



**Universitas Negeri Surabaya  
Faculty of Languages and Arts  
Japanese Language Education Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Oyo Gengogaku	8820502208	Study Program Elective Courses	T=2 P=0 ECTS=3.18	5	August 3, 2022
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator	
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Learning model	Case Studies																																																																																																				
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																				
	<b>PLO-6</b> Able to make strategic decisions based on information and data analysis in Japanese scientific principles																																																																																																				
	<b>Program Objectives (PO)</b>																																																																																																				
	<b>PO - 1</b> <input type="checkbox"/> Utilizing science and technology as a tool to solve linguistic problems through knowledge and understanding of linguistics																																																																																																				
	<b>PO - 2</b> <input type="checkbox"/> Mastering the nature of language, language functions, the basics of phonology, morphology, syntax, semantics and discourse in order to produce various scientific writings in the field of language to be presented in class discussions and scientific activities in the department																																																																																																				
	<b>PO - 3</b> <input type="checkbox"/> Make strategic decisions by utilizing knowledge and understanding of linguistics in viewing linguistic phenomena																																																																																																				
	<b>PO - 4</b> <input type="checkbox"/> Be responsible and show ownership of the character of faith, intelligence, independence, honesty, caring, and toughness in completing assignments, quizzes, and tests related to Indonesian language knowledge and its application																																																																																																				
	<b>PLO-PO Matrix</b>																																																																																																				
	<table border="1" style="margin-left: 40px;"> <tr> <td>P.O</td> <td>PLO-6</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> </tr> </table>	P.O	PLO-6	PO-1		PO-2		PO-3		PO-4																																																																																											
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																					
<table border="1" style="margin-left: 40px;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </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> <tr> <td>PO-2</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> <tr> <td>PO-3</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> <tr> <td>PO-4</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																	PO-2																	PO-3																	PO-4																
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**Short Course Description** Discussion topics include: (1) the meaning and scope of applied linguistics, (2) the application of theory and the findings of applied linguistics studies to language teaching, both in first and second language teaching, and (3) recognizing the relationship between applied linguistics with interdisciplinary linguistics. Along with growing understanding of the concepts and basics of applied linguistics and their relationship to language teaching, students also practice implementing analyzing scientific works using the theories they have studied in the form of scientific writing. Learning is carried out through discussions, questions and answers, and presentations. At the end of the lecture, students can master the concepts and basics of applied linguistics, as well as their relation to language teaching, as well as recognize the relationship between applied linguistics and interdisciplinary linguistics, and students can apply the knowledge they have gained as an alternative choice for final research (thesis).

References	<b>Main :</b>
	1. Pateda, Mansoer dan Jeni Pulubuhu. 2011. Linguistik Terapan. Gorontalo: Viladan.
	<b>Supporters:</b>

1. Robins, r.h, 1992. Linguistik Umum: sebuah pengantar. Yogyakarta: Kannisius.
2. Teramura, Hideo. Nihongo No Sintaks to Imi . Kagayama, Taro.
3. Verhaar, J.W.M. 2008. Asas-asas Linguistik Umum . Yogyakarta: GadjahMada University Press.
4. Dardjowidjojo, S. 2012. Psikolinguistik Pengantar Pemahaman Bahasa Manusia. Jakarta: Yayasan Pustaka Obor Indonesia.
5. Nurgiyantoro, Burhan. 2014. Stilistika. Yogyakarta: Gajah Mada University Press
6. Aart Van Zoest. 1993. Semiotika: Tentang Tanda, Cara Kerjanya dan Apa yang Kita Lakukan Dengannya. Jakarta: Yayasan Sumber Agung.
7. Wijana, I.Dewa Putu. 1996. Dasar-dasar pragmatik. Yogyakarta : Andi Offset
8. Ayatrohaedi. 1983. Dialektologi Sebuah Pengantar. Jakarta: Depdikbud.
9. Baried, Siti Baroroh, dkk. 1994. Pengantar Teori Filologi. Yogyakarta: Badan Penelitian dan Publikasi Fakultas (BPPF) Seksi Filologi, Fakultas Sastra, Universitas Gadjah Mada

