

# **WORKLOAD ASSESSMENT**

## **ENGLISH SEMANTICS AND PRAGMATICS**

**WORKLOAD ASSESMENT**  
**DISCOURSE ANALYSIS**  
**Academic Year 2019/2020**

**Coordinator:**  
Lisetyo Ariyanti, S.S., M.Pd.

**Team:**  
Lisetyo Ariyanti, S.S., M.Pd.

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


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## A. Lesson Plan and Course Assessment

 <b>UNESA</b> <small>Universitas Negeri Surabaya</small>		<b>Universitas Negeri Surabaya</b> <b>Faculty of Languages and Arts</b> <b>Englisih Language Education Study Program</b>				<b>Document Code</b>	
<b>Lesson Plan</b>							
COURSE		Code	Cluster	Credits		Semester	Compilation Date
Discourse Analysis		7920203059	Linguistics	<b>T=3</b>	<b>P=1</b>	4	2020
<b>AUTHORIZATION</b> Pratiwi Retnaningdyah, Ph.D.		<b>Lesson Plan Developer</b>		<b>Coordinator</b>		<b>Head of Study Program</b>	
		Lisetyo Ariyanti		Slamet Setiawan, Ph.D.		Pratiwi Retnaningdyah, Ph.D.	
<b>Program Learning Outcome (PLO)</b>	<b>PLO</b>						
	PLO	Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. (PLO 1)					
	PLO	Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. (PLO3)					
	PLO	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. (PLO7)					
	PLO	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement. (PLO8)					
	<b>Course Learning Outcome (CLO)</b>						
	CLO1	Being able to classify linguistics devices such as appropriate dictions and utterances both in spoken and written texts (PLO 1)					
	CLO2	Being able to illustrate the contextual sociocultural phenomena based the concepts and theories of word meaning and speaker's meaning (PLO3)					
	CLO3	Being able to examine the appropriate approaches in meaning to analyze spoken and written text (PLO7)					
CLO4	Being able to respond various kind problem solving of word meaning and speaker's meaning in spoken and written text. (PLO8)						

<b>Course Description</b>	Interdisciplinary science in the realm of language and linguistics between the realm of psychology that studies about the use of language as part of the capacity and human behavior and psychological processes human. Science linguistic review of the primacy of human language in the process of acquisition, perception, comprehension and production.	
<b>Learning Materials/ Topics</b>	Semantics definition, Meaning and Dictionary, Meaning and Context, Lexical Relations, Deixis & Distance, Presupposition, Implicature, Speech Acts, and Politeness Strategy.	
<b>References</b>	<b>Primary</b>	<ol style="list-style-type: none"> <li>1. Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press.</li> <li>2. Riemer, Nick. 2010. Introducing Semantics. New York: Cambridge University Press</li> <li>3. George Yule: (1996). <i>Pragmatics</i>. Oxford University Press.</li> </ol>
	<b>Supplementary</b>	<ol style="list-style-type: none"> <li>1. Kertez, Andras. 2004. Cognitive Semantics and Scientific Knowledge: Case studies in cognitive science of science. Amsterdam/Philadelphia: John Benjamins Publishing Company.</li> <li>2. Van Geenhoven, Veerle. 2006. Semantics in Acquisition. Netherland: Springer.</li> </ol>
<b>Lecturer(s)</b>	Lisetyo Ariyanti	
<b>Prerequisite</b>	None	

