



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		
Sociolinguistics	8811103171		T=3 P=0 ECTS=6.72	2	July 18, 2024		
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator		
		Dr. Titik Indarti, M.Pd.		
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	This course contains an in-depth study of language and language communities, as well as the role of social aspects in language activities (Postgraduate Program Handbook). This course is presented theoretically and practically using lecture, discussion, presentation and problem-based assignment methods.						
References	Main :						
	1. Coulmas. Florian (Ed.). 2007. The Handbook of Sociolinguistics. Oxford: Blackwell 2. Holmes, Janet. 2002. An Introduction to Sociolinguistics. London: Longmann. 3. Simpson, James (Ed). 2011 . <i>The Routledge Handbook of Applied Linguistics</i> . London: Routledge . 4. McMahon, April, M.S. 2001. Understanding Language Change. Cambridge: Cambridge University Press. 5. Chambers, J.K. et all. 2008. The Handbook of Language Variation and Change. London: Blackwell.						
	Supporters:						
Supporting lecturer	Prof. Dr. Udjang Pairin, M.Pd. Prof. Dr. Kisyani Laksono, 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 nature and scope of sociolinguistics	Explain the nature and scope of sociolinguistic studies	Criteria: marks for those who answered correctly.	Discussion and presentation 3 X 50			0%
2	· Utilizing science and technology as a tool to solve problems related to sociolinguistic differences and social dialects; sociolinguistic analysis. · Apply the results of comparative studies of two language systems to find differences and similarities · Make strategic decisions based on data and information and provide ideas for analyzing language errors in accordance with child health procedures	· Explain the nature of sociolinguistic differences and social dialects · Utilize the internet to search for data sources about differences and similarities between two language systems · Utilize the internet to search for data and analyze it using the anakes procedure	Criteria: Points for those who answer correctly.	Discussion and presentation 9 X 50			0%
3	· Utilizing science and technology as a tool to solve problems related to sociolinguistic differences and social dialects; sociolinguistic analysis. · Apply the results of comparative studies of two language systems to find differences and similarities · Make strategic decisions based on data and information and provide ideas for analyzing language errors in accordance with child health procedures	· Explain the nature of sociolinguistic differences and social dialects · Utilize the internet to search for data sources about differences and similarities between two language systems · Utilize the internet to search for data and analyze it using the anakes procedure	Criteria: Points for those who answer correctly.	Discussion and presentation 9 X 50			0%
4	· Utilizing science and technology as a tool to solve problems related to sociolinguistic differences and social dialects; sociolinguistic analysis. · Apply the results of comparative studies of two language systems to find differences and similarities · Make strategic decisions based on data and information and provide ideas for analyzing language errors in accordance with child health procedures	· Explain the nature of sociolinguistic differences and social dialects · Utilize the internet to search for data sources about differences and similarities between two language systems · Utilize the internet to search for data and analyze it using the anakes procedure	Criteria: Points for those who answer correctly.	Discussion and presentation 9 X 50			0%

5	· Utilizing science and technology as a tool to help understand the concept of first language acquisition, second/third language · Mastering the concept of first language acquisition, second/third language · Being able to distinguish between first language acquisition, second/third language acquisition	Explain linguistic and semantic concepts; literacy concept	Criteria: Points for those who answer correctly.	Discussion and Presentation 3 X 50		0%
6	· Utilizing science and technology as a tool to help understand the concept of first language acquisition, second/third language · Mastering the concept of first language acquisition, second/third language · Being able to distinguish between first language acquisition, second/third language acquisition	Explain linguistic and semantic concepts; literacy concept	Criteria: Points for those who answer correctly.	Discussion and Presentation 3 X 50		0%
7	· Utilizing science and technology as a tool to help understand linguistic and semantic relationships and literacy. Mastering techniques for cultivating literacy in schools	Explain linguistic and semantic concepts; literacy concept	Criteria: Points for those who answered correctly.	Discussion and Presentation 3 X 50		0%
8	· Utilizing science and technology as a tool to help understand linguistic and semantic relationships and literacy. Mastering techniques for cultivating literacy in schools	Explain linguistic and semantic concepts; literacy concept	Criteria: Points for those who answered correctly.	Discussion and Presentation 3 X 50		0%
9	UTS	UTS	Criteria: UTS	UTS 3 X 50		0%
10						0%
11						0%
12						0%
13						0%
14						0%
15						0%
16						0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
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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.