



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

Document Code

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																										
Discursanalyse	7920602047		T=2 P=0 ECTS=3.18	5	July 18, 2024																																										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																										
	.....		.....		Dr. Wisma Kurniawati, M.Pd.																																										
<b>Learning model</b>	Project Based Learning																																														
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																														
	Program Objectives (PO)																																														
	PLO-PO Matrix																																														
		<table border="1" style="margin: auto;"> <tr><td style="width: 100px; height: 20px;">P.O</td></tr> </table>					P.O																																								
P.O																																															
<b>Short Course Description</b>	PO Matrix at the end of each learning stage (Sub-PO)																																														
		<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td><td style="width: 20px;">5</td><td style="width: 20px;">6</td><td style="width: 20px;">7</td><td style="width: 20px;">8</td><td style="width: 20px;">9</td><td style="width: 20px;">10</td><td style="width: 20px;">11</td><td style="width: 20px;">12</td><td style="width: 20px;">13</td><td style="width: 20px;">14</td><td style="width: 20px;">15</td><td style="width: 20px;">16</td> </tr> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																															
<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Jäger, Siegfried. 2008. Kritische Diskursanalyse, Eine Einführung. Germany: Diss.</li> <li>2. Renkema, Jan. 2004. Introduction to Discourse Studies. Amsterdam: John Benjamins Publishing Company</li> <li>3. Spitzmüller, Jürgen daan Ingo Warnke. 2011. Diskurslinguistik. De Gruyter Verlag</li> <li>4. Van Dijk, Teun A. 2008. Discourse and Context. Cambridge: Cambridge University Press.</li> </ol> <p><b>Supporters:</b></p>																																														
<b>Supporting lecturer</b>	Ajeng Dianing Kartika, S.S., M.Hum.																																														
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																								
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																										
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																								

