



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

Document
Code

SEMESTER LEARNING PLAN

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|-----------------------------------|--|--------------------------|--|------------------------------|--------|---|----|------|----|----|----|----|----|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Anthropology of Language | 7920102171 | Compulsory Study Program Subjects | T=2 P=0 ECTS=3.18 | 5 | July 16, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | | SP Developer | Course Cluster Coordinator | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Dr. Agusniar Dian Savitri; Dr. Dianita Indrawati | Prof. Dr. Kisyani Laksono | Drs. Parmin, M.Hum. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program that is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-6 | Mastering the basic knowledge to be creative in the field of Indonesian language and literature; as well as research methods in Indonesian language and literature | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-14 | Able to document, store, secure and recover data to ensure validity and prevent plagiarism, as well as compiling descriptions of scientific study results in the form of a thesis, and uploading them on the Unesa page | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 1 | Students are able to know the concepts of linguistic anthropology responsibly | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-6</td> <td>PLO-14</td> <td></td> <td></td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | | | P.O | PLO-6 | PLO-14 | | | PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P.O | PLO-6 | PLO-14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">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> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> | | | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | PO-1 | | | | | | | | | | | | | | | | |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | Able to develop the ability to analyze anthropological aspects in the field of language by utilizing basic concepts of linguistic anthropology through face-to-face activities, training, structured assignments, independent study, online, and simulations to produce articles/papers to be presented in class discussions and major work titles . | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. Ahearn, Laura, M. 2012. Living Language: An Introduction to Linguistic Anthropology . West-Sussex (UK): Willey-Blackwell. 2. Duranti, Alessandro. 1997. Linguistic Anthropology. Cambridge: Cambridge University Press. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. Buku antropolgi bahasa praktis | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Prof. Dr. Kisyani Laksono, M.Hum. Dr. Agusniar Dian Savitri, 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---|--|---|---|--|--|--|----|
| 1 | · Understand the concept of intersection and scope of the field of anthropology and linguistics | · Able to explain the concept of intersection between the fields of anthropology and the field of linguistics · Able to explain the scope of the field of linguistic anthropology · Able to explain basic concepts in the field of anthropology in the field of linguistics | Form of Assessment : Participatory Activities | Explanation, question and answer, discussion 2 X 50 | | Material: concept of intersection and scope of anthropology and linguistics. References: 1. Ahearn, Laura, M. 2012. <i>Living Language: An Introduction to Linguistic Anthropology</i> . West-Sussex (UK): Willey-Blackwell. 2. Duranti, Alessandro. 1997. <i>Linguistic Anthropology</i> . Cambridge: Cambridge University Press. | 4% |
| 2 | · Understand language as an element of culture (anthropology) | · Able to understand language as an element of culture (anthropology) | Form of Assessment : Participatory Activities | · Assignment 2 X 50 | | Material: cultural elements References: 1. Ahearn, Laura, M. 2012. <i>Living Language: An Introduction to Linguistic Anthropology</i> . West-Sussex (UK): Willey-Blackwell. 2. Duranti, Alessandro. 1997. <i>Linguistic Anthropology</i> . Cambridge: Cambridge University Press. | 4% |
| 3 | · Understand language as an element of culture (anthropology) | · Able to understand language as an element of culture (anthropology) | Form of Assessment : Participatory Activities | · Assignment 2 X 50 | | Material: cultural elements References: Ahearn, Laura, M. 2012. <i>Living Language: An Introduction to Linguistic Anthropology</i> . West-Sussex (UK): Willey-Blackwell. | 4% |
| 4 | 1. Understand the concepts of linguistic anthropology and other interdisciplinary sciences · 2. Understanding the linguistic anthropology paradigm for language studies | · Able to explain the concept of linguistic anthropology and other interdisciplinary sciences · Able to use the internet to search for linguistic anthropology paradigm concepts for language studies | Form of Assessment : Participatory Activities | Explanations, assignments, discussions and questions and answers 2 X 50 | | Material: concepts of linguistic anthropology and other interdisciplinary sciences References: Ahearn, Laura, M. 2012. <i>Living Language: An Introduction to Linguistic Anthropology</i> . West-Sussex (UK): Willey-Blackwell. | 4% |

