



**UNIVERSITAS NEGERI SURABAYA
FACULTY OF LANGUAGES AND ART
ENGLISH LITERATURE STUDY PROGRAM**

**Document
Code**

LESSON PLAN

Course	Course Code	Course Cluster	Credit (sks)		Semester	Compilation Date
Introduction to Linguistics		Linguistics	T = 1	P = 2	2	10 September 2022
AUTHORIZATION	Lesson Plan Developer		Course Cluster Coordinator		Head of Study Programme	
	Asrori		Asrori		Dr. Himawan Adi Negoro	
Capaian Pembelajaran (CP)	Programme Learning Outcomes (PLO)-Study Programme imposed on courses					
	PLO-3	Implement the concepts of applied linguistics in English learning.				
	PLO-9	Participate in life-long education, professional development and update of technology development.				
	PLO-12	Show the characters of religious, smart, independent, honest, caring and strong.				
	Course Learning Outcomes (CLO)					
	CLO-1	Appreciate cultural diversities, views, and beliefs, as well as internalize academic values, norms and ethics when communicate with others .				
	CLO-2	Apply logical, critical, systematic, and innovative thinking to respond information from assigned readings and social issues.				
	CLO-3	Participate actively in whole class and small group discussions by using social courtesies specific to group discussion, including: turn taking, listening to the speaker; making connections with the speaker; interrupting and responding appropriately, coping with disagreements and use a variety of appropriate verbal and non-verbal features which are				

		equivalent to the intermediate levels of work to gain and regain attention, communicate ideas, cope with disagreements and obtain feedback.
	CLO-4	Use graphic organisers to visualise the relationships between ideas, use search engines effectively to find support for opinions, and give oral presentations to a small audience.
	Lesson Learning Outcomes (LLO)	
	LLO 1	Being able to appreciate cultural diversities, views, and beliefs, as well as internalize academic values, norms and ethics when communicate with others .
	LLO 2	Being able to apply logical, critical, systematic, and innovative thinking to respond information from assigned readings and social issues.
	LLO 3	Being able to participate actively in whole class and small group discussions by using social courtesies specific to group discussion
	LLO 4	Being able to use graphic organisers to visualise the relationships between ideas, use search engines effectively to find support for opinions, and give oral presentations to a small audience
Brief description of the course	This course is designed to discuss the origin of language and introduces basic concept of linguistic branches and their functions. The lecture is initiated with the explanation on the study of sound that covers sound production, three labels of phoneme. The following lectures address more complex field, namely: linguistics as a scientific study of language, characteristics of language, phonology, morphology, syntax, semantics, language change, pragmatics, sociolinguistics,...	
Study Materials: Learning Materials	<ol style="list-style-type: none"> 1. The origin of language and the distinction between human and animal languages 2. The Sounds of Language 3. The Sound patterns of Language 4. Word formation processes 5. Morphology 6. Semantics 7. Pragmatics. 	
References	Main Reference	
	[1] Fromkin, V., Rodman, R., Hyams, N. 2011. <i>An Introduction to Language</i> . (9th ed.). Australia: Wadsworth, Cenage Learning.	

		[2] Yule, G. 2010. <i>The Study of Language</i> . (4th ed.). Cambridge: Cambridge University Press					
		Supplementary Reading					
		[1] Aitchison, Jean. 1999. <i>Linguistics: teach yourself</i> . Mac Graw Hill.					
		[2] Finch, G. <i>Linguistic Concepts and Terms</i> . Macmillan Press LTD					
Lecturers		1. Asrori, SS., M.Pd. 2. Fauris Zuhri, M, Hum.					
Matakuliah syarat		-					
Meeting-	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	To know the origin of language: • Divine source • Natural sound source • Social interaction source • Physical adaptation source • Tool making source Genetic source	1. To define the origin of language 2. To explain the sources of languages 3. To identify the examples of the origin languages in daily context	spoken	2x50, • lecturing, • Discussion • question and answer Assignment		1. Aitchison, Jean. 1999. <i>Linguistics: teach yourself</i> . Mac Graw Hill. 2. Finch, G. <i>Linguistic Concepts and Terms</i> . Macmillan Press LTD	3%
2	To know the origin of language: • Divine source • Natural sound source • Social interaction source • Physical adaptation source • Tool making source	1. To define the origin of language 2. To explain the sources of languages 3. To identify the examples of the	Spoken	2x50, • lecturing, • Discussion • question and answer Assignment		1. Aitchison, Jean. 1999. <i>Linguistics: teach yourself</i> . Mac Graw Hill. 2. Finch, G. <i>Linguistic Concepts and Terms</i> . Macmillan Press LTD	3%

