



lecturer

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

SEMESTER LEARNING PLAN CODE Compilation Date Courses **Course Family Credit Weight** SEMESTER **Comparative Historical Linguistics** 7920102164 Compulsory Study P=0 ECTS=3.18 May 15, **Program Subjects** 2024 **AUTHORIZATION** SP Developer Course Cluster Coordinator Study Program Coordinator Dr. Agusniar Dian Savitri: Dr. Dianita Prof. Dr. Kisvani Laksono. Drs. Parmin. M.Hum. Indrawati Learning **Case Studies** model PLO study program that is charged to the course Program Learning PLO-6 Mastering the basic knowledge to be creative in the field of Indonesian language and literature; as well as research Outcomes methods in Indonesian language and literature (PLO) 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 PLO-14 **Program Objectives (PO)** Students are able to understand LHK concepts in Indonesia responsibly PO - 1 PLO-PO Matrix P.O PLO-6 PLO-14 PO-1 PO Matrix at the end of each learning stage (Sub-PO) P.O Week 2 3 4 7 8 9 12 16 1 5 6 10 11 13 14 15 PO-1 **Short** Mastering the concepts and various methods of comparative linguistics, and Lexicostatistics and Glotochronology, types of sound changes, language migration, Austrian languages, and the Austronesian language family through class meeting activities, field Course research, discussions, presentations to produce several articles on the application of comparative linguistics to be presented in class Description discussions and recorded. Main: References 1. Kawi, Djantera.dkk. 2002. Penelitian Kekerabatan dan Pemetaan Bahasa-bahasa Daerah di Indonesia: Provinsi Kalimantan Selatan . Jakarta: Pusat Bahasa. Keraf, Gorys. 1996. Linguistik Bandingan Historis . Jakarta: PT Gramedia Pustaka Utama, 3. Sugiono, Dendy, dkk. 2002. Penelitian Kekerabatan dan Pemetaan Bahasa-Bahasa Daerah di Indonesia . Jakarta: Pusat Bahasa. Crowley, Terry. 1983. Introduction to Historical Linguistics . Port Moresby: University of Papua New Guinea Press. 5. Keraf, Gorys. 1996. Linguistik Bandingan Historis . Jakarta: PT Gramedia Pustaka Utama, 6. Lass, Roger. 1969. Approach to English Historical Linguistics: An Anthology . New York: Holt. Mbete, Aron Meko. 1993. "Linguistik Historis Komparatif". Denpasar: Universitas Udayana. Mbete, Aron Meko. 1993. "Linguistik Diakronis". Denpasar: Universitas Udayana. McMahon, April M.S. 1999. Understanding Language Change . Cambridge: Cambridge University Press. 10. Nothofer, Bernd. 1975. The Reconstruction of Proto-Malayo-Javanic. S-Gravenhage: Martinus Nijhoff Supporters: 1. Buku buku LHK Dr. Dianita Indrawati, S.S., M.Hum. Dr. Agusniar Dian Savitri, S.S., M.Pd. Supporting