**Supporting lecturer**  
 Prof. Dr. Djodjok Soepardjo, M.Litt.  
 Dr. Ina Ika Pratita, 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	Understand the concept of applied linguistics, the object of study, and the relationship between LT and language learning	Obtain an overview of the Applied Linguistics course, including lecture plans, review of the concept and nature of Applied Linguistics.	<b>Criteria:</b> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Assessment of group and individual task performance results, as well as assignments  <b>Form of Assessment :</b> Participatory Activities	Lectures and discussions 2 X 50		<b>Material:</b> Lecture plan, review of the concept and essence of Applied Linguistics <b>Reader:</b> Pateda, Mansoer and Jeni Pulubuhu. 2011. <i>Applied Linguistics</i> . Gorontalo: Viladan.	0%
2	Understanding the concept of language teaching includes language teaching methods, speech sounds with language lessons, strategies, models and ways of teaching language.	Able to describe the concept of language teaching including language teaching methods, speech sounds with language lessons, strategies, models and ways of teaching language.	<b>Criteria:</b> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Assessment of group and individual task performance results, as well as assignments  <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions, questions and answers, assignments 2 X 50		<b>Material:</b> Language teaching includes language teaching methods, speech sounds with language lessons, strategies, models and ways of teaching language. <b>Bibliography:</b> Pateda, Mansoer and Jeni Pulubuhu. 2011. <i>Applied Linguistics</i> . Gorontalo: Viladan.	5%
3	Describe the role of LT in the translation process	Understand the characteristics of translation and be able to choose quality translations	<b>Criteria:</b> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Assessment of group and individual task performance results, as well as assignments  <b>Form of Assessment :</b> Participatory Activities	Presentations, discussions, assignments 2 X 50		<b>Material:</b> Characteristics of translation and selection of quality translations. <b>References:</b> Pateda, Mansoer and Jeni Pulubuhu. 2011. <i>Applied Linguistics</i> . Gorontalo: Viladan.	5%

4	Mastering Advertising concepts, Phonological and Graphological sharpness: identifying advertising language	Able to decipher Advertising concepts, Phonological and Graphological sharpness: identify advertising language	<b>Criteria:</b> Test Questions <b>Form of Assessment</b> : Participatory Activities	Presentation, discussion, reflection 2 X 50		<b>Material:</b> Advertising, Phonological and Graphological sharpness: identifying advertising language <b>Bibliography:</b> <i>Pateda, Mansoer and Jeni Pulubuhu. 2011. Applied Linguistics. Gorontalo: Viladan.</i>	3%
5	Understanding applied sociolinguistics, including the use of sociolinguistic insights for practical purposes, such as language planning, language development, eradicating illiteracy, and so on	Able to explain applied sociolinguistics, including the use of sociolinguistic insights for practical purposes, such as language planning, language development, eradicating illiteracy, and so on	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Assessment of group and individual task performance results, as well as assignments <b>Form of Assessment</b> : Participatory Activities	Presentation, discussion, reflection 2 X 50		<b>Material:</b> Applied sociolinguistics, including the use of sociolinguistic insights for practical purposes, such as language planning, language development, eradicating illiteracy, and so on. <b>References:</b> <i>Pateda, Mansoer and Jeni Pulubuhu. 2011. Applied Linguistics. Gorontalo: Viladan.</i>	3%
6	Understand anthropolinguistic concepts related to language in a cultural context	Able to understand that language is part of culture. - Able to know that society and its culture have ways of thinking that are expressed through language.	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Assessment of group and individual task performance results, as well as assignments <b>Form of Assessment</b> : Participatory Activities	Presentation, discussion, reflection 2 X 50		<b>Material:</b> Anthropolinguistics: language is part of culture. Society with its culture has a way of thinking that is expressed through language. <b>Bibliography:</b> <i>Pateda, Mansoer and Jeni Pulubuhu. 2011. Applied Linguistics. Gorontalo: Viladan.</i>	3%
7	Understand psycholinguistic concepts related to early childhood language identification	Able to identify the language acquisition of kindergarten - elementary school children Able to identify the context that influences the language acquisition of kindergarten - elementary school children	<b>Criteria:</b> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Assessment of group and individual task performance results, as well as assignments <b>Form of Assessment</b> : Participatory Activities	Presentations, discussions, assignments 2 X 50		<b>Material:</b> Psycholinguistics related to early childhood language identification <b>Reference:</b> <i>Dardjowidjojo, S. 2012. Psycholinguistics Introduction to Understanding Human Language. Jakarta: Indonesian Torch Library Foundation.</i>	3%
8	UTS	UTS	<b>Criteria:</b> UTS <b>Form of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment	UTS 2 X 50		<b>Material:</b> UTS <b>Bibliography:</b> <i>Robins, rh, 1992. General Linguistics: an introduction. Yogyakarta: Kannisius.</i>	20%