	Genetic source	origin languages in daily context					
3	To be able to distinguish between animal and human language, such as: <ul style="list-style-type: none"> • Properties of human language • Talking animals • Chimpanzees and language Using language	<ol style="list-style-type: none"> 1. To define animal and human languages 2. To define the properties of human languages 3. To explain the research on animal languages 	Spoken	2x50, <ul style="list-style-type: none"> • lecturing, • Discussion • question and answer 		<ol style="list-style-type: none"> 1. Aitchison, Jean. 1999. Linguistics: teach yourself. Mac Graw Hill. 2. Finch, G. Linguistic Concepts and Terms. Macmillan Press LTD 	3%
4	To be able to distinguish sounds: <ul style="list-style-type: none"> • Phonetics • Voicing • Place of articulation • Manner of articulation Vowels	<ol style="list-style-type: none"> 1. To explain the organs of speech 2. To identify the english sounds based on the three properties : voicing, place of articulation, and manner of articulation 	Spoken	2x50, <ul style="list-style-type: none"> • lecturing, • Discussion • question and answer Assignment <ul style="list-style-type: none"> • Project Based Learning (Giving essential questions, find the references for group discussion, having a group discussion and presentation) Assignment <ul style="list-style-type: none"> • have a group discussion • Listing the ideas of given topic • Classifying the ideas of given topic • Highlighting ideas in 		<ol style="list-style-type: none"> 1. Aitchison, Jean. 1999. Linguistics: teach yourself. Mac Graw Hill. 2. Finch, G. Linguistic Concepts and Terms. Macmillan Press LTD 	3%

				<ul style="list-style-type: none"> depth Taking part in a group discussion Using the correct language functions needed 			
5	<p>To be able to distinguish sounds:</p> <ul style="list-style-type: none"> Phonetics Voicing Place of articulation Manner of articulation Vowels 	<p>3. To explain the organs of speech</p> <p>To identify the english sounds based on the three properties : voicing, place of articulation, and manner of articulation</p>	Spoken	<p>2x50</p> <ul style="list-style-type: none"> Small Group Discussion, lecturing, question and answer 		<p>1. Aitchison, Jean. 1999. Linguistics: teach yourself. Mac Graw Hill.</p> <p>2. Finch, G. Linguistic Concepts and Terms. Macmillan Press LTD</p>	3%
6	<p>To be able to distinguish phonemes and practice them; the topics are:</p> <ul style="list-style-type: none"> Phonemes Phones and allophones Minimal pairs and sets Phonotactics Syllables 	<p>1. To identify English phonemes</p> <p>2. To distinguish phonemes, phones, and allophones</p> <p>3. To give explain and give examples of minimal pairs and set, phonotactics, and syllables</p>	Spoken	<p>2x50</p> <ul style="list-style-type: none"> Small Group Discussion, lecturing, question and answer Assignment 		<p>1. Aitchison, Jean. 1999. Linguistics: teach yourself. Mac Graw Hill.</p> <p>2. Finch, G. Linguistic Concepts and Terms. Macmillan Press LTD</p>	3%
7	<p>To be able to distinguish phonemes and practice them; the topics are:</p> <ul style="list-style-type: none"> Phonemes Phones and allophones 	<p>4. To identify English phonemes</p> <p>5. To distinguish phonemes,</p>	Spoken	<p>2x50</p> <ul style="list-style-type: none"> Small Group Discussion, lecturing, question and answer <p>Assignment</p>		<p>1. Aitchison, Jean. 1999. Linguistics: teach yourself. Mac Graw Hill.</p>	3%

