



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Master's Program in Language and Literature Education**

Document  
Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Pragmastylistics	8811102257	Study Program Elective Courses	T=2	P=0	ECTS=4.48	2	July 17, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>	<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>				
	Dr. Titik Indarti, M.Pd.	Dr. Titik Indarti	Dr. Titik Indarti, M.Pd.				

<b>Learning model</b>	<b>Case Studies</b>																																																	
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																	
	<b>PLO-1</b> Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																																																	
	<b>PLO-2</b> Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit																																																	
	<b>PLO-3</b> Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																																	
	<b>PLO-4</b> Develop yourself continuously and collaborate.																																																	
	<b>PLO-5</b> Able to realize affective, social, academic and life skills responsibly and professionally through the application of concepts/science, research results/innovations in the field of language and literature education, as well as in the field of language and literature science.																																																	
	<b>PLO-6</b> Able to compile ideas, thoughts and scientific arguments that are logical, critical, systematic, creative and innovative in the field of language and literature education, as well as the field of language and literature responsibly and based on academic ethics.																																																	
	<b>PLO-7</b> Able to identify problems in the field of language and literature education, as well as the field of language and literature as research objects and position them on a research map developed through an interdisciplinary or multidisciplinary approach;																																																	
	<b>PLO-10</b> Mastering the theoretical concepts of language and literature and their applications based on educational philosophy, language philosophy and literary philosophy																																																	
	<b>PLO-11</b> Mastering theoretical concepts of language and literature skills in an integrative manner																																																	
	<b>PLO-12</b> Mastering the concept of language and literature education research methodology for the development of language, literature and its learning;																																																	
	<b>Program Objectives (PO)</b>																																																	
	<b>PO - 1</b> Mastering language and its intended use reflects the ability to carry out pragmatic and stylistic studies.																																																	
	<b>PLO-PO Matrix</b>																																																	
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<b>Short Course Description</b>		Pragmatic discussion by utilizing concepts or technical aspects and language style and stylistics as well as the speaker/author's intentions in context through discussion activities, training, presentations, simulations, or even independent study to produce summaries of material, papers, or scientific articles presented in discussion forums/seminars or even published in journals.									
<b>References</b>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Main :</b></td> <td> <ol style="list-style-type: none"> <li>1. 1)Brown, P. &amp; Levinson, S. C. (2004). <i>Politeness Some Universals in Language Usage</i>. Cambridge: Cambridge Univrsity Press.</li> <li>2. 2)Horn, Laurence R. dan Ward, Gregory (ed.). (2007). <i>The Handbook of Pragmatics</i>. London: Blackwell.</li> <li>3. 3)Leech, G. (2004). <i>Principles of Pragmatics</i>. London: Longman.</li> <li>4. 4)Levinson, S.C. (2002). <i>Pragmatics</i>. Cambridge: Cambridge University Press.</li> <li>5. 5)Mey, J. L. (Ed.). (2004). <i>Concise Encyclopedia of Pragmatics</i>. New York:Elsevier.</li> <li>6. 6)Fowler, R. (ed.). (2000). <i>Style and Structure in Literature</i>. Oxford: Basil Blackwell.</li> <li>7. Semino, Elena dan Culpeper, Jonathan. (2002). <i>Cognitive Stylistics</i>. Amsterdam: John Benjamins</li> </ol> </td> </tr> <tr> <td><b>Supporters:</b></td> <td> <ol style="list-style-type: none"> <li>1. artikel-artikel jurnal</li> </ol> </td> </tr> </table>						<b>Main :</b>	<ol style="list-style-type: none"> <li>1. 1)Brown, P. &amp; Levinson, S. C. (2004). <i>Politeness Some Universals in Language Usage</i>. Cambridge: Cambridge Univrsity Press.</li> <li>2. 2)Horn, Laurence R. dan Ward, Gregory (ed.). (2007). <i>The Handbook of Pragmatics</i>. London: Blackwell.</li> <li>3. 3)Leech, G. (2004). <i>Principles of Pragmatics</i>. London: Longman.</li> <li>4. 4)Levinson, S.C. (2002). <i>Pragmatics</i>. Cambridge: Cambridge University Press.</li> <li>5. 5)Mey, J. L. (Ed.). (2004). <i>Concise Encyclopedia of Pragmatics</i>. New York:Elsevier.</li> <li>6. 6)Fowler, R. (ed.). (2000). <i>Style and Structure in Literature</i>. Oxford: Basil Blackwell.</li> <li>7. Semino, Elena dan Culpeper, Jonathan. (2002). <i>Cognitive Stylistics</i>. Amsterdam: John Benjamins</li> </ol>	<b>Supporters:</b>	<ol style="list-style-type: none"> <li>1. artikel-artikel jurnal</li> </ol>
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<b>Supporting lecturer</b>		Prof. Slamet Setiawan, M.A., Ph.D. Dr. Titik Indarti, 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		Mastering language and its intended use reflects the ability to carry out pragmatic and stylistic studies.	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	PBL		<b>Material:</b> Introduction to pragmatics <b>References: 1)</b> <i>Brown, P. &amp; Levinson, SC (2004). Politeness Some Universals in Language Usage. Cambridge: Cambridge University Press.</i> <hr/> <b>Material:</b> basic concepts of pragmatics <b>Literature:</b>	10%				
2		Mastering language and its intended use reflects the ability to carry out pragmatic and stylistic studies.	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	PBL		<b>Material:</b> Introduction to pragmatics <b>References: 1)</b> <i>Brown, P. &amp; Levinson, SC (2004). Politeness Some Universals in Language Usage. Cambridge: Cambridge University Press.</i> <hr/> <b>Material:</b> basic concepts of pragmatics <b>Literature:</b>	10%				

