	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**
Stylistics		7920202211	Compulsory Curriculum Subjects - National	T=2	P=0	ECTS=3.18	5	July 16, 2024

AUTHORIZATION		**SP Developer**	**Course Cluster Coordinator**	**Study Program Coordinator**
		....	....	Dr. Ali Mustofa, S.S., M.Pd.

Learning model	**Project Based Learning**

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-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)	
	PO - 1	Students are able to understand the study of linguistic and literary style, including the analysis of language patterns, literary techniques, and their impact on meaning and interpretation.
	PLO-PO Matrix	

P.O	PLO-5	PLO-6	PLO-8
PO-1			

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																

Short Course Description	The course focuses on the relationship between style and stylistics. The study deals with the structure and function of language and explains how that language creates meaning and effect. The study works on the basis that by looking at what writers do, we can find out about language and by looking at language, we can find out about what writers are doing. Oral skills will be sharpened by participation in seminar discussions and by making a presentation to the seminar group. Research skills will be improved by preparing written, assessed essays.

References	**Main :**
	1. Simpson, Paul. 2004. Stylistics: A Resource Book for Students . London: Routledge 2. Burke, Michael (ED.) 2014. The Handbook of Stylistics . London and New York: Routledge 3. Norgaard, Nina et.al. 2010. Key Terms in Stylistics . London and New York: Continuum International Publishing Group. 4. Watson, Greg and Zyngier, Sonia (Eds.) 2007. Literature and Stylistics for Language Learners: Theory and Practice . New York: Palgrave Macmillan.
	Supporters:

Supporting lecturer	Lisetyo Ariyanti, S.S., M.Pd. Fithriyah Inda Nur Abida, 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	Gain a comprehensive understanding of key stylistic concepts and terminology, such as figurative language, tone, register, style markers, and rhetorical devices.	Assessing key stylistic concepts and terminology in writing typically involves evaluating how well a writer understands and applies these concepts in their work.	**Criteria:** Assessment criteria for key stylistic concepts and terminology can vary depending on the context and purpose of the assessment, but here are some common criteria that are often used to evaluate a person's understanding and application **Form of Assessment** : Participatory Activities	Lecturing 2 X 50		**Material:** Understanding of Stylistic Concepts **Reference:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students. London: Routledge*	2%
2	Students are able to explain the concept of stylisticsStudents are able to give examples of levels of language that cover stylistics	1.Students are able to explain the concept of stylistics 2.Students are able to give examples of levels of language that cover stylistics	**Criteria:** Based on students' results **Form of Assessment** : Participatory Activities	Lecturing Group Discussion 2 X 50		**Material:** The concept of stylistics and examples of levels of language that cover stylistics **Reader:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students. London: Routledge*	3%
3	1.Students are able to explain the concept of stylistics 2.Students are able to give examples of levels of language that cover stylistics	1.Students are able to explain the concept of stylistics 2.Students are able to give examples of levels of language that cover stylistics	**Criteria:** Based on BCO **Form of Assessment** : Participatory Activities	Lecturing Group discussion 2 X 50		**Material:** The concept of stylistics **Reference:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students. London: Routledge*	5%
4	Understand The Nature and Goals of Stylistics	1.Students are able to define types of stylistics 2.Students are able to explain the Features of Linguistic Stylistics	**Criteria:** Based on the BCO **Form of Assessment** : Participatory Activities	Lecturing class discussion 2 X 50		**Material:** The Nature and Goals of Stylistics **Bibliography:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students. London: Routledge*	5%
5	Understand The Nature and Goals of Stylistics To define the types of Stylistics	1.Students are able to define types of stylistics 2.Students are able to explain the Features of Linguistic Stylistics	**Criteria:** Based on BCO **Form of Assessment** : Participatory Activities, Practice/Performance	Lecturing class discussion 2 X 50		**Material:** The types of Stylistics and the Features of Linguistic Stylistics **Reference:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students. London: Routledge*	5%

