



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Japanese Language Education 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>																																	
Buntairon	8820502023		T=2 P=0 ECTS=3.18	4	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																		
	.....		.....	Rusmiyati, S.Pd., M.Pd.																																		
<b>Learning model</b>	Case Studies																																					
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																															
P.O																																						
	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" style="width: 50px; height: 30px;">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	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	Discussion of the basic concepts/essence of stylistics, the development of stylistic theory, forms of expression as the basis for the study of stylistics, symbolic forms in literary works, and style as a stylistic mechanism and signs as well as an introduction to examples of forms of application of analysis of literary works that use stylistic theory. Understanding of the concept of stylistics is strengthened through implementation exercises analyzing scientific work using the theories they have studied in the form of scientific writing so that students can apply the knowledge they have gained as an alternative choice for final research (thesis). Learning is carried out through discussions, questions and answers, and presentations.																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Nurgiyantoro, Burhan. 2014. Stilistika. Yogyakarta: Gadjah Mada University Press.</li> <li>2. Al-Ma 19ruf, Ali Imron. 2009. Stilistika: Teori, Metode, dan Aplikasi Pengkajian Estetika Bahasa. Solo: Cakra Books-Solo.</li> <li>3. Aminuddin. 1995. Stilistika: PengantarMemahami Bahasa dalam Karya Sastra. Semarang: CV. IKIP Semarang Press.</li> <li>4. Black, Elizabeth. 2006. Pragmatic Stylistics. Edinburgh: Edinburgh University Press Ltd</li> <li>5. Junus, Umar. 1989. Stilistika: Suatu Pengantar. Kuala Lumpur: DewanBahasa danPustaka.</li> <li>6. Keraf, Gorys. (2008). Diksi dan Gaya Bahasa. (Edisi ke-18). Jakarta: PT. Ikrar Mandiriabadi.</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Dr. Ina Ika Pratita, 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	Understand the Stylistics course, including lecture plans, review of the concept and nature of stylistics	Explains the Stylistics course, including lecture plans, review of the concept and nature of stylistics. Explains the theories that support the learning of stylistics.	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2. Participation during lectures and discussions is carried out through observation (weight 2) Evaluation of group and individual task performance results, as well as assignments	Presentation, discussion 2 X 50			0%
2	Explain the characteristics of 1D Style, 1D Language Style and Stylistics	Explaining 1D Style 1D Language Style and Stylistics	<b>Criteria:</b> 1.1. Participation during lectures and discussions, carried out through observation (weight 2) 2. Assessment of group and individual task performance results, as well as assignments	Presentation, Discussion 2 X 50			0%
3	Explaining the Function of 1CG Style 1D Language Style and the Purpose of Stylistics	Explaining the Function of 1D Style 1D Language Style and the purpose of Stylistics	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and presentations, carried out through observation (weight 2) 3.2. Sub-summative test, carried out once, assessing all relevant indicators through a written exam, averaged and weighted (2) 4.3. Assessment of proposal products other than those shown in the presentation, is considered as an assignment, the scores are averaged, then given a weight (3) 5.4. 3x performance scores during the presentation plus 2x marks for the proposal are averaged as UAS scores, given a weight of (3) 6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Presentation, Discussion 2 X 50			0%

4	Explain the characteristics of the field of study and types of stylistic studies	Explaining the objectives of applying Fields of Study and Types of Stylistic Studies. Mentioning examples of learning objectives that can be achieved with Fields of Study and Types of Stylistic Studies.	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and presentations, carried out through observation (weight 2) 3.2. Sub-summative test, carried out once, assessing all relevant indicators through a written exam, averaged and weighted (2) 4.3. Assessment of proposal products other than those shown in the presentation, is considered as an assignment, the scores are averaged, then given a weight (3) 5.4. 3x performance scores during the presentation plus 2x marks for the proposal are averaged as UAS scores, given a weight of (3) 6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Presentation and discussion 2 X 50			0%
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5	Understand the concept of style: language as a text element, about style, style and tone	Explaining Style: Language as an Element of Text, About Style, Style and Tone	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures, attendance, activeness is carried out through observation (weight 2) 3.2. Assignment grades, weekly exam grades, and presentations are averaged into a weighted assignment grade (3) 4.3. The subsummative test (UTS) is carried out once assessing all relevant indicators through a written exam given a weight (2) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6. The final NA is (participation value x 2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Presentation and discussion 2 X 50			0%
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6	Understanding the concept of Stylistics: The importance of stylistics, About Stylistics Mastering the concept of Stylistics: The importance of Stylistics, About Stylistics Able to be responsible for assignments made independently	Explaining the concept of Stylistics: The importance of stylistics, About Stylistics	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and presentations, carried out through observation (weight 2) 3.2. Sub-summative test, carried out once, assessing all relevant indicators through a written exam, averaged and weighted (2) 4.3. Assessment of proposal products other than those shown in the presentation, is considered as an assignment, the scores are averaged, then given a weight (3) 5.4. 3x performance scores during the presentation plus 2x marks for the proposal are averaged as UAS scores, given a weight of (3) 6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Presentations, discussions and assignments 2 X 50			0%
7	Explaining Stylistics: A Stylistics Approach Explaining Stylistics: A Stylistics Approach	Identifying Stylistics: A Stylistic Approach	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Presentations, discussions and assignments 2 X 50			0%
8	UTS	UTS	<b>Criteria:</b> UTS	UTS 2 X 50			0%

9	Explain the characteristics of Stylistics Studies in Various Languages	Explains the purpose of applying Stylistic Studies in Various Languages. Provides examples of Stylistic Studies in Various Languages	<b>Criteria:</b> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Presentations, discussions and assignments 2 X 50			0%
10	Understanding Stile Elements: Sounds, Words, (Stiles and Stile Elements, Sounds, Lexical)	Identifying Stile Elements: Sounds, Words, (Stiles and Stile Elements, Sounds, Lexical)	<b>Criteria:</b> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Presentations, discussions and assignments 2 X 50			0%

11	Explaining the Elements of Style: Grammatical, Cohesion	Explain the purpose of stylistic studies from the perspective of Style Elements: Grammatical, Cohesion	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Presentations, discussions and assignments 2 X 50			0%
12	Understanding the Elements of Style: (Introduction, Figurative Language and Rhetorical Devices, Visualization)	Explaining the Elements of Style: (Introduction, Figurative Language and Rhetorical Means, Visualization)	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Presentations, discussions and assignments 2 X 50			0%

13	Understand the concept of Style Elements: (Structure Investigation, Imagery)	Explaining the concept of Style Elements: (Structure Investigation, Imagery)	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Presentations, discussions and assignments 2 X 50			0%
14	Understanding Aspects of Literary Language Deviation	Explaining Aspects of Literary Language Deviation	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Presentations, discussions and assignments 2 X 50			0%



15	Understand the characters of Monologue, Dialogue and Narrative	Explain the character of Monologue, Dialogue and Narrative in stylistic studies. Give an example of analyzing research data using stylistic studies.	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Presentations, discussions and assignments 2 X 50			0%
16	UAS	UAS	<b>Criteria:</b> UAS	UAS 2 X 50			0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### 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** 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.
- 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.