3		10	<p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	offline		<p><b>Material:</b> 2. Explain the basic concepts of pragmatics and its scope. <b>References:</b> 4) <i>Levinson, SC (2002). Pragmatics. Cambridge: Cambridge University Press.</i></p> <hr/> <p><b>Material:</b> Deep approaches in pragmatics <b>Literature:</b></p>	10%
4		10	<p><b>Criteria:</b> 10</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	offline		<p><b>Material:</b> 2. Explain the basic concepts of pragmatics and its scope. <b>References:</b> 4) <i>Levinson, SC (2002). Pragmatics. Cambridge: Cambridge University Press.</i></p> <hr/> <p><b>Material:</b> Deep approaches in pragmatics <b>Literature:</b></p>	10%
5		Explain the basic concepts of pragmatics	<p><b>Criteria:</b> 10</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	offline		<p><b>Material:</b> philosophical schools that influence Pragmatylistism (idealism, naturalism, reconstructionism, existentialism, perennialism, essentialism, realism and pragmatism). <b>References:</b></p>	10%
6		Explain the basic concepts of pragmatics	<p><b>Criteria:</b> 10</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	offline		<p><b>Material:</b> philosophical schools that influence Pragmatylistism (idealism, naturalism, reconstructionism, existentialism, perennialism, essentialism, realism and pragmatism). <b>References:</b></p>	10%
7		Explain the basic concepts of pragmatics	<p><b>Criteria:</b> 10</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	offline		<p><b>Material:</b> philosophical schools that influence Pragmatylistism (idealism, naturalism, reconstructionism, existentialism, perennialism, essentialism, realism and pragmatism). <b>References:</b></p>	10%

8			<b>Form of Assessment :</b> Participatory Activities			<b>Material:</b> UTS Library:  <b>Material:</b> Approaches in pragmatics <b>References: 2)</b> Horn, Laurence R. and Ward, Gregory (ed.). (2007). <i>The Handbook of Pragmatics</i> . London: Blackwell.	0%
9			<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	offline			5%
10			<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	offline			5%
11			<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	offline			5%
12			<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	offline			5%
13			<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance				5%
14			<b>Form of Assessment :</b> Participatory Activities				2%
15			<b>Form of Assessment :</b> Participatory Activities				2%

16							0%
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#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	42.34%
2.	Project Results Assessment / Product Assessment	38.34%
3.	Practice / Performance	18.34%
		99.02%

#### 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** 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.
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.