Meeti ngs	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
1	<ol style="list-style-type: none"> <li>To identify the theory of Semantics.</li> <li>To show understanding of the theory of English Semantics</li> </ol>	<p>To compare between language form and language meaning.</p> <p>To explain and give examples of the scope of English Semantics</p>	<ol style="list-style-type: none"> <li>Semantics definition,</li> <li>Meaning in English and other languages</li> <li>The Semiotics triangle,</li> <li>Object language and Metalanguage</li> </ol>	Lecturing, group discussion, Question-Answer	Rierner, Nick. 2010. page, 1-42	2x50'	Classifying the discussion of theory of semantics and English semantics in chapter 1
2	<p>To examine the meaning and definition</p> <p>To identify some different ways of defining meanings</p>	<p>To examine the unit of meanings</p> <p>To categorize different ways of defining meaning</p>	<ol style="list-style-type: none"> <li>Meaning and the Dictionary</li> <li>The units of meaning</li> <li>Different ways of defining meaning,</li> </ol>	Lecturing, group discussion, Question-Answer	Rierner, Nick. 2010. page,45-82	2x50'	<ol style="list-style-type: none"> <li>Determining the meaning and definition in chapter 2</li> </ol>
3	To identify the scope of meaning I: external context	<p>To define the different between meaning and context</p> <p>To compare the concept of sense and reference</p> <p>To find the concept of dictionary and encyclopedia</p>	<ol style="list-style-type: none"> <li>Meaning and context</li> <li>External context: sense and reference,</li> <li>Dictionary and encyclopedia</li> </ol>	Lecturing Discussion Question-Answer.	Rierner, Nick. 2010. page,87-106	2x50'	Classifying the discussion of meaning and external context in chapter 3
4	To understand the scope of meaning II: interpersonal context	<ol style="list-style-type: none"> <li>To differ the concept of Illocutionary force and speech acts</li> <li>To outline the different between speaker intention and hearer's</li> </ol>	<ol style="list-style-type: none"> <li>Illocutionary force and speech acts</li> <li>Speaker intention and hearer's inference ,</li> <li>Implicature,</li> <li>Gricean maxims and the Cooperative</li> </ol>	Lecturing Discussion Question-Answer	Rierner, Nick. 2010. page,107-132	2x50'	<ol style="list-style-type: none"> <li>Constructing logic as representation of meaning in chapter 4</li> </ol>

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
		inference 3. To outline the different between speaker intention and hearer's inference	Principle				
5	To analyze and distinguish meanings	To organize the lexical relations To organize the lexical relations To focus on the componential analysis To categorize polysemy and meaning divisions	1. Lexical relations 2. Componential analysis, 3. Polysemy and meaning divisions,	Lecturing Discussion Question-Answer	Riemer, Nick. 2010. page,135-170	2x50'	Analyzing and distinguishing meanings, and determining how the parts of meaning relate to one another and to an overall structure or purpose in chapter 5
6	To understand logic as representation of meaning	To outline the different between speaker intention and hearer's inference To outline the different between speaker intention and hearer's inference To outline the different between speaker intention and hearer's inference	1. Lexical relations 2. Componential analysis, 3. Polysemy and meaning divisions	Lecturing Discussion Question-Answer	Riemer, Nick. 2010. page,173-219	2x50'	Constructing logic as representation of meaning in chapter 6
7	Review for Mid test	To reorganize the objectives in 1st week until 6th week.		• Small group discussion Question-Answer	Riemer, Nick. 2010. page,1-219	2 x 50'	Reconstructing and reorganizing chapter 1 to chapter 6

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
8	Mid test						
9	To apply Deixis and Distance in a language which the speaker uses to express their intended meanings	To use information of Deixis and Distance in a language which the speaker uses to express their intended meanings in another familiar situation	Deixis and Distance	Small group discussion	George Yule: (1996). <i>Pragmatics</i> . Oxford University Press. page 9-16	1x100'	<ol style="list-style-type: none"> <li>1. Students are able to describe the Deixis and Distance in a language which the speaker uses to express their intended meanings</li> <li>2. Students are able to explain Deixis and Distance in a language which the speaker uses to express their intended meanings</li> </ol>
10	To apply Reference and Inference in a language which the speaker uses to express their intended meanings	To use information of Reference and Inference in a language which the speaker uses to express their intended meanings in another familiar situation	Reference and Inference	Small group discussion	George Yule: (1996). <i>Pragmatics</i> . Oxford University Press. page 17-24	1x100'	<ol style="list-style-type: none"> <li>1. Students are able to describe the Reference and Inference in a language which the speaker uses to express their intended meanings</li> <li>2. Students are able to explain Reference and Inference in a language which the speaker uses to express their intended meanings</li> </ol>
11	To apply Presupposition and Entailment in a language which the	To use information of Presupposition and Entailment in a language which the	Presupposition and Entailment	Small group discussion	George Yule: (1996). <i>Pragmatic</i>	1x100'	<ol style="list-style-type: none"> <li>1. Students are able to describe the Presupposition and Entailment in a</li> </ol>



Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
	speaker uses to express their intended meanings	speaker uses to express their intended meanings in another familiar situation			s. Oxford University Press. page 25-34		language which the speaker uses to express their intended meanings 2. Students are able to explain Presupposition and Entailment in a language which the speaker uses to express their intended meanings
12	To apply Cooperation and Implicature in a language which the speaker uses to express their intended meanings	To implement Cooperation and Implicature in a language which the speaker uses to express their intended meanings in another familiar situation	Cooperation and Implicature	Small group discussion	George Yule: (1996). <i>Pragmatic</i> s. Oxford University Press. page 35-46	1x100'	1. Students are able to describe the Cooperation and Implicature in a language which the speaker uses to express their intended meanings 2. Students are able to explain Cooperation and Implicature in a language which the speaker uses to express their intended meanings
13	To apply Speech Acts and Events in a language which the speaker uses to express their intended meanings	To implement Speech Acts and Events in a language which the speaker uses to express their intended meanings in another familiar situation	Speech Acts and Events	Small group discussion	George Yule: (1996). <i>Pragmatic</i> s. Oxford University Press. page 47-58	1x100'	1. Students are able to describe the Speech Acts and Events in a language which the speaker uses to express their intended meanings 2. Students are able to explain Speech Acts

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
							and Events in a language which the speaker uses to express their intended meanings
14	To apply Politeness and Interaction in a language which the speaker uses to express their intended meanings	To implement Politeness and Interaction in a language which the speaker uses to express their intended meanings in another familiar situation	Politeness and Interaction	Small group discussion	George Yule: (1996). <i>Pragmatics</i> . Oxford University Press. page 59-70	1x100'	<ol style="list-style-type: none"> <li>1. Students are able to describe the Politeness and Interaction in a language which the speaker uses to express their intended meanings</li> <li>2. Students are able to explain Politeness and Interaction in a language which the speaker uses to express their intended meanings</li> </ol>
15	To apply Conversation and Preference Structure in a language which the speaker uses to express their intended meanings	To implement Conversation and Preference Structure in a language which the speaker uses to express their intended meanings in another familiar situation	Conversation and Preference Structure	Small-Group Discussion	George Yule: (1996). <i>Pragmatics</i> . Oxford University Press. page 71-82	1x100'	<ol style="list-style-type: none"> <li>1. Students are able to describe the Conversation and Preference Structure in a language which the speaker uses to express their intended meanings</li> <li>2. Students are able to explain Conversation and Preference Structure in a language which the speaker uses to express their intended meanings</li> </ol>

<b>Meetings</b>	<b>Competence</b>	<b>Indicator</b>	<b>Topics</b>	<b>Methods</b>	<b>Sources</b>	<b>Time allotment</b>	<b>Learning experience</b>
16	Final test						

### Assessment

<b>Meetings</b>	<b>Indicator</b>	<b>Assessment forms</b>
5	To be able to engage actively in a discussion of a particular case study of Semantics	Discussion participation
7	To be able to engage actively in a discussion of a particular case study of Semantics	Discussion participation
8	To be able to write a short academic paper of 1000 words about a particular English semantics issue	Scholarly essay
12	To be able to engage actively in a discussion of a particular case study of Pragmatics	Discussion participation
14	To be able to engage actively in a discussion of a particular case study of Pragmatics	Discussion participation
16	To be able to create an individual project of multimedia about a particular English semantics issue	Individual Project

**i. Course Evaluation and Development**

Calculation of Student Workload

<b>Module/Course Title</b>	<b>Student Workload</b>	<b>Credits (ECTS)</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
English Semantics and Pragmaticsc	127,5 hours	3 x 1,59= 4,77 ECTS	Even	3 CU x 14 = 42	16 Meetings