6	Levels of Linguistic Analysis: To explain the Lexico-Semantic Level	Students are able to explain the Lexico-Semantic Level	**Criteria:** Based on students' results **Form of Assessment** : Participatory Activities	Lecture Presentation 2 X 50		**Material:** Levels of Linguistic Analysis **Bibliography:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students. London: Routledge*	5%
7	Levels of Linguistic Analysis: To explain the Lexico-Semantic Level	Students are able to explain The Lexico-Semantic Level	**Criteria:** Based on students' results **Form of Assessment** : Participatory Activities	Lecture Presentation 2 X 50		**Material:** Levels of Linguistic Analysis **Bibliography:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students. London: Routledge*	5%
8	MID-TERM TEST	Students are able to understand and apply various stylistic techniques and their ability to analyze and interpret literature from a stylistic perspective.	**Criteria:** Based on students' results **Form of Assessment** : Participatory Activities	Students do the mid-term test 2 X 50		**Material:** MID-TERM TEST **References:** *Watson, Greg and Zyngier, Sonia (Eds.) 2007. Literature and Stylistics for Language Learners: Theory and Practice. New York: Palgrave Macmillan.*	10%
9	Levels of Linguistic Analysis: to explain the Syntactic Level including Units of Grammar the Clause the Sentence	Students are able to explain the Syntactic Level including Units of Grammar the Clause the Sentence	**Criteria:** Based on the BCO **Form of Assessment** : Participatory Activities	Presentation, Discussion, and Question-Answer 2 X 50		**Material:** Levels of Linguistic Analysis: the Syntactic Level including Units of Grammar the Clause the Sentence **Library:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students. London: Routledge*	5%
10	Levels of Linguistic Analysis: To explain The Syntactic Level including Units of Grammar The Clause The Sentence	Students are able to explain the Syntactic Level including Units of Grammar the Clause the Sentence	**Criteria:** Based on BCO **Form of Assessment** : Participatory Activities	Presentation, Discussion and Question-Answer 2 X 50		**Material:** Levels of Linguistic Analysis: the Syntactic Level including Units of Grammar the Clause the Sentence **Library:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students. London: Routledge*	5%

11	A detailed look at poems	students should be able to recite, examine and study some poems in detail	**Criteria:** The assessment criteria for a detailed analysis of poetry can vary depending on the context, such as whether it's a classroom assignment, literary analysis, or a formal review. **Form of Assessment** : Participatory Activities, Practice/Performance	Presentation, Discussion, and Question-Answer 2 X 50		**Material:** A detailed look at poetry **Bibliography:** *Burke, Michael (ED.) 2014. The Handbook of Stylistics . London and New York: Routledge*	5%
12	A detailed look at poems	students should be able to recite, examine and study some poems in detail	**Criteria:** The assessment criteria for a detailed analysis of poetry can vary depending on the context, such as whether it's a classroom assignment, literary analysis, or a formal review. **Form of Assessment** : Participatory Activities	Presentation, Discussion, and Question-Answer 2 X 50		**Material:** A detailed look at poetry **Bibliography:** *Burke, Michael (ED.) 2014. The Handbook of Stylistics . London and New York: Routledge*	5%
13	A detailed look at prose fiction and non-literary texts	students should be able to explain process fiction and non-literary texts in detail	**Criteria:** Student's understanding based on assessment indicators **Form of Assessment** : Participatory Activities	Presentation, Discussion, and Question-Answer 2 X 50		**Material:** Prose fiction and non-literary texts in detail **References:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students. London: Routledge*	5%
14	A detailed look at prose fiction and non-literary texts	students should be able to explain process fiction and non-literary texts in detail	**Criteria:** Student's understanding based on assessment indicators **Form of Assessment** : Participatory Activities	Presentation, Discussion, Question-Answer 2 X 50		**Material:** A detailed look at prose fiction and non-literary texts **Bibliography:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students. London: Routledge*	5%
15	A detailed look at prose drama texts	Students should be able to demonstrate drama texts in detail	**Criteria:** Student's understanding based on assessment indicators **Form of Assessment** : Participatory Activities, Practice/Performance	Presentation, Discussion, Question-Answer 2 X 50		**Material:** A detailed look at prose drama texts **Bibliography:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students. London: Routledge*	5%

| 16 | Final Test | Students may be required to submit a research paper or project that demonstrates their understanding of stylistic analysis. | **Criteria:** Student's understanding based on assessment indicators

 Form of Assessment : Participatory Activities, Practice/Performance | None
 2 X 50 | | **Material:** Final Test : Students may be required to submit a research paper or project that demonstrates their understanding of stylistic analysis.
 Reference: *Simpson, Paul. 2004. Stylistics: A Resource Book for Students. London: Routledge* | 25% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	80%
2.	Practice / Performance	20%
		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.