	<ul style="list-style-type: none"> Minimal pairs and sets Phonotactics Syllables 	<p>phones, and allophones</p> <p>To give explain and give examples of minimal pairs and set, phonotactics, and syllables</p>				2. Finch, G. Linguistic Concepts and Terms. Macmillan Press LTD	
8	Midterm Test						
9	<p>Being able to distinguish between terms related to morphology, such as:</p> <ul style="list-style-type: none"> Morphemes <p>Derivational and inflectional morpheme; providing examples.</p>	<ol style="list-style-type: none"> To define what morpholgy is To explain the terms related to morphology To distinguish kinds of morphemes 	Spoken	<p>2x50</p> <ul style="list-style-type: none"> Small Group Discussion, lecturing, question and answer <ul style="list-style-type: none"> Project Based Learning (Giving essential questions, find the references for group discussion, having a group discussion and presentation) <p>Assignment</p> <ul style="list-style-type: none"> Find a topic related to problems in education Have a group discussion Analyze the SWOT of the topic taken 		<ol style="list-style-type: none"> Aitchison, Jean. 1999. Linguistics: teach yourself. Mac Graw Hill. Finch, G. Linguistic Concepts and Terms. Macmillan Press LTD 	3%
10	<p>Being able to distinguish between terms related to morphology, such as:</p> <ul style="list-style-type: none"> Morphemes 	<ol style="list-style-type: none"> To define what morpholgy is To explain the terms related to morphology 	Spoken	<p>2x50</p> <ul style="list-style-type: none"> Small Group Discussion, lecturing, question and answer 		1. Aitchison, Jean. 1999. Linguistics: teach yourself. Mac Graw Hill.	3%

	Derivational and inflectional morpheme; providing examples.	3. To distinguish kinds of morphemes		<ul style="list-style-type: none"> • Project Based Learning (Giving essential questions, find the references for group discussion, having a group discussion and presentation) <p>Assignment</p> <ul style="list-style-type: none"> • Find a topic related to problems in education • Have a group discussion <p>Analyze the SWOT of the topic taken</p>		2. Finch, G. Linguistic Concepts and Terms. Macmillan Press LTD	
11	To be able to identify the type of word formation: <ul style="list-style-type: none"> • Single process Multiple processes	1. To identify the type of word formation 2. To explain and give example on the single and multiple process	Spoken	2x50 <ul style="list-style-type: none"> • Small Group Discussion, • lecturing, • question and answer Assignment		1. Aitchison, Jean. 1999. Linguistics: teach yourself. Mac Graw Hill. 2. Finch, G. Linguistic Concepts and Terms. Macmillan Press LTD	3%
12	Being able to explain the topics on basic concept of syntax; and practice them in real context, such as: <ul style="list-style-type: none"> • Deep and surface structure • Structural ambiguity • Recursion • Tree diagrams • Lexical rules Movement rules	1. To explain the concept of syntax 2. To distinguish the terms in syntax 3. To practice the concept of syntax on real texts	Spoken	2x50 <ul style="list-style-type: none"> • Small Group Discussion, • lecturing, • question and answer <ul style="list-style-type: none"> • Project Based Learning (Giving essential questions, find the references for group discussion, having a 		1. Aitchison, Jean. 1999. Linguistics: teach yourself. Mac Graw Hill. 2. Finch, G. Linguistic Concepts and Terms. Macmillan Press LTD	3%