Week-	Final abilities of each learning stage	Eva	aluation	Lear Stude	elp Learning, ning methods, nt Assignments, stimated time]	Learning materials	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)	[References]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding the Essence, Definition and Goals of Comparative Linguistics Applying the Essence, Definition and Goals of Comparative Linguistics	Explaining the Nature, Definition and Objectives of Comparative Linguistics	Criteria: 1.Total score 100 2.Understand the purpose of tracking related languages 3.Understand the purpose of using methods in Comparative Historical Linguistics Form of Assessment:	discussion 2 X 50		Material: Introduction to Comparative Historical Linguistics References: Keraf, Gorys. 1996. Historical Comparative Linguistics. Jakarta: PT Gramedia Pustaka Utama,	5%
			Participatory Activities			Material: Comparative Historical Linguistics Bibliography: Mbete, Aron Meko. 1993. "Comparative Historical Linguistics". Denpasar: Udayana University.	
2	Utilizing science and technology as a tool to help solve problems in Comparative Linguistics related to the application of methods in Comparative Linguistics Applying comparative methods in analyzing language data Making strategic decisions based on language data about kinship and genetic relationships	Understanding methods in Comparative Linguistics Utilizing the internet as a tool for the three types of methods in Comparative Linguistics (Comparison Method, Grouping Method, and Reconstruction method) Analyzing language data with the three types of methods in Comparative Linguistics (Comparison Method, Grouping Method, and Reconstruction method)	Criteria: 1.Collect basic vocabulary 25 2.Counting relative words 25 3.Calculating separation time 25 4.Calculating the error term 25 5.Total score 100 Forms of Assessment: Participatory Activities, Portfolio Assessment, Tests	Performance Assignment (product) 2 X 50		Material: comparative linguistic method References: Kawi, Djantera.dkk. 2002. Research on Kinship and Mapping of Regional Languages in Indonesia: South Kalimantan Province. Jakarta: Language Center. Keraf, Gorys. 1996. Historical Comparative Linguistics. Jakarta: PT Gramedia Pustaka Utama, Sugiono, Dendy, et al. 2002. Basic Swadesh Vocabulary in Sangan and Sintang Districts. Jakarta: Ministry of Education and Culture Language Center. Sugiono, Dendy, et al. 2002. Research on Kinship and Mapping Regional Languages in Indonesia. Jakarta: Language Center. Crowley,	10%

					Terry. 1983. Introduction to Historical Linguistics. Port Moresby: University of Papua New Guinea Press. Dyen, Isidore. 1970. Proto-Austronesian ETYMA Constructing An Austronesian Cognate Finder List. Yale: Yale University. Lass, Roger. 1969. Approach to English Historical Linguistics: An Anthology. New York: Holt. Mbete, Aron Meko. 1993. "Comparative Historical Linguistics". Denpasar: Udayana University. Mbete, Aron Meko. 1993. "Diachronic Linguistics". Denpasar: Udayana University. Mbete, Aron Meko. 1993. "Diachronic Linguistics". Denpasar: Udayana University. McMahon, April MS 1999. Understanding Language Change. Cambridge University Press. Nothofer, Bernd. 1975. The Reconstruction of Proto-Malavo-Malavo-	
3	Utilizing science	Understanding	Criteria:	Performance		5%
	and technology as a tool to help solve problems in Comparative Linguistics related to the application of methods in Comparative Linguistics Applying comparative methods in analyzing language data Making strategic decisions based on language data about kinship and genetic relationships	methods in Comparative Linguistics Utilizing the internet as a tool for the three types of methods in Comparative Linguistics (Comparison Method, Grouping Method, and Reconstruction method) Analyzing language data with the three types of methods in Comparative Linguistics (Comparison Method, Grouping Method, and Reconstruction method) Grouping Method, and Reconstruction method)	1.Collect basic vocabulary 25 2.Counting relative words 25 3.Calculating separation time 25 4.Calculating the error term 25 5.Total score 100 Form of Assessment Participatory Activities	Assignment (product) 2 X 50		

4	Utilizing science and technology as a tool to help understand Lexicostatistics and Glotochronology methods Mastering the concept of Lexicostatistics and Glotochronology calculations Able to apply Lexicostatistics and Glotochronology methods in analyzing data from related languages	Using the Lexicostatistics method in grouping related languages and Glotochronology in calculating the age of related languages	Criteria: 1.Comparing the five language data on the basis of looking for cognate words/cognate sets (score 20) 2.Discover the sound changes that occurred in the development of proto ABCDE into languages A, B, C, D, and E (score 30) and explain these sound changes theoretically (score 50) Form of Assessment: Participatory Activities	Performance and Product Assessment 2 X 50		5%
5	Utilizing science and technology as a tool to help understand Lexicostatistics and Glotochronology methods Mastering the concept of Lexicostatistics and Glotochronology calculations Able to apply Lexicostatistics and Glotochronology methods in analyzing data from related languages	Using the Lexicostatistics method in grouping related languages and Glotochronology in calculating the age of related languages	Criteria: 1.Comparing the five language data on the basis of looking for cognate words/cognate sets (score 20) 2.Discover the sound changes that occurred in the development of proto ABCDE into languages A, B, C, D, and E (score 30) and explain these sound changes theoretically (score 50) Form of Assessment: Participatory Activities	Performance and Product Assessment 2 X 50		5%