9	Understand the concept of Bilingualism by identifying the characteristics of bilingual speakers, language acquisition, the process of bilingualism, dominant and less dominant languages, language transfer, and code switching	Able to identify the characteristics of bilingual speakers · Able to identify factors that influence language acquisition · Able to explain the process of bilingualism · Able to give examples of dominant and less dominant languages in society · Able to identify language transfer · Able to identify code switching events	<b>Criteria:</b> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.Assessment of group and individual task performance results, as well as assignments  <b>Form of Assessment :</b> Participatory Activities	Presentation, discussion, reflection 2 X 50		<b>Material:</b> Bilingualism: identifying the characteristics of bilingual speakers, language acquisition, the process of bilingualism, dominant and less dominant languages, language transfer and code switching. <b>Reader:</b> <i>Pateda, Mansoer and Jeni Pulubuhu. 2011. Applied Linguistics. Gorontalo: Viladan.</i>	2%
10	Mastering the concept of Stylistics: the intersection between linguistics and literature which studies the science of language style.	Able to explain the concept of Stylistics: the intersection between linguistics and literature which studies the science of language style.	<b>Criteria:</b> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Assessment of group and individual task performance results, as well as assignments  <b>Form of Assessment :</b> Participatory Activities	Presentations, discussions, assignments 2 X 50		<b>Material:</b> Stylistics: the intersection between linguistics and literature which studies the science of language style. <b>References:</b> <i>Nurgiyantoro, Burhan. 2014. Stylistics. Yogyakarta: Gajah Mada University Press</i>	3%
11	Understand the concept of Semiotics, a branch of linguistics that discusses the production of signs and symbols as part of a code system used to communicate information	Able to explain the concept of Semiotics, a branch of linguistics that discusses the production of signs and symbols as part of a code system used to communicate information	<b>Criteria:</b> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Assessment of group and individual task performance results, as well as assignments  <b>Form of Assessment :</b> Participatory Activities	Presentations, discussions, assignments 2 X 50		<b>Material:</b> Semiotics, a branch of linguistics that discusses the production of signs and symbols as part of a code system used to communicate information. <b>Reference:</b> <i>Aart Van Zoest. 1993. Semiotics: About Signs, How They Work and What We Do With Them. Jakarta: Sumber Agung Foundation.</i>	3%
12	Describing Anakes in constructing Japanese sentences in elementary level essays	Able to describe the analysis of language errors in the preparation of Japanese sentences in basic level essays	<b>Criteria:</b> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.Assessment of group and individual task performance results, as well as assignments  <b>Form of Assessment :</b> Participatory Activities	Presentations, discussions, assignments 2 X 50		<b>Material:</b> Analysis of language errors in constructing Japanese sentences in elementary level essays <b>References:</b> <i>Teramura, Hideo. Nihongo No Syntax to Imi . Kagayama, Taro.</i>	5%

13	Understand the concept of Goyouron/pragmatics, the science that studies the meaning of language in relation to the situations and conditions when the language is used	Able to explain the concept of Goyouron/pragmatics, the science that studies the meaning of language in relation to the situations and conditions when the language is used	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>The assessment is carried out on the following aspects: <ol style="list-style-type: none"> <li>Participation during lectures and discussions, carried out through observation (weight 2)</li> <li>Assessment of group and individual task performance results, as well as assignments</li> </ol> </li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentations, discussions, assignments 2 X 50		<p><b>Material:</b> Goyouron/pragmatics, the science that studies the meaning of language in connection with the situations and conditions when the language is used. <b>Reader:</b> Wijana, I. Dewa Putu. 1996. <i>Basics of pragmatics</i>. Yogyakarta : Andi Offset</p>	5%
14	Understanding the concept of Dialectology: Making language maps	Skilled in implementing dialectology in mapping language	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>The assessment is carried out on the following aspects: <ol style="list-style-type: none"> <li>Participation during lectures and discussions, carried out through observation (weight 2)</li> <li>Assessment of group and individual task performance results, as well as assignments</li> </ol> </li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentations, discussions, assignments 2 X 50		<p><b>Material:</b> Dialectology: Making language maps <b>Bibliography:</b> Ayatrohaedi. 1983. <i>Dialectology An Introduction</i>. Jakarta: Department of Education and Culture.</p>	5%
15	Describes LT in Philology, a branch of linguistics that studies manuscript texts, usually from ancient times.	able to explain the concepts of Philology, a branch of linguistics that studies manuscript texts, usually from ancient times.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>The assessment is carried out on the following aspects: <ol style="list-style-type: none"> <li>Participation during lectures and discussions, carried out through observation (weight 2)</li> <li>Assessment of group and individual task performance results, as well as assignments</li> </ol> </li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentations, discussions, assignments 2 X 50		<p><b>Material:</b> Philology, a branch of linguistics that studies manuscript texts, usually from ancient times. <b>References:</b> Baried, Siti Baroroh, et al. 1994. <i>Introduction to Philological Theory</i>. Yogyakarta: Faculty Research and Publication Agency (BPPF) Philology Section, Faculty of Letters, Gadjah Mada University</p>	5%
16	UAS: Each individual makes a paper based on previously discussed topics according to their individual interests and applied in Japanese.	UAS	<p><b>Criteria:</b> UAS</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	UAS 2 X 50		<p><b>Material:</b> UAS <b>Reference:</b> Robins, rh, 1992. <i>General Linguistics: an introduction</i>. Yogyakarta: Kannisius.</p>	30%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	75%
2.	Project Results Assessment / Product Assessment	25%
		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.

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.
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.