				<p>group discussion and presentation</p> <p>Assignment</p> <ul style="list-style-type: none"> • draw a procedure of fishbone diagram from the topic given • analyze whether the ideas belong to cause or problem • present it in front of the class 			
13	<p>Being able to explain the topics on basic concept of semantics and apply them in communication context, such as:</p> <ul style="list-style-type: none"> • Meaning • Semantic features • Semantic roles • Lexical relation • Collocation 	<ol style="list-style-type: none"> 1. To explain the topics on the concept on semantics 2. To define the terms in semantics 3. To analyze the text using semantic concept 	Spoken	<p>2x50</p> <ul style="list-style-type: none"> • Small Group Discussion, • lecturing, • question and answer <p>Assignment</p>		<ol style="list-style-type: none"> 1. Aitchison, Jean. 1999. Linguistics: teach yourself. Mac Graw Hill. 2. Finch, G. Linguistic Concepts and Terms. Macmillan Press LTD 	3%
14	<p>Being able to explain the topics on basic concept of semantics and apply them in communication context, such as:</p> <ul style="list-style-type: none"> • Meaning • Semantic features • Semantic roles • Lexical relation <p>Collocation</p>	<ol style="list-style-type: none"> 4. To explain the topics on the concept on semantics 5. To define the terms in semantics <p>To analyze the text using semantic concept</p>	Spoken	<p>2x50</p> <ul style="list-style-type: none"> • Small Group Discussion, • lecturing, • question and answer • Project Based Learning (Giving essential questions, find the references for group discussion, having a 		<ol style="list-style-type: none"> 1. Aitchison, Jean. 1999. Linguistics: teach yourself. Mac Graw Hill. 2. Finch, G. Linguistic Concepts and Terms. Macmillan Press LTD 	3%

				<p>group discussion and presentation</p> <p>Assignment</p> <ul style="list-style-type: none"> • make a group of four • decide the topic to discuss • use the fitting graphic organizer in group discussion 			
15	<p>Being able to identify topics related to pragmatics:</p> <ul style="list-style-type: none"> • Context • Reference • Speech acts <p>Politeness</p>	<ol style="list-style-type: none"> 1. To explain the topics related to pragmatics 2. To define the terms in pragmatics 3. To use the terms on the real context 	Spoken	<p>2x50</p> <ul style="list-style-type: none"> • Small Group Discussion, • lecturing, • question and answer <p>Assignment</p>		<ol style="list-style-type: none"> 1. Aitchison, Jean. 1999. Linguistics: teach yourself. Mac Graw Hill. 2. Finch, G. Linguistic Concepts and Terms. Macmillan Press LTD 	3%
16	Overview	All above	Spoken	<p>2x50</p> <ul style="list-style-type: none"> - Small Group Discussion, - lecturing, - question and answer - Assignment 	-	<ol style="list-style-type: none"> 1. Aitchison, Jean. 1999. Linguistics: teach yourself. Mac Graw Hill. 2. Finch, G. Linguistic Concepts and Terms. Macmillan Press LTD 	
Evaluasi Akhir Semester / Ujian Akhir Semester							

A. Assessment Blue-Print

Indicator	Assessment			
	Form	Items	Rubric/scoring	Weight (%)
Able to name the labels of consonants and vowels	Written test	a. Quiz or presentation or performance	The number of correct answers	20
	Report	Choose one topic to be discussed deeply into 2-3 pages	Completeness	15
Identify allomorph, phoneme, and allophone	Written test	Quiz		30
Identify the distinctive feature				
Identify supra segmental phonemes				15

B. Grading Rubric

Note: The assessment results of 20% is obtained from the level of student participation in terms of attendance in lectures, activeness in attending lectures (asking, paying attention, and being serious), and activeness in group discussion activities and class presentations. The following is a class presentation rubric.

