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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Linguistic School*		7920102007		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	Case Studies

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	Discussion of linguistic schools and their figures through structured and independent activities to produce articles/papers that are presented

References	**Main :**	
	1. Saussure, Ferdinand de. 1998. Pengantar Lingusitik Umum. Terjemahan Sri Rahyu Hidayat dari Course de Linguistique Generale. Yigyakarta: Gadjah Mada University Press. Samsuri. Aliran-aliran Linguistik. Jakarta: Dikti Wahab, Abdul. Bulir-bulir Linguistik. Surabaya: Airlangga University Press.	
	Supporters:	

Supporting lecturer	Dr. Diding Wahyudin Rohaedi, M.Hum.

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 history and particulars of Indonesian Linguistics. Identifying its history and contribution to Indonesian Linguistics	Explain the history, position and function of the Indonesian language		Explanations, questions and answers, discussions and assignments 2 X 50			0%
2	Utilizing science and technology as a tool to help solve problems in Indonesian related to Greek linguistics. Identifying the thoughts of the Stoics, Plato, Aristotle and the Sophists. Making strategic decisions based on data and information and providing ideas for choosing various alternative solutions in linguistics.	Understanding the thoughts of philosophers. Identifying the results of philosophers' thoughts on Indonesian linguistics		Performance Assignment (product) 2 X 50			0%
3	Utilizing science and technology as a tool to help solve problems in Indonesian related to Alexandrian thought. Identifying the contribution of Alexandrian thought to linguistics	Analyze the contribution of Alexandrian thought		Explanations, questions and answers, discussions and assignments 2 X 50			0%
4	Utilizing science and technology as a tool to help understand the contributions of Varro and De Lingua Latina. Mastering Latin linguistic concepts Able to discover contributions from Varro and De Lingua Latina	Determine the linguistic elements contributed by Varro and De Lingua Latina		Explanations, questions and answers, discussions and assignments 2 X 50			0%
5	Utilizing science and technology as a tool to help understand the characteristics of Medieval Linguistics (The Madistae, Sculastiva Grammar, and Petrus Hispamus).	Determine the linguistic elements of the influence of the Middle Ages (The Madistae, Scholastic Grammar, and Petrus Hispamus)		Explanations, questions and answers, discussions and assignments 2 X 50			0%
6	Utilizing science and technology as a tool to help understand European and American structural linguistics	Explain the structural linguistic characteristics of Europe and America		Explanations, questions and answers, discussions and assignments 2 X 50			0%
7	Utilizing science and technology as a tool to help understand glossematic flow	Explain the characteristics of the Glossematic school		Explanations, questions and answers, discussions and assignments 2 X 50			0%
8	UTS			Written test 2 X 50			0%

9	Understand proposal writing Master the concept of techniques for writing activity proposals and research proposals Able to be responsible for research/activity reports made independently/in groups	Explain research proposals and activity proposals		Explanations, questions and answers, discussions and assignments 2 X 50			0%
10	Understand proposal writing Master the concept of techniques for writing activity proposals and research proposals Able to be responsible for research/activity reports made independently/in groups	Explain research reports and activity reports		Explanations, questions and answers, discussions and assignments 2 X 50			0%
11	Utilizing science and technology as a tool to help understand research proposals Mastering the concept of editing techniques Able to be responsible for the results of edits made independently/in a group	Explain editing techniques		Explanations, questions and answers, discussions and assignments 2 X 50			0%
12	Utilizing science and technology as a tool to help understand research proposals Mastering the concept of editing techniques Able to be responsible for the results of edits made independently/in a group	Explain editing techniques		Explanations, questions and answers, discussions and assignments 2 X 50			0%
13	Utilizing science and technology as a tool to help understand editing techniques Mastering the concept of appropriate editing techniques Able to be responsible for independent/group editing	Explain editing techniques		Explanations, questions and answers, discussions and assignments 2 X 50			0%
14	Utilizing science and technology as a tool to help understand humanities practices. Mastering the concept of humanities practices. Able to be responsible for the concepts of humanities practices.	Explain the concept of civil service practice		Explanations, questions and answers, discussions and assignments 2 X 50			0%
15	Utilizing science and technology as a tool to help carry out citizenship practices Mastering citizenship techniques Responsible for implementing citizenship	Carrying out civil service practices		Explanations, questions and answers, discussions and assignments 2 X 50			0%
16	UAS			2 X 50			0%

Evaluation Percentage Recap: Case Study

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.