

Universitas Negeri Surabaya Faculty of Languages and Arts English Language Education Masters Study Program

Document Code

			S	SEN	MESTE	R LE	AR	NII	NG	PLA	N				
Courses			co	ODE		Course Family		Cred	dit Wei	ght		SEMES	STER	Compi Date	lation
Discours SFL in El		alysis and	l 88	31030)2031			T=2	P=0	ECTS=	1.48	3		July 18	, 2024
AUTHOR	IZAT	TON	SF	P Dev	veloper			rse C ordina	Cluster	•		Study I Coordi		am	
														unir, S.F , Ph.D.	'd.,
Learning model		Project B	ased Le	earni	ing										
Program Learning		PLO stud	dy prog	gram	that is char	ged to	the c	ours	е						
Outcom (PLO)		Program			s (PO)										
(1 20)		PLO-PO	Matrix												
		P.O													
		PO Matri	x at the	e en	d of each lea	arning	stage	(Sub	-PO)						
			P.O Week												
					1 2 3 4	5	6 7	8	9	10 11	12	2 13	14	15 1	.6
Short Course Description		This subject provides students with the knowledge of analyzing language beyond sentence level to make them aware of the complexity and function of language as a means of communication both written and spoken. It also introduces students to systemic functional linguistic approaches to the study of English grammar and discourse. Topics include: a brief history of the emergence of discourse analyzes and systemic functional linguistics, and their contributions to language and learning theory, the role of context, information structure, cohesion and coherence and how those theories can be useful in developing students' communicative competence, the notions of three metafunctions in language and of the ways in which each of the three metafunctions is said to contribute to the construction of meaning in language; notions of discourse and of the resources with which language builds different texts, both spoken and written language. Lecture activities are carried out through group presentations, discussions, and workshops of application of discourse analyzes and SFL in English language teaching. This course uses Project-Based Learning.													
Referen	ces	Main:													
		Supporte	ers:												
Support lecturer	ing														
Week-	Final abilities of each learning		ities of h		Evaluation		Stu	Help Learning, Learning methods, Student Assignments, [Estimated time]				Learning materials [Assessment Weight (%)		
	sta		Indica	ator	Criteria & Fo		ffline (ffline)	O	online	(online)	Refere]	nces	vveigr	it (%)
(1)		(2)	(3))	(4)		(5)		(6)		(7))	(8	5)

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1				0%
2				0%
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15				0%
16				0%

Evaluation Percentage Recap: Project Based Learning

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.
- 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.
- 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%.

 ${\bf 12.\ TM\text{--}Face\ to\ face,\ PT\text{--}Structured\ assignments,\ BM\text{--}Independent\ study.}$