



KEMENTERIAN RISET TEKNOLOGI DAN DIKTI
 UNIVERSITAS NEGERI SURABAYA
 FAKULTAS BAHASA DAN SENI
 JURUSAN BAHASA DAN SASTRA INGGRIS

COURSE SYLLABUS

Revision Date :

Revised by :

Doc No. :

Study Program : S1 English Education
 Subject : Introduction to Linguistics
 Code : 2024212030
 Faculty : Faculty of Languages and Arts
 Semester/Credit Hours : 2/2
 Pre-requisite : -
 Lecturer(s) : Team

Program Learning Outcomes

1. Being able to Implement the concepts of applied linguistics in English learning. (PLO 3)

Course learning Learning Outcomes :

1. Being responsible and having strong commitment in developing students' characters to master spoken and written English skills
2. Having critical, innovative, systematic thought, and self evaluation in mastering language skills and use them in a real context.
3. Being able to demonstrate understandable and accepted spoken and written English skills contextually.
4. Being able to use technology to master theoretical concept of language to be able to solve language problems in the right procedure through science approach.

Description : 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,...

References

: [1] Fromkin, V., Rodman, R., Hyams, N. 2011. *An Introduction to Language*. (9th ed.). Australia: Wadsworth, Cenage Learning.
 [2] Yule, G. 2010. *The Study of Language*. (4th ed.). Cambridge: Cambridge University Press.

A. Teaching-Learning Activity

Meetings	Learning Objectives	Indicators	Materials	Approach/ Method/ Learning Strategy	Reference /Media	Time (minute)	Learning Experience
1-2	To know the origin of language: <ul style="list-style-type: none"> • Divine source • Natural sound source • Social interaction source • Physical adaptation source • Tool making source • Genetic source 	<ul style="list-style-type: none"> - To define the origin of language - To explain the sources of languages - To identify the examples of the origin languages in daily context 	The origin of language and the distinction between human and animal languages	Discussion Preaching, Question-Answer	[2] page 1 - 14	100'	<ul style="list-style-type: none"> • Observe phenomena of the origin of language through reading. • Define terms and definitions used in the topic of the origin of language. • Explain the information related to the types of language sources. • Explore examples of the origin of language in contextually.
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	<ul style="list-style-type: none"> - To define animal and human languages - To define the properties of human languages - To explain the research on animal languages 		Discussion Preaching, Question-Answer	[2] page 19 - 26	100'	<ul style="list-style-type: none"> • Observe activities of talking to animals; animal communication through video clip. • Explore information about the differences between human and animal language through reading. • Provide explanation and evidence of the differences between human and animal language.
4-5	To be able to distinguish sounds:	<ul style="list-style-type: none"> - To explain the organs of speech 	The sounds of language		[1], [2] page 40 - 50	100'	<ul style="list-style-type: none"> • Observe human's organs of speech from picture

	<ul style="list-style-type: none"> • Phonetics • Voicing • Place of articulation • Manner of articulation • Vowels 	- To identify the english sounds based on the three properties : voicing, place of articulation, and manner of articulation					<ul style="list-style-type: none"> • Identify parts and their names related to the sound production: voicing, place of articulation, and manner of articulation • Demonstrate how to feel and understand the production of sounds • Name all phonemes using three labels.
6-7	To be able to distinguish phonemes and practice them; the topics are: <ul style="list-style-type: none"> • Phonemes • Phones and allophones • Minimal pairs and sets • Phonotactics • Syllables 	- To identify english phonemes - To distinguish phonemes, phones, and allophones - To give explain and give examples of minimal pairs and set, phonotactics, and syllables	The sound patterns of language		[2] page 53 - 57	100'	<ul style="list-style-type: none"> • Explore information about differences between phonemes, phones, and allophones • Identify definition of minimal pairs and set • Make examples of minimal pairs and minimal set • Demonstrate how to break the word into syllables
8	Mid-term	-					•
9-10	Being able to distinguish between terms related to morphology, such as: <ul style="list-style-type: none"> • Morphemes • Derivational and inflectional morpheme; providing examples. 	- To define what morpholgy is - To explain the terms related to morphology - To distinguish kinds of morphemes	Morphology	Discussion Preaching, Question-Answer, Assignment	[2] page 74 - 81	100'	<ul style="list-style-type: none"> • Explore information about what morphology is. • Identfyand explain kinds of morphemes • Make a diagram of morpheme •

11	To be able to identify the type of word formation: <ul style="list-style-type: none"> • Single process Multiple processes 	<ul style="list-style-type: none"> - To identify the type of word formation - To explain and give example on the single and multiple process 	The word formation	Discussion Preaching, Question-Answer, Assignment	[2] page 63-70	100'	<ul style="list-style-type: none"> • Explore information about the type of word formation • Provide explanation about the process of forming words • Demonstrate how to process a word through single and multiple process
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 	<ul style="list-style-type: none"> - To explain the concept of syntax - To distinguish the terms in syntax - To practice the concept of syntax on real texts 	Syntax	Discussion Preaching, Question-Answer, Demonstration	[2] page 100 - 117	100'	<ul style="list-style-type: none"> • Explore the information about concept of syntax • Explain the information about the differences between deep and surface structure • Identifying the concept of syntax on the context
13-14	Being able to explain the topics on basic concept of semantics and apply them in communication context, such as: <ul style="list-style-type: none"> • Meaning • Semantic features • Semantic roles • Lexical relation • Collocation 	<ul style="list-style-type: none"> - To explain the topics on the concept on semantics - To define the terms in semantics - To analyze the text using semantic concept 	Semantics	Discussion Preaching, Question-Answer	[2] page 118-123	100'	<ul style="list-style-type: none"> • Explore the information about the concept on semantics • Explain the terms in semantics • Analyze a the semantic features, semantic roles, lexical relation and collocation of a text
14-15	Being able to identify topics	<ul style="list-style-type: none"> - To explain the topics related to 	Pragmatics		[2] page 127-134	100'	<ul style="list-style-type: none"> • Explore the information about the topics related to

	related to pragmatics: <ul style="list-style-type: none"> • Context • Reference • Speech acts • Politeness 	pragmatics <ul style="list-style-type: none"> - To define the terms in pragmatics - To use the terms on the real context 					pragmatics: context, reference, speech acts, and politeness <ul style="list-style-type: none"> • Find an example of a real context related to pragmatics • Choose a text and analyse the speech acts of the text • Demonstrate the politeness strategies on a real context
16	Final Test						•

B. 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

C. 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 2018

Dosen,

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