



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																										
Language Variation and Change	1234602009		T=2	P=0	ECTS=4.48	2	July 17, 2024																																										
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																											
				Dr. Syamsul Sodik, M.Pd.																																											
Learning model	Case Studies																																																
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																
	PLO-5	Able to realize affective, social, academic and life skills responsibly and professionally through the application of concepts/knowledge, research results/innovations in the field of Indonesian language education/BIPA/Indonesian language and literature for the benefit of the Indonesian people and nation.																																															
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
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	PO Matrix at the end of each learning stage (Sub-PO)																																																
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 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																																	
Short Course Description	Discussion of the scope of sociolinguistics, language variation, language change, bilingualism and diglossia, interference and integration in language, language attitudes and choices, language engineering/planning, sociolinguistic studies in Indonesian language and literature education, as well as sociolinguistic research methods to develop the ability to perform sociolinguistic studies, especially those aimed at solving language and society problems that exist in education and learning Indonesian language and literature.																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. J.K. Chambers and Natalie Schilling (ed.). 2013. The Handbook of Language Variation and Change. Second Edition. West Sussex: John Wiley & Sons, Inc 2. Chambers, J.K. 2003. Sociolinguistic Theory. Oxford:Blackwell 3. Milroy, Lesley dan Gordon, Matthew. 2003. Sociolinguistics: Method and Interpretation. Oxford: Blackwell. 4. Rajend Mesthrie (ed.). 2011. The Cambridge Handbook of Sociolinguistics . Cambridge: Cambridge University Press. 5. Pendukung : Holmes, Janet. An Introduction To Sociolinguistics. Third edition. Edinburgh: Longmann. 6. Labov, William. Principles of Linguistics Change: Social Factors. Oxford: Blackwell. 7. Sumarsono dan Partana, Paina. 2002. Sosiolinguistik. Yogyakarta: Pustaka Pelajar 8. Wardhaugh, Ronald. 2002. An Introduction to Sociolinguistics. Fourth Edition. Oxford: Blackwell. 																																																
	Supporters:																																																
Supporting lecturer	Prof. Dr. Kisyani Laksono, M.Hum. Dr. Agusniar Dian Savitri, S.S., M.Pd.																																																
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. 2. Students understand language variations and changes in sociolinguistics	Students can choose sociolinguistic topics and language variations and changes of interest.	Criteria: presence, activeness, completeness of paper elements; content, language, systematics of the paper.	questions and answers, discussion 2 X 50			0%
2	Students understand sign language and linguistic anthropology.	Students are able to explain sign language and linguistic anthropology in relation to sociolinguistics. Students are able to determine interesting topics related to sign language and linguistic anthropology.	Criteria: performance, content, language, and systematics.	Presentations, discussions, assignments. 2 X 50			0%
3	Students understand pragmatics and discourse; languages, gender, and sexuality	Students are able to explain pragmatics and discourse; languages, gender, and sexuality. Students are able to determine topics from pragmatics and discourse material; languages, gender, and sexuality	Criteria: presence, activeness, performance, content, language, systematics.	Presentations, discussions, assignments 2 X 50			0%
4	Students understand language, social class, and status; code switching.	Students are able to explain language, social class, and status; code switching. Students are able to determine interesting topics related to language, social class, and status; code switching.	Criteria: presence, activeness, performance, content, language, systematics.	Presentations, discussions, assignments 2 X 50			0%
5	Students understand Language Planning and Language Policy	Students are able to explain Language Planning and Language Policy. Students are able to determine interesting topics related to Language Planning and Language Policy	Criteria: presence, activeness, performance, content, language, systematics.	presentation, question and answer, and discussion 2 X 50			0%
6	Students understand language with an attitude	Students are able to explain Language with an attitude. Students are able to determine interesting topics related to Language with an attitude.	Criteria: presence, activeness, performance, content, language, systematics	discussions, assignments. 2 X 50			0%
7	Students understand Investigating chain shifts and mergers	Students are able to explain Investigating chain shifts and mergers. Students are able to determine interesting topics related to Investigating chain shifts and mergers	Criteria: presence, activeness, performance, content, language, systematics.	discussion and assignment 2 X 50			0%