1	Students are able to explain the meaning and scope of discourse	able to explain discourse terms and map the position of discourse in the linguistic realm	<p><b>Criteria:</b></p> <p>1.1. The results are not in accordance with the assignment given, the development is in accordance with the theme, not equipped with quotations that are appropriate to the sources used</p> <p>2.2. Results are in accordance with the assignment given, development is in accordance with the theme, not accompanied by quotations that are appropriate to the sources used</p> <p>3.3. Results are in accordance with the assignment given, development is in accordance with the theme, equipped with quotations but not in accordance with the sources used</p> <p>4.4. Results in accordance with the assignment given, development in accordance with the theme, equipped with quotations appropriate to the sources used.</p>	reading literature and listening to students' explanations 2 X 50			0%
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2	Students are able to explain the meaning and scope of discourse	Able to explain discourse terms and map the position of discourse in the linguistic realm	<p><b>Criteria:</b></p> <p>1.1. The results are not in accordance with the assignment given, the development is in accordance with the theme, not equipped with quotations that are appropriate to the sources used</p> <p>2.2. Results are in accordance with the assignment given, development is in accordance with the theme, not accompanied by quotations that are appropriate to the sources used</p> <p>3.3. Results are in accordance with the assignment given, development is in accordance with the theme, equipped with quotations but not in accordance with the sources used</p> <p>4.4. Results in accordance with the assignment given, development in accordance with the theme, equipped with quotations appropriate to the sources used.</p>	Reading literature and listening to students' explanations 2 X 50			0%
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3	Students are able to explain the meaning of cohesion and coherence and mark them in discourse	able to explain the term cohesion and identify it in discourse	<b>Criteria:</b> 1.1. The results are not in accordance with the assignment given, the development is in accordance with the theme, not equipped with quotations that are appropriate to the sources used 2.2. Results are in accordance with the assignment given, development is in accordance with the theme, not accompanied by quotations that are appropriate to the sources used 3.3. Results are in accordance with the assignment given, development is in accordance with the theme, equipped with quotations but not in accordance with the sources used 4.4. Results in accordance with the assignment given, development in accordance with the theme, equipped with quotations appropriate to the sources used.	Reading literature, listening to students' explanations. 2 X 50		0%
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4	Students are able to explain the meaning of cohesion and coherence and mark them in discourse.	Able to explain the term cohesion and identify it in discourse	<b>Criteria:</b> 1.1. The results are not in accordance with the assignment given, the development is in accordance with the theme, not equipped with quotations that are appropriate to the sources used 2.2. Results are in accordance with the assignment given, development is in accordance with the theme, not accompanied by quotations that are appropriate to the sources used 3.3. Results are in accordance with the assignment given, development is in accordance with the theme, equipped with quotations but not in accordance with the sources used 4.4. Results in accordance with the assignment given, development in accordance with the theme, equipped with quotations appropriate to the sources used.	Read literature, listen to learner explanations, and discuss them. 2 X 50			0%
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5	Students are able to describe the internal and external elements that make up discourse	Able to identify internal and external elements of discourse and mark examples in discourse	<b>Criteria:</b> 1.1. The results are not in accordance with the assignment given, the development is in accordance with the theme, not equipped with quotations that are appropriate to the sources used 2.2. Results are in accordance with the assignment given, development is in accordance with the theme, not accompanied by quotations that are appropriate to the sources used 3.3. Results are in accordance with the assignment given, development is in accordance with the theme, equipped with quotations but not in accordance with the sources used 4.4. Results in accordance with the assignment given, development in accordance with the theme, equipped with quotations appropriate to the sources used.	Reading literature, listening to learner explanations, discussion 2 X 50			0%
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6	Students are able to describe the internal and external elements that make up discourse	Able to identify internal and external elements of discourse and mark examples in discourse	<p><b>Criteria:</b></p> <p>1.1. The results are not in accordance with the assignment given, the development is in accordance with the theme, not equipped with quotations that are appropriate to the sources used</p> <p>2.2. Results are in accordance with the assignment given, development is in accordance with the theme, not accompanied by quotations that are appropriate to the sources used</p> <p>3.3. Results are in accordance with the assignment given, development is in accordance with the theme, equipped with quotations but not in accordance with the sources used</p> <p>4.4. Results in accordance with the assignment given, development in accordance with the theme, equipped with quotations appropriate to the sources used.</p>	Read literature, listen to learner explanations, and discuss 2 X 50		0%
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7	Students are able to understand themes and rhymes in discourse	Able to understand the definition of theme and rhyme	<b>Criteria:</b> 1.1. The results are not in accordance with the assignment given, the development is in accordance with the theme, not equipped with quotations that are appropriate to the sources used 2.2. Results are in accordance with the assignment given, development is in accordance with the theme, not accompanied by quotations that are appropriate to the sources used 3.3. Results are in accordance with the assignment given, development is in accordance with the theme, equipped with quotations but not in accordance with the sources used 4.4. Results in accordance with the assignment given, development in accordance with the theme, equipped with quotations appropriate to the sources used.	Reading literature, listening to learner explanations and discussions 2 X 50		0%
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8	Students are able to understand themes and rhymes in discourse	Able to understand the definition of theme and rheme	<p><b>Criteria:</b></p> <p>1.1. The results are not in accordance with the assignment given, the development is in accordance with the theme, not equipped with quotations that are appropriate to the sources used</p> <p>2.2. Results are in accordance with the assignment given, development is in accordance with the theme, not accompanied by quotations that are appropriate to the sources used</p> <p>3.3. Results are in accordance with the assignment given, development is in accordance with the theme, equipped with quotations but not in accordance with the sources used</p> <p>4.4. Results in accordance with the assignment given, development in accordance with the theme, equipped with quotations appropriate to the sources used.</p>	Reading literature, listening to students, and discussions 2 X 50		0%
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9	Students are able to understand themes and rhymes in discourse	Able to understand the definition of theme and rhyme	<b>Criteria:</b> 1.1. The results are not in accordance with the assignment given, the development is in accordance with the theme, not equipped with quotations that are appropriate to the sources used 2.2. Results are in accordance with the assignment given, development is in accordance with the theme, not accompanied by quotations that are appropriate to the sources used 3.3. Results are in accordance with the assignment given, development is in accordance with the theme, equipped with quotations but not in accordance with the sources used 4.4. Results in accordance with the assignment given, development in accordance with the theme, equipped with quotations appropriate to the sources used.	Reading literature, listening to students and discussions 2 X 50			0%
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10	UTS	UTS	<p><b>Criteria:</b></p> <p>1.1. The results are not in accordance with the assignment given, the development is in accordance with the theme, not equipped with quotations that are appropriate to the sources used</p> <p>2.2. Results are in accordance with the assignment given, development is in accordance with the theme, not accompanied by quotations that are appropriate to the sources used</p> <p>3.3. Results are in accordance with the assignment given, development is in accordance with the theme, equipped with quotations but not in accordance with the sources used</p> <p>4.4. Results in accordance with the assignment given, development in accordance with the theme, equipped with quotations appropriate to the sources used.</p>	UTS 2 X 50			0%
11	Difference between discourse analysis and critical discourse analysis	Able to understand the difference between discourse analysis and critical discourse analysis	<p><b>Criteria:</b></p> <p>1. The results are not in accordance with the assignment given, the development is in accordance with the theme, not equipped with quotations that are appropriate to the sources used</p> <p>2. Results are in accordance with the assignment given, development is in accordance with the theme, not equipped with quotations that are appropriate to the sources used</p> <p>3. Results are in accordance with the assignment given, development is in accordance with the theme, equipped with quotations but not in accordance with the sources used</p> <p>4. The results are in accordance with the assignment given, the development is in accordance with the theme, accompanied by quotations that are appropriate to the sources used.</p>	Reading literature, listening to learner explanations and discussions 2 X 50			0%

