



Universitas Negeri Surabaya
Faculty of Languages and Arts
German Language Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Discourse Analysis	8820702007		T=2 P=0 ECTS=3.18	7	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																	
		Dwi Imroatu Julaikah, S.Pd., M.Pd.																																	
Learning model	Project Based Learning																																					
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr><td style="width: 50px;">P.O</td></tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
Short Course Description	Study of discourse analysis with a focus on the study of the nature of language and the nature of discourse, the concept of discourse analysis and models of discourse analysis, as well as the study of discourse and how to analyze simple discourse.																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Helga Andressen Helga.1990. Textlinguistik. Kassel.Langenscheidt 2. Eriyanto. 2001. Analisis Wacana: Pengantar Analisis Media. Yogyakarta : LKiS 3. Kaseng, Syahrudin.1989. Linguistik Terapan: Pengantar menuju Pengajaran Bahasa Sukses 4. Lubis, Hamid.1993. Analisis Wacana Pragmatik. Bandung: Angkasa. 5. Sobur, Alex. Analisis Teks Media: Suatu Pengantar untuk Analisis Wacana, Analisis Semiotik, Analisis Framing. Bandung : PT Remaja Rosdakarya. 																																					
	Supporters:																																					
Supporting lecturer	Drs. Ari Pujosusanto, 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	Able to understand the definition of discourse analysis, the concept of discourse analysis and understand lecture techniques.	Able to understand the technicalities of discourse analysis lectures. Understand definitions and limitations in discourse analysis. Understand the background to the emergence of discourse analysis in the scope of language (linguistics) among other sciences (sociology, anthropology, philosophy).	Criteria: Full marks are obtained if you are able to answer random questions correctly	Brainstroming Lecture PPT Handout 2 X 50			0%
2	Able to understand discourse analysis and practice in analyzing discourse by utilizing science and technology and existing learning resources as tools to understand concepts about language and discourse analysis.	Students can understand the definitions, boundaries and functions of language in everyday life. Understand several examples of previous research using discourse analysis. Understand macro and micro discourse	Criteria: Full marks are obtained if you do all the questions correctly	Hands-on learning PPT Handout 2 X 50			0%
3	Able to understand discourse analysis and practice in analyzing discourse by utilizing science and technology and existing learning resources as tools to understand concepts about language and discourse analysis.	Students can understand the definitions, boundaries and functions of language in everyday life. Understand several examples of previous research using discourse analysis. Understand macro discourse and micro discourse.	Criteria: Full marks are obtained if you do all the questions correctly	Direct learning PPT 2 X 50			0%
4	Able to understand discourse analysis and practice in analyzing discourse in language learning.	Students can understand discourse analysis, language as an object of discourse analysis and the position of discourse analysis in language learning.	Criteria: Full marks are obtained if you do all the questions correctly.	Discussion and questions and answers 2 X 50			0%
5	Able to understand discourse analysis and practice in analyzing discourse as a tool to help understand language and the position of discourse analysis in language learning.	Students can understand discourse analysis. Language as an object of discourse analysis and the position of discourse analysis in language learning.	Criteria: Full marks are obtained if you answer all questions correctly.	Direct learning, discussion and questions and answers 2 X 50			0%
6	Understand discourse analysis and its description	Students can understand discourse analysis and description.	Criteria: Full marks are obtained if you do the questions correctly	Direct learning 2 X 50			0%
7	Able to understand discourse analysis and description	Students are able to understand discourse analysis and its description		Hands-on learning. 2 X 50			0%

8	Utilizing science and technology as a tool to help understand discourse analysis models.	Students understand various models and types of discourse analysis.		discussion 2 X 50			0%
9	Utilizing science and technology as a tool to help understand discourse analysis models.	Students understand various models and types of discourse analysis	Criteria: Full marks are obtained if you do all the questions correctly.	Discussion 2 X 50			0%
10	Understand discourse analysis which includes presuppositions, implicatures and deixis.	Students understand discourse analysis studies which include presuppositions, implicatures and deixis.		direct learning Discussion 2 X 50			0%
11	UTS	UTS		UTS 2 X 50			0%
12	Utilizing science and technology as a learning resource to be able to analyze simple discourse.	Students are able to analyze simple discourse.		discussion 2 X 50			0%
13	Utilizing science and technology as a learning resource to be able to analyze simple discourse.	Students are able to analyze simple discourse.		Discussion 2 X 50			0%
14	Utilizing science and technology as a learning resource to be able to analyze simple discourse.	Students are able to analyze simple discourse.		Discussion 2 X 50			0%
15	Utilizing science and technology as a learning resource to be able to analyze discourse.	Students are able to analyze simple discourse.	Criteria: Full marks are obtained if you do all the questions correctly.	Discussion 2 X 50			0%
16	UAS	UAS		UAS 2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

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.
- 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.