D. Rubrik Presentasi Kelas

Skor	Rubrik
4	The presentation is carried out in a coherent manner with appropriate intonation and emphasis, shows a good understanding of concepts, is assisted by PPT media according to media criteria, answers to the questioner are correct, is able to formulate suggestions for improvement
3	The presentation is carried out in a coherent manner with appropriate intonation and emphasis, but lacking in some understanding of concepts, assisted by PPT media according to media criteria, answers from the questioner are generally correct, able to formulate suggestions for improvement
2	The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by PPT media but did not match the criteria of the media, the answers from the questioners were generally incorrect, were able to formulate suggestions for improvement
1	The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was not correct, was unable to formulate suggestions for improvement

Surabaya, 1 Agustus 2022

Dosen,

Asrori, S.S., M.Pd
NIP.198003092005011002

Expectations for Class Participation

Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a “3”.

Grade	Criteria
1	<ul style="list-style-type: none">• Present, not disruptive.• Tries to respond when called on but does not offer much.• Demonstrates very infrequent involvement in discussion.
2	<ul style="list-style-type: none">• Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.• Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).• Does not offer to contribute to discussion, but contributes to a moderate degree when called on.

	<ul style="list-style-type: none"> • Demonstrates sporadic involvement.
3	<ul style="list-style-type: none"> • Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. • Offers interpretations and analysis of case material (more than just facts) to class. • Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing involvement.
4	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). • Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. • Demonstrates ongoing very active involvement.

Catatan :

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.

STUDENT'S REFLECTIVE PRACTICE

Course : Introduction to Linguistics
Lecturer : Asrori, M.Pd.
Class : 2022B
Meeting : 2
Students' Name : Siti Muawwanah

Stage	Probing questions	Student's Reflective Note
Context	What was the topic? What were the activities?	<ul style="list-style-type: none"> • The topic discussed was the origin of language • Listening to explanation, having a deep discussion about the theories of the origin of language (divine source and natural sounds source)
Action	What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)	<ul style="list-style-type: none"> • I did answering some questions related to the topic and giving my opinion about the theories • Its very interesting knowing about how the first language used
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected? What are the implications of my actions on	<ul style="list-style-type: none"> • Yes I did • Yes • I just realized that I just knew about the origin of language and how the first language was taken by human being

	<p>myself/others/similar situations in the</p> <p>future? Could different actions have given me the same result?</p> <p>Is there a way I could improve my results or actions?</p>	
Learning	<p>What did I learn from the experience?</p> <p>Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience?</p> <p>Should I change anything about the way I do things? What?</p>	<ul style="list-style-type: none">• There is no exact and absolute information about what the first language used by human being• Yes I do

STUDENT'S REFLECTIVE PRACTICE

Course : Essential Speaking Skill
Lecturer : Asrori, M.Pd.
Class : 2022B
Meeting : 3
Students' Name : Ilham Abadi

Stage	Probing questions	Student's Reflective Note
Context	What was the topic? What were the activities?	<ul style="list-style-type: none"> • We were talking about animal and human language • Listening to the explanation and Discussing about human and animal language
Action	What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)	<ul style="list-style-type: none"> • I concentrated on listening my lecturer explaining about the topic while sometimes had question things that I dint understand • I really wanted to know about the differences about animal and human language •
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected? What are the implications of my actions on	<ul style="list-style-type: none"> • Yes I did • Yes I did • It was really knew for me knowing about the characteristics and differences of animal and human language

	<p>myself/others/similar situations in the</p> <p>future? Could different actions have given me the same result?</p> <p>Is there a way I could improve my results or actions?</p>	
Learning	<p>What did I learn from the experience?</p> <p>Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience?</p> <p>Should I change anything about the way I do things? What?</p>	<ul style="list-style-type: none">• There are some differences about how animal and human communicate each other. In my opinion what animal use is not a language• Yes I do

6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Teknik penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. **PB**=Proses Belajar, **PT**=Penugasan Terstruktur, **KM**=Kegiatan Mandiri.

I. Portofolio Penilaian & Evaluasi Ketercapaian CPL Mahasiswa

Catatan: CLO = Courses Learning Outcomes, LLC = Lesson Learning Outcomes