			1	I	1		
6	Utilizing science and technology as	Explaining the Austrian	Criteria:	discussion			5%
	a tool to help	Language	1.1 a) Mention two	2 X 50			
	understand the	Family	large families				
	Austrian language		along with				
	family. Mastering the classification		examples of				
	division of Austrian		languages				
	languages. Able to		included in the				
	be responsible for		Austrian Family				
	the results of the grouping of the		(score 30)				
	Austrian language		2.b) Mention only				
	family.		large clumps along with the				
			clump coverage				
			area (score 20)				
			3.c) Mention only				
			the name of the				
			large clump				
			(score 10)				
			4.2. a) Mention the				
			four major				
			families and their				
			sub-families,				
			namely the West				
			Austro-Asiatic				
			Family, the East				
			Austro-Asiatic				
			Family, the				
			Campa				
			languages, and				
			the Yumbri				
			languages along				
			with the				
			languages				
			included in these				
			sub-families				
			(score 50)				
			5.b) Mentions only				
			four subfamilies				
			along with the				
			languages				
			included in these				
			subfamilies				
			(score 40)				
			6.c) Mention only three subfamilies				
			along with the				
			languages				
			included in these				
			subfamilies				
			(score 30)				
			7.d) Mention only				
			two subfamilies				
			along with the				
			languages				
			included in these				
			subfamilies				
			(score 20)				
			8.e) Mention only				
			one subfamily				
			along with the				
			languages				
			included in that				
			subfamily (score				
			10)				
			9.3. a) mention				
			language families				
			and explain				
			(score 20)				
			10.b) just mention				
			it (score 10)				
			Form of Assessment				
			: Only of Assessmell				
			Participatory Activities				
			,				
			I	l	1	l	

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7	Utilizing science and technology as a tool to help understand the Austrian language family. Mastering the classification division of Austrian languages. Able to be responsible for the results of the grouping of the Austrian language family.	Explaining the Austrian Language Family	Criteria: 1.1 a) Mention two large families along with examples of languages included in the Austrian Family (score 30) 2.b) Mention only large clumps along with the clump coverage area (score 20) 3.c) Mention only the name of the large clump (score 10) 4.2. a) Mention the four major families and their sub-families, namely the West Austro-Asiatic Family, the East Austro-Asiatic Family, the East Austro-Asiatic Family, the Campa languages, and the Yumbri languages included in these sub-families (score 50) 5.b) Mentions only four subfamilies along with the languages included in these subfamilies (score 40) 6.c) Mention only three subfamilies along with the languages included in these subfamilies (score 40) 6.c) Mention only three subfamilies along with the languages included in these subfamilies (score 30) 7.d) Mention only two subfamilies along with the languages included in these subfamilies (score 20) 8.e) Mention only one subfamily along with the languages included in these subfamilies (score 20) 8.e) Mention only one subfamily along with the languages included in these subfamilies (score 20) 10.b) just mention it (score 10) Form of Assessment: 1. Troticipatory Activities, Troticip	discussion 2 X 50		5%
			Tests			
8	UTS	UTS	Criteria: UTS Form of Assessment : Test	UTS 2 X 50	Material: UTS Library: Kawi, Djantera.dkk. 2002. Research on Kinship and Mapping of Regional Languages in Indonesia: South Kalimantan Province.	10%