8	Students understand Child Language Variation	Students are able to explain Child Language Variation. Students are able to determine interesting topics related to Child Language Variation	Criteria: presence, activeness, performance, content, language, systematics	presentation and discussion 2 X 50			0%
9	UTS	UTS		UTS 2 X 50			0%
10	Students understand Social Class in language variations and changes	Students are able to explain Social Class in language variations and changes. Students are able to determine interesting topics related to Social Class in language variations and changes	Criteria: presence, activeness, performance, content, language, systematics.	Presentations, Discussions and assignments 2 X 50			0%
11	Students understand Social Class in language variations and changes	Students are able to explain Social Class in language variations and changes. Students are able to determine interesting topics related to Social Class in language variations and changes	Criteria: presence, activeness, performance, content, language, systematics. Form of Assessment : Participatory Activities, Practice/Performance	Presentations, Discussions and assignments 2 X 50		Material: LANGUAGE VARIATIONS BASED ON SOCIAL CATEGORIES Reference: <i>Rajend Mesthrie (ed.). 2011. The Cambridge Handbook of Sociolinguistics. Cambridge: Cambridge University Press.</i>	50%
12	Students understand Social Class in language variations and changes	Students are able to explain Social Class in language variations and changes. Students are able to determine interesting topics related to Social Class in language variations and changes	Criteria: presence, activeness, performance, content, language, systematics. Form of Assessment : Participatory Activities, Practice/Performance	Presentations, Discussions and assignments 2 X 50		Material: LANGUAGE VARIATIONS BASED ON SOCIAL CATEGORIES Reference: <i>Rajend Mesthrie (ed.). 2011. The Cambridge Handbook of Sociolinguistics. Cambridge: Cambridge University Press.</i>	50%
13		able to analyze language variations: interference; phonological variation; lexical variation; retention/shift	Criteria: analyze language variations precisely Form of Assessment : Participatory Activities	offline 100 minutes		Material: data analysis of language variations. References: <i>JK Chambers and Natalie Schilling (ed.). 2013. The Handbook of Language Variation and Change. Second Edition. West Sussex: John Wiley & Sons, Inc</i>	50%

14		able to analyze language variations: interference; phonological variation; lexical variation; retention/shift	Criteria: analyze language variations precisely Form of Assessment : Participatory Activities	offline 100 minutes		Material: data analysis of language variations. References: <i>JK Chambers and Natalie Schilling (ed.). 2013. The Handbook of Language Variation and Change. Second Edition. West Sussex: John Wiley & Sons, Inc</i>	50%
15		able to analyze language variations: interference; phonological variation; lexical variation; retention/shift	Criteria: analyze language variations precisely Form of Assessment : Participatory Activities	offline 100 minutes		Material: data analysis of language variations. References: <i>JK Chambers and Natalie Schilling (ed.). 2013. The Handbook of Language Variation and Change. Second Edition. West Sussex: John Wiley & Sons, Inc</i>	50%
16		can compose articles on the topic of language variations and changes by paying attention to the accuracy of analysis, conclusions, data presentation, systematics and language	Criteria: appropriateness of topic; accuracy of analysis; accuracy of inference; accuracy of data presentation; systematic accuracy; use of scientific language in articles Form of Assessment : Project Results Assessment / Product Assessment		compose articles 7 days	Material: preparation of scientific articles Bibliography: <i>Rajend Mesthrie (ed.). 2011. The Cambridge Handbook of Sociolinguistics. Cambridge: Cambridge University Press.</i>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	200%
2.	Project Results Assessment / Product Assessment	30%
3.	Practice / Performance	50%
		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.
- 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.