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|---|---|--|--|--|--|--|-----|
| 5 | <p>1. Understand the concepts of linguistic anthropology and other interdisciplinary sciences .</p> <p>2. Understanding the linguistic anthropology paradigm for language studies</p> | <p>· Able to explain the concept of linguistic anthropology and other interdisciplinary sciences · Able to use the internet to search for linguistic anthropology paradigm concepts for language studies</p> | <p>Form of Assessment : Participatory Activities</p> | <p>Explanations, assignments, discussions and questions and answers 2 X 50</p> | | <p>Material: linguistic anthropology paradigm for language studies References: <i>Ahearn, Laura, M. 2012. Living Language: An Introduction to Linguistic Anthropology. West-Sussex (UK): Willey-Blackwell.</i></p> | 4% |
| 6 | <p>· Understanding linguistic anthropology: the relationship between library studies and field studies</p> | <p>· Be able to explain linguistic anthropology: the relationship between library studies and field studies</p> | <p>Criteria: according to the criteria Form of Assessment : Participatory Activities</p> | <p>Explanations, assignments, discussions and questions and answers 2 X 50</p> | | <p>Material: linguistic anthropology: the relationship between library studies and field studies Reference: <i>Duranti, Alessandro. 1997. Linguistic Anthropology. Cambridge: Cambridge University Press.</i></p> | 4% |
| 7 | <p>· Understanding linguistic anthropology: the relationship between library studies and field studies</p> | <p>· Be able to explain linguistic anthropology: the relationship between library studies and field studies</p> | <p>Criteria: according to the criteria Form of Assessment : Participatory Activities, Practice/Performance</p> | <p>Explanations, assignments, discussions and questions and answers 2 X 50</p> | | <p>Material: linguistic anthropology: the relationship between library studies and field studies References: <i>Ahearn, Laura, M. 2012. Living Language: An Introduction to Linguistic Anthropology. West-Sussex (UK): Willey-Blackwell.</i></p> | 19% |
| 8 | UTS | UTS | <p>Form of Assessment : Participatory Activities</p> | UTS 2 X 50 | | <p>Material: UTS Reader: <i>Ahearn, Laura, M. 2012. Living Language: An Introduction to Linguistic Anthropology. West-Sussex (UK): Willey-Blackwell.</i></p> | 4% |
| 9 | <p>· Mastering the concept of study subjects in linguistic anthropology</p> | <p>· Able to explain the concept of study subjects in linguistic anthropology</p> | <p>Criteria: according to the criteria Form of Assessment : Participatory Activities</p> | <p>Explanations, assignments, discussions and questions and answers 2 X 50</p> | | <p>Material: the concept of the subject of study in linguistic anthropology. Reference: <i>Ahearn, Laura, M. 2012. Living Language: An Introduction to Linguistic Anthropology. West-Sussex (UK): Willey-Blackwell.</i></p> | 4% |

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|----|--|--|---|--|--|--|----|
| 10 | · Mastering the concept of study subjects in linguistic anthropology | · Able to explain the concept of study subjects in linguistic anthropology | Form of Assessment : Participatory Activities | Explanations, assignments, discussions and questions and answers 2 X 50 | | Material: the concept of the subject of study in linguistic anthropology. Reference: <i>Ahearn, Laura, M. 2012. Living Language: An Introduction to Linguistic Anthropology. West-Sussex (UK): Willey-Blackwell.</i> | 4% |
| 11 | · Mastering the concept of study subjects in linguistic anthropology | · Able to explain the concept of study subjects in linguistic anthropology | Form of Assessment : Participatory Activities | Explanations, assignments, discussions and questions and answers 2 X 50 | | Material: the concept of the subject of study in linguistic anthropology. Reference: <i>Ahearn, Laura, M. 2012. Living Language: An Introduction to Linguistic Anthropology. West-Sussex (UK): Willey-Blackwell.</i> | 4% |
| 12 | · Mastering the concept of study subjects in linguistic anthropology | · Able to explain the concept of study subjects in linguistic anthropology | Form of Assessment : Participatory Activities | Explanations, assignments, discussions and questions and answers 2 X 50 | | Material: the concept of the subject of study in linguistic anthropology. Reference: <i>Ahearn, Laura, M. 2012. Living Language: An Introduction to Linguistic Anthropology. West-Sussex (UK): Willey-Blackwell.</i> | 4% |
| 13 | · Mastering the concept of study subjects in linguistic anthropology | · Able to explain the concept of study subjects in linguistic anthropology | Form of Assessment : Participatory Activities | Explanations, assignments, discussions and questions and answers 2 X 50 | | Material: the concept of the subject of study in linguistic anthropology. Reference: <i>Ahearn, Laura, M. 2012. Living Language: An Introduction to Linguistic Anthropology. West-Sussex (UK): Willey-Blackwell.</i> | 4% |
| 14 | · Mastering the concept of study subjects in linguistic anthropology | · Able to explain the concept of study subjects in linguistic anthropology | Form of Assessment : Participatory Activities | Explanations, assignments, discussions and questions and answers 2 X 50 | | Material: the concept of the subject of study in linguistic anthropology. Reference: <i>Ahearn, Laura, M. 2012. Living Language: An Introduction to Linguistic Anthropology. West-Sussex (UK): Willey-Blackwell.</i> | 4% |

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| 15 | · Mastering the concept of study subjects in linguistic anthropology | · Able to explain the concept of study subjects in linguistic anthropology | Form of Assessment : Participatory Activities | Explanations, assignments, discussions and questions and answers 2 X 50 | | Material: the concept of the subject of the study in linguistic anthropology. Reference: <i>Ahearn, Laura, M. 2012. Living Language: An Introduction to Linguistic Anthropology. West-Sussex (UK): Willey-Blackwell.</i> | 4% |
| 16 | | UAS | Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | UAS | UAS | Material: UAS Literature: <i>Duranti, Alessandro. 1997. Linguistic Anthropology. Cambridge: Cambridge University Press.</i> | 25% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|---|------------|
| 1. | Participatory Activities | 78% |
| 2. | Project Results Assessment / Product Assessment | 12.5% |
| 3. | Practice / Performance | 9.5% |
| | | 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.