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9	Understanding language migration Mastering language migration theory Able to be responsible for determining the direction of language migration	Explains language migration and language migration	Criteria: Answer 100 correct, 20 incorrect Form of Assessment : Participatory Activities	discussion 2 X 50		5%
10	Understanding language migration Mastering language migration theory Able to be responsible for determining the direction of language migration	Explains language migration and language migration	Criteria: Answer 100 correct, 20 incorrect Form of Assessment : Participatory Activities	discussion 2 X 50		5%
11	Utilizing science and technology as a tool to analyze language data related to sound changes. Mastering the concept of types of sound changes	Explaining Sound Changes	Criteria: explain correspondence correctly 50 explain correspondence incorrectly 25 explain sound changes correctly 50 explain sound changes incorrectly 25 Form of Assessment : Project Results Assessment / Product Assessment	Product assessment 2 X 50		5%
12	Utilizing science and technology as a tool to analyze language data related to sound changes. Mastering the concept of types of sound changes	Explaining Sound Changes	Criteria: explain correspondence correctly 50 explain correspondence incorrectly 25 explain sound changes correctly 50 explain sound changes incorrectly 25 Form of Assessment : Practice / Performance	Product assessment 2 X 50		5%
13	Utilizing science and technology as a tool to analyze language data related to sound changes. Mastering the concept of types of sound changes	Explaining Sound Changes	Criteria: explain correspondence correctly 50 explain correspondence incorrectly 25 explain sound changes correctly 50 explain sound changes incorrectly 25 Form of Assessment : Practice / Performance	Product assessment 2 X 50		5%
14			Criteria: 1.can apply comparative linguistic data collection methods 50 2.can classify the phonetic data obtained 10 3.can analyze data using comparative linguistic methods 40 Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	field data collection, analysis, presentation (project)	Material: simple research LHK Library: Kawi, Djantera.dkk. 2002. Research on Kinship and Mapping of Regional Languages in Indonesia: South Kalimantan Province. Jakarta: Language Center. Keraf, Gorys. 1996. Historical Comparative Linguistics. Jakarta: PT Gramedia Pustaka Utama, Sugiono,	10%

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	l '				Linguistics. Port Moresby:	
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	l '				Gravenhage:	
	l '				Martinus Nijhoff	
15	carry out the	Criteria:	analysis and		Material:	5%
	carry out the analysis correctly	1.can apply	presentation		simple	
		comparative linguistic data	(project)		research LHK Library: <i>Kawi,</i>	
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collection
methods 50
2.can classify the
phonetic data
obtained 10
3.can analyze data
using
comparative
linguistic methods
40

Form of Assessment

1:

Assessment of Project Results / Product Assessment, Practices / Performance

2002. Research on Kinship and Mapping of Regional Languages in Indonesia: South Kalimantan Province. Jakarta: Language Center. Keraf, Gorys. 1996. Historical Comparative Linguistics. Jakarta: PT Gramedia Pustaka Utama, Sugiono, Dendy, et al. 2002. Basic Swadesh Vocabulary in Sangan and Sintang Districts. Jakarta: Ministry of Education and Culture Language Center. Sugiono, Dendy, et al. 2002. Research on Kesearch on Kinship and Mapping Regional Languages in Indonesia. Jakarta: Language Center. Crowley, Terry. 1983. Introduction to Historical Linguistics. Port Moresby: University of Papua New Guinea Press. Dyen, Isidore. 1970 . Proto-Austronesian **ETYMA** Constructing Austronesian Cognate Finder List. Yale: Yale University. Lass, Roger. 1969. Approach to English Historical Linguistics: An Anthology. New York: Holt. Mbete, Aron Meko. 1993. "Comparative Historical Linguistics". Denpasar: Udayana University. Mbete, Aron Meko. 1993. "Diachronic Linguistics". Denpasar: . Udayana University. McMahon, April MS 1999. Understanding

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	16		Criteria:	offline		Nijhoff Material: UAS	10%
			1.Present the			Literature:	
			material well 30			Kawi,	
			answered the			Djantera.dkk. 2002.	
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			3.correct analysis			Mapping of	
			results 40			Regional	
						Languages in	
			Form of Assessment			Indonesia:	
			Darticipatory Activities			South	
			Participatory Activities			Kalimantan	
						Province.	
						Jakarta:	
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						Gramedia	
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			Martinus	
			Nijhoff	

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50.83%
2.	Project Results Assessment / Product Assessment	12.5%
3.	Portfolio Assessment	3.33%
4.	Practice / Performance	17.5%
5.	Test	15.83%
	· · · · · · · · · · · · · · · · · · ·	99 99%

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.
- 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** 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.
- 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.
- 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.