12	Difference between discourse analysis and critical discourse analysis	Able to understand the difference between discourse analysis and critical discourse analysis	<b>Criteria:</b> 1.1. The results are not in accordance with the assignment given, the development is in accordance with the theme, not equipped with quotations that are appropriate to the sources used 2.2. Results are in accordance with the assignment given, development is in accordance with the theme, not accompanied by quotations that are appropriate to the sources used 3.3. Results are in accordance with the assignment given, development is in accordance with the theme, equipped with quotations but not in accordance with the sources used 4.4. Results in accordance with the assignment given, development in accordance with the theme, equipped with quotations appropriate to the sources used.	Reading literature, listening to learner explanations, and 2 X 50 discussions			0%
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13	Models of critical discourse analysis	Able to understand and recognize various models of critical discourse analysis	<p><b>Criteria:</b></p> <p>1.1. The results are not in accordance with the assignment given, the development is in accordance with the theme, not equipped with quotations that are appropriate to the sources used</p> <p>2.2. Results are in accordance with the assignment given, development is in accordance with the theme, not accompanied by quotations that are appropriate to the sources used</p> <p>3.3. Results are in accordance with the assignment given, development is in accordance with the theme, equipped with quotations but not in accordance with the sources used</p> <p>4.4. Results in accordance with the assignment given, development in accordance with the theme, equipped with quotations appropriate to the sources used.</p>	Read literature, listen to student explanations, and discuss 2 X 50			0%
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14	Models of critical discourse analysis	Able to recognize and understand various models of critical discourse analysis	<p><b>Criteria:</b></p> <p>1.1. The results are not in accordance with the assignment given, the development is in accordance with the theme, not equipped with quotations that are appropriate to the sources used</p> <p>2.2. Results are in accordance with the assignment given, development is in accordance with the theme, not accompanied by quotations that are appropriate to the sources used</p> <p>3.3. Results are in accordance with the assignment given, development is in accordance with the theme, equipped with quotations but not in accordance with the sources used</p> <p>4.4. Results in accordance with the assignment given, development in accordance with the theme, equipped with quotations appropriate to the sources used.</p>	Read literature, listen to student explanations, and discuss 2 X 50			0%
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15	Students are able to apply the discourse analysis model to discourse in the form of news texts and advertisements	Able to use discourse analysis models in news and advertising texts	<b>Criteria:</b> 1.1. The results are not in accordance with the assignment given, the development is in accordance with the theme, not equipped with quotations that are appropriate to the sources used 2.2. Results are in accordance with the assignment given, development is in accordance with the theme, not accompanied by quotations that are appropriate to the sources used 3.3. Results are in accordance with the assignment given, development is in accordance with the theme, equipped with quotations but not in accordance with the sources used 4.4. Results in accordance with the assignment given, development in accordance with the theme, equipped with quotations appropriate to the sources used.	Read literature and discuss 2 X 50			0%
16	UAS	UAS		2 X 50			0%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
		0%

**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.