide clarity, and creativity	Material: Analyze statistics in linguistics Reference: <i>Butler, CS 2008. Statistics in Linguistics. Oxford: Basil-Blackwell.</i>	5%
5	<ol style="list-style-type: none"> 1. Being able to respond to others' presentations in English using an appropriate manner 2. Precise independent variables and dependent variables 	To create a contingency table using Bayes's Theorem	Criteria: Pencil and paper assignments. Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment	Small group discussion 2 X 50	accuracy, critical thinking, visual design, slide clarity, and creativity	Material: ; References: <i>Butler, CS 2008. Statistics in Linguistics. Oxford: Basil-Blackwell.</i> Material: The Normal Distribution Library:	5%

6	To compute basic descriptive statistics and to plot probability distributions and to explore data graphically in other ways	To measure mean, variance and normal distribution using individual and community variation	Criteria: Make key points about distribution Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance	lecturing and Independent study 2 X 50		Material: Normal distribution Reference: Stirzaker, D. 2007. <i>Probability and Random Variables: A Beginner's Guide</i> . 1st ed. New York: Cambridge University Press. ISBN: 0521642973.. Material: Probability in statistics References: Stirzaker, D. 2007. <i>Probability and Random Variables: A Beginner's Guide</i> . 1st ed. New York: Cambridge University Press. ISBN: 0521642973..	5%
7	To conduct basic significance tests and explain the meaning of the results	To design dative alternation data	Criteria: calculate alternation data Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Inquiry 2 X 50		Material: alternative data Library: newspaper/magazines articles	5%
8	To conduct basic significance tests and explain the meaning of the results	To design dative alternation data	Criteria: explain the results of the data Form of Assessment : Portfolio Assessment, Practice/Performance, Test	Inquiry 2 X 50		Material: analyze the sample data References: Baayen, RH 2008. <i>Analyzing Linguistic Data: A Practical Introduction to Statistics Using R</i> . 1st ed. New York: Cambridge University Press, ISBN: 9780521709187. Butler, CS 2008. <i>Statistics in Linguistics</i> . Oxford: Basil-Blackwell. Stirzaker, D. 2007. <i>Probability and Random Variables: A Beginner's Guide</i> . 1st ed. New York: Cambridge University Press. ISBN: 0521642973.	10%
9	Being able to define and explain basic statistical concepts, such as central tendency, variability, correlation, regression, through the process of designing a research question	to use R to provide counts from linguistic data, construct contingency tables, compute basic descriptive statistics, plot probability distributions, and explore data graphically in other ways references critically to conduct basic significance tests and explain the meaning of the results	Criteria: Show data analysis Form of Assessment : Participatory Activities, Practice/Performance	Peer-work discussion 2 X 50		Material: Probability and random samples References: Stirzaker, D. 2007. <i>Probability and Random Variables: A Beginner's Guide</i> . 1st ed. New York: Cambridge University Press. ISBN: 0521642973..	5%

10	<p>1. Be able to design and implement a research project that uses statistical methods to address the identified problem or question</p> <p>2. Be able to collect, organize, and analyze linguistic data using Excel</p> <p>3. Being able to interpret and communicate statistical results in a clear and meaningful way, both in writing and through oral presentation</p>	Able to make research questions, show the data collection and hypothesis	<p>Criteria: Make data collection</p> <p>Form of Assessment : Participatory Activities</p>	Peer work discussion 2 X 50		<p>Material: Data collection</p> <p>References: <i>Stirzaker, D . 2007. Probability and Random Variables: A Beginner's Guide. 1st ed. New York: Cambridge University Press. ISBN: 0521642973..</i></p>	5%
11	<p>1. Being able to use Excel as the basic statistical software to analyze and visualize linguistic data by working on a project-based assignment that requires them to use this tool to conduct statistical analysis</p> <p>2. Become able to identify common sources of error or bias in statistical analyzes and explain how to address these issues, through the process of working on a project that applies statistical methods to language data.</p>	Design data samples and analyze it	<p>Criteria: Make the data and analyze</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Peer work discussion 2 X 50		<p>Material: Data analysis</p> <p>Bibliography: <i>Butler, CS 2008. Statistics in Linguistics. Oxford: Basil-Blackwell.</i></p>	5%
12	Being able to work collaboratively in small groups to develop and conduct a research project that applies statistical methods to language data	Work collaboratively to analyze the data	<p>Criteria: Make a group try to find articles and analyze the data collection and analysis</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Peer work discussion 2 X 50		<p>Material: Analyze articles</p> <p>Library: <i>Journal</i></p>	5%
13	Be able to collect, organize, and analyze linguistic data using Excel	Make a group and analyze articles	<p>Criteria: Try to identify the data</p> <p>Form of Assessment : Participatory Activities</p>	Group discussion 2 X 50		<p>Material: Articles</p> <p>Library: <i>Journal</i></p>	2%
14	Being able to interpret and communicate statistical results in a clear and meaningful way, both in writing and through oral presentation	Analyze the article about method, data collection, data analysis and results	<p>Criteria: Analyze aspects of article</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Group discussion 2 X 50		<p>Material: Articles</p> <p>Bibliography: <i>Butler, CS 2008. Statistics in Linguistics. Oxford: Basil-Blackwell.</i></p>	4%

15	General Review	Review all material that has been explained before	Criteria: Explain key-points and recite them Form of Assessment : Participatory Activities	Lecturing Discussion 2 X 50		Material: General review Bibliography: Baayen, RH 2008. <i>Analyzing Linguistic Data: A Practical Introduction to Statistics Using R. 1st ed.</i> New York: Cambridge University Press, ISBN: 9780521709187. Butler, CS 2008. <i>Statistics in Linguistics</i> . Oxford: Basil-Blackwell. Stirzaker, D . 2007. <i>Probability and Random Variables: A Beginner's Guide. 1st ed.</i> New York: Cambridge University Press. ISBN: 0521642973.	4%
16	Final Exam	Create articles about quantitative	Criteria: Create articles with appropriate methods, data collection and data analysis Forms of Assessment : Portfolio Assessment, Practical Assessment, Tests	Individual work 2 X 50		Material: Final Exam Library: Journal	25%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	31.34%
2.	Project Results Assessment / Product Assessment	5%
3.	Portfolio Assessment	20%
4.	Practical Assessment	10.83%
5.	Practice / Performance	15.75%
6.	Test	17.08%
		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.