SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Comparative Linguistics	7920102068		**T=2**	**P=0**	**ECTS=3.18**	5	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Drs. Parmin, M.Hum.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	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

Short Course Description	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 research, discussions, presentations in order to produce several articles about the application of comparative linguistics to be presented in class discussions and recorded.

References	**Main :**	

1.
Kawi, Djantera.dkk. 2002.*PenelitianKekerabatan dan Pemetaan Bahasa-bahasa Daerah di Indonesia: Provinsi KalimantanSelatan*. Jakarta: Pusat Bahasa.
Keraf, Gorys. 1996.*LinguistikBandingan Historis*. Jakarta: PT Gramedia Pustaka Utama,
Sugiono, Dendy, dkk. 2002.*Kosakata Dasar Swadesh di KabupartenSangan dan Sintang*. Jakarta: Pusat Bahasa Depdikbud.
Sugiono, Dendy, dkk. 2002.*Penelitian Kekerabatan dan PemetaanBahasa-Bahasa Daerah di Indonesia*. Jakarta: Pusat Bahasa.
Crowley, Terry. 1983.*Introductionto Historical Linguistics*. PortMoresby: University of Papua New GuineaPress.
Dyen, isidore. 1970*. Proto-Austronesia ETYMA Constructing AnAustronesian Cognate Finder List.*Yale: Yale University.
Lass, Roger. 1969. Approach*to English HistoricalLinguistics: An Anthology*. New York: Holt.
Mbete, Aron Meko. 1993. 1CLinguistik Historis Komparatif 1D. Denpasar: Universitas Udayana.
Mbete, Aron Meko. 1993. 1CLinguistik Diakronis 1D. Denpasar: Universitas Udayana.
McMahon, April M.S. 1999.*Understanding LanguageChange*. Cambridge: Cambridge University Press.
Nothofer, Bernd. 1975*. The Reconstruction of Proto-Malayo-Javanic*. S-Gravenhage: Martinus Nijhoff

	Supporters:	

Supporting lecturer	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)
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:** attached	Discussion 2 X 50			0%
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 the word relatives 25 3.Calculating separation time 25 4.Calculating the error term 25 5.Total score 100	Performance Assignment (product) 4 X 50			0%
3	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 the word relatives 25 3.Calculating separation time 25 4.Calculating the error term 25 5.Total score 100	Performance Assignment (product) 4 X 50			0%

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)	4 X 50 Performance and Product Assessment			0%
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)	4 X 50 Performance and Product Assessment			0%
6	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:** 1. Mention two large families along with examples of languages included in the Austrian Family (score 30) 2. Mentions only large clumps along with the clump coverage area (score 20) 3. Just mention the name of the big clump (score 10) 4. Mentions four large 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)	Product assessment 4 X 50			0%

7	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:** 1.Mention two large families along with examples of languages included in the Austrian Family (score 30) 2.Mentions only large clumps along with the clump coverage area (score 20) 3.Just mention the name of the big clump (score 10) 4.Mentions four large 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)	Product assessment 4 X 50			0%
8	UTS	UTS	**Criteria:** UTS	UTS 2 X 50			0%
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:** 1.Mentions four large 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) 2.Mentions only four subfamilies along with the languages included in these subfamilies (score 40) 3.Mentions only three subfamilies along with the languages included in these subfamilies (score 30) 4.Mentions only two subfamilies along with the languages included in these subfamilies (score 20) 5.Mentions only one subfamily along with the languages included in that subfamily (score 10)	4 X 50 Discussion			0%

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:** 1. Mentions four large 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) 2. Mentions only four subfamilies along with the languages included in these subfamilies (score 40) 3. Mentions only three subfamilies along with the languages included in these subfamilies (score 30) 4. Mentions only two subfamilies along with the languages included in these subfamilies (score 20) 5. Mentions only one subfamily along with the languages included in that subfamily (score 10)	4 X 50 Discussion			0%
11	Utilizing science and technology as a tool to help understand the Austrian language family. Mastering the classification 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. Name language families and explain (score 20) 2. just mention it (score 10)	Discussion 6 X 50			0%
12	Utilizing science and technology as a tool to help understand the Austrian language family. Mastering the classification 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. Name language families and explain (score 20) 2. just mention it (score 10)	Discussion 6 X 50			0%
13	Utilizing science and technology as a tool to help understand the Austrian language family. Mastering the classification 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. Name language families and explain (score 20) 2. just mention it (score 10)	Discussion 6 X 50			0%

| 14 | Utilizing science and technology as a tool to help understand the Austronesian family. Mastering the concept of the country of origin of Austronesian. Able to be responsible for the results of grouping data on languages of the Austronesian family. | Explain the Austronesian Language Family and the country of origin of the Austronesian languages | **Criteria:** 1. Mention two large families along with examples of languages included in the Austrian Family (score 30) 2. Mentions only large clumps along with the clump coverage area (score 20) 3. Just mention the name of the big clump (score 10) 4. Mentions four large 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) | Discussion 6 X 50 | | | 0% |
| 15 | Utilizing science and technology as a tool to help understand the Austronesian family. Mastering the concept of the country of origin of Austronesian. Able to be responsible for the results of grouping data on languages of the Austronesian family. | Explain the Austronesian Language Family and the country of origin of the Austronesian languages | **Criteria:** 1. Mention two large families along with examples of languages included in the Austrian Family (score 30) 2. Mentions only large clumps along with the clump coverage area (score 20) 3. Just mention the name of the big clump (score 10) 4. Mentions four large 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) | Discussion 6 X 50 | | | 0% |

| 16 | Utilizing science and technology as a tool to help understand the Austronesian family. Mastering the concept of the country of origin of Austronesian. Able to be responsible for the results of grouping data on languages of the Austronesian family. | Explain the Austronesian Language Family and the country of origin of the Austronesian languages | **Criteria:**
1. Mention two large families along with examples of languages included in the Austrian Family (score 30)
2. Mentions only large clumps along with the clump coverage area (score 20)
3. Just mention the name of the big clump (score 10)
4. Mentions four large 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) | Discussion 6 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.