		Document Code
	Universitas Negeri Surabaya **Faculty of Languages and Arts** **Doctoral Study Program in Language and Literature Education**	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Educational Linguistics		8800102073	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=5.04**	1	May 1, 2023
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator	
		Prof. Dr. Kisyani, M.Hum.		Prof. Dr. Kisyani, M.Hum.			Dr. Suhartono, M.Pd.	

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-8	Able to develop new scientific theories/concepts/ideas based on managing research data and information and contribute to the development of science and technology by paying attention to humanities values, scientific methodology and developments in the academic world
	PLO-12	Able to solve science and technology problems in the field of language and literature education through interdisciplinary, multidisciplinary and transdisciplinary approaches
	PLO-15	Mastering the policies and management of language and literature learning
	Program Objectives (PO)	
	PO - 1	Utilizing science and technology to develop logical, critical, systematic, creative and innovative thinking through analysis of linguistic aspects in the field of language and literature education
	PO - 2	Mastering linguistic theoretical concepts in the field of language and literature education
	PO - 3	Make strategic decisions in analyzing linguistic aspects in the field of language and literature education
	PO - 4	Responsible for work in the field of language and literature education independently, intelligently, honestly, committed, sincere and sincere in analyzing linguistic aspects in the field of language and literature education
	PLO-PO Matrix	

P.O	PLO-8	PLO-12	PLO-15
PO-1			
PO-2			
PO-3			
PO-4			

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
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	Comparative analysis of linguistic studies in language-literature education to reconstruct elements related to language-literature education into an original integrative language-literature learning model. The study topics for this course include various linguistic, psycholinguistic, sociolinguistic, anthropolinguistic descriptions, as well as their reconstruction in the language-literature education model.
References	**Main :**

1. Hurford, James R. dkk. 2006. Approaches to the evolution of language . Cambridge: Cambridge University Press.
2. Lappin, Shalom. 1997. The handbook of contemporary semantic theory . Malden: Blackwell.
3. Sampson, Geoffrey. 2000. Schools of linguistics. Stanford: Stanford University Press.
4. Spolsky, Bernard dan Francis M..Hult. 2008. The Handbook of Educational Linguistics . Malden: Blacwell Publishing.
5. Macia. Elisabet Arno (ed.). 2006. Information Technology in Languages for Specific Purposes (Educational Linguistics Vol 7). New York: Springer.
6. Mercer, Sarah (ed.). 2012. Towards an Understanding of Language Learner Self-Concept (Educational Linguistics Vol 12). New York: Springer.
7. Hult, M. Francis (ed.). 2010. Directions and Prospect for Educational Linguistics (Eduactional Linguistics Vol 11). New York: Springer.

Supporters:	

Supporting lecturer	Dr. Mintowati, M.Pd. Prof. Dr. Kisyani Laksono, M.Hum. Dr. Mulyono, M.Hum. Didik Nurhadi, M.Pd., M.A., Ph.D.

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	1. Students understand lecture procedures in accordance with agreed rules; 2. Students understand the position of educational linguistics within the scope of linguistics.	1. Understand lectures correctly (attendance in vi-learning min. 75%, carry out lecture assignments, take UTS, and take UAS); 2. Students can create a mind map in the field of linguistics which shows educational linguistics	**Criteria:** 1.Attend and be active in online lectures 2.Make a mind map correctly. **Form of Assessment** : Participatory Activities, Portfolio Assessment	Presentations, discussions, questions and answers, assignments. 2 X 50			0%
2	Students choose one of the chapters provided.	Students can make a basis for selecting the topics (chapters) provided	**Criteria:** Attend and be active in online lectures **Form of Assessment** : Participatory Activities	Andragogy 2 X 50			0%
3	Students understand "Bilingual and Biliterate Practices at Home and School"	Students actively discuss the topic "Bilingual and Biliterate Practices at Home and School"	**Criteria:** Attend and be active in online lectures	Presentation and discussion 2 X 50		**Material:** Bilingual and Biliterate Practices at Home and School **References:** *Spolsky, Bernard and Francis M..Hult. 2008. The Handbook of Educational Linguistics. Malden: Blackwell Publishing.*	0%
4	Students understand Identity in Language and Literacy Education	Students actively discuss the topic "Identity in Language and Literacy Education"	**Criteria:** Attend and be active in online lectures	Presentation and discussion 2 X 50			0%
5	Students understand "Post-Colonialism and Globalization in Language"	Students actively discuss the topics discussed.	**Criteria:** Attend and be active in online lectures	Presentation and discussion 2 X 50			0%
6	Students understand Language Cultivation in Context of Multiple	Students actively discuss the topic of Language Cultivation in the context of multiple	**Criteria:** Attend and be active in online lectures	Presentation and discussion 2 X 50			0%

No							
7	Students understand the Ecological Language Education Policy	Students actively discuss the topic Ecological Language Education Policy	**Criteria:** Attend and be active in online lectures	Presentation and discussion 2 X 50			0%
8	Students understand "Literacy"	Students actively discuss the topic "Literacy".	**Criteria:** Attend and be active in online lectures	Presentation and discussion 2 X 50			0%
9	UTS	UTS	**Criteria:** 1. DESCRIPTION RUBRIC 2. MAXIMUM SCORE 3. SCORE 4. 1 5. Suitability of the topic to the assigned chapter 6. 10 7. 2 8. Suitability of the topic to the journal or scientific meeting 9. 10 10. 3 11. Systematic suitability of reference patterns 12. 10 13. 4 14. Contents of articles/papers 15. 30 16. 5 17. Article/paper language 18. 20 19. 6 20. Minimum number of libraries (6) 21. 10 22. 6 23. Conformity of bibliographic notes and bibliography 24. 10	UTS 2 X 50			0%
10	Students understand "Religious and Sacred Literacies"	Students actively discuss "Religious and Sacred Literacies"	**Criteria:** Attend and be active in online lectures	Presentation and discussion 2 X 50			0%
11	Students understand "Order of Acquisition and Developmental Readiness"	Students actively discuss the topics discussed.	**Criteria:** Attend and be active in online lectures	Presentation and discussion 2 X 50			0%
12	Students understand "Language Socialization"	Students actively discuss the topics discussed.	**Criteria:** Attend and be active in online lectures.	Presentation and discussion 2 X 50			0%
13	Students understand "Second Language Acquisition and Ultimate Attainment"	Students discuss actively about the topics discussed.	**Criteria:** Attend and be active in online lectures	Presentation and discussion 2 X 50			0%
14	Students understand Task-Based teaching and Learning	Students discuss actively about the topics discussed.	**Criteria:** Attend and be active in online lectures	Presentation and discussion 2 X 50			0%
15	Students understand "Ecological-Semiotic Perspectives on Educational Linguistics"	Students discuss actively about the topics discussed.	**Criteria:** Attend and be active in online lectures	Presentation and Discussion 2 X 50			0%

| 16 | UAS | UAS | Criteria:
1. RUBRIC
2. DESCRIPTION
3. MAXIMUM SCORE
4. SCORE
5. 1
6. Suitability of the topic to the assigned chapter
7. 10
8. 2
9. Suitability of the topic to the journal or scientific meeting
10. 10
11. 3
12. Systematic suitability of reference patterns
13. 10
14. 4
15. Contents of articles/papers
16. 30
17. 5
18. Article/paper language
19. 20
20. 6
21. Minimum number of libraries (6)
22. 10
23. 6
24. Conformity of bibliographic notes and bibliography
25. 10 | 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** 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.