<b>Credit Unit (CU)</b>	<b>ECTS</b>	<b>Meeting Hours</b>	<b>Structured Assignments</b>	<b>Independent Study</b>
3 CU	4,77 ECTS	2250 minutes	2700 minutes	2700 minutes

1. Assessment of PLO

<b>ASSESSMENT OF PROGRAM LEARNING OUTCOMES (PLO)</b>		
<b>COURSE</b>	:	English Semantics and Pragmatics
<b>CREDIT</b>	:	4
<b>STUDY PROGRAM</b>	:	English Literature
<b>PERIOD</b>	:	2017/2018
<b>CIASS</b>	:	2016 A, 2016B. 2016C
<b>PARTICIPANTS</b>	:	25

<b>PROGRAM LEARNING OUTCOMES</b>	
1	Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. (PLO 1)
2	Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. (PLO3)
3	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. (PLO7)
4	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement. (PLO8)
<b>COURSE LEARNING OUTCOMES</b>	
1	Being able to classify linguistics devices such as appropriate dictions and utterances both in spoken and written texts (PLO 1)
2	Being able to illustrate the contextual sociocultural phenomena based the concepts and theories of word meaning and speaker's meaning (PLO3)
3	Being able to examine the appropriate approaches in meaning to analyze spoken and written text (PLO7)
4	Being able to respond various kind problem solving of word meaning and speaker's meaning in spoken and written text. (PLO8)

**CLO-PLO CORRELATION**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
<b>CLO1</b>	V							
<b>CLO2</b>			V					
<b>CLO3</b>							V	
<b>CLO4</b>								V

**ASSESSMENT PLAN**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
<b>CLO 1</b>	V							
<b>CLO 2</b>			V					
<b>CLO 3</b>							V	
<b>CLO 4</b>								V

**STUDENTS' PERFORMANCE**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
<b>Excellent</b>	25%		25%				25%	25%
<b>Good</b>	33%		33%				33%	33%
<b>Satisfactory</b>	36%		36%				36%	36%
<b>Failed</b>	6%		6%				6%	6%

## APPENDICES

### APPENDIX 1 ASSESSMENT RUBRIC

#### Course Assessment

##### A. Assessment Rubric

##### 1) Attitudes/Affective Domain

In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$\leq SA < 55$

##### 2) Knowledge/Cognitive Domain

The students' knowledge is assessed through assignments (individual and group) and tests (mid-term and End-term tests).

**a. Assignment Rubric**

The criteria of assignment according to Assignment Rubrics:

No	Aspects	Max. Score
1	To develop authentic assessment: Observation Portfolio Journal Interviews Self-assessment/Peer assessment	100

**b) Test (mid-term and End-term tests)**

The criteria of mid-term and End-term tests in this course are:

1. To distinguish evaluation, assessment and test;
2. To distinguish between process-oriented assessment and product oriented assessment
3. To explain kinds of authentic assessment

**b. End-term tests**

1. To develop Listening, speaking, reading and writing assessment for Junior/senior high school



## B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

<b>Assessment Components</b>	<b>Percentage</b>
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

### Scoring Conversion

<b>Scoring Interval (out of 100)</b>	<b>Point</b>	<b>Grade</b>
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

## APPENDIX 2 COURSE ACTIVITIES RECORDS

### a. Sample of Student Attendance



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI SURABAYA

Jl. Lidah Wetan, Surabaya - 60213  
Telepon : +6231-99424932  
Faksimile : +6231-99424932  
e-mail : bakpk@unesa.ac.id

#### PRESENSI KULIAH Periode 2017/2018 Genap

Mata Kuliah : English Semantics and Pragmatics  
Kelas : 2016C  
Prodi : S1 Sastra Inggris

Dosen : Lisetyo Ariyanti, S.S., M.Pd.

No	NIM	Nama Mahasiswa	Pertemuan Ke															%
			1 05 Feb 18	2 12 Mar 18	3 19 Feb 18	4 26 Feb 18	5 05 Mar 18	6 12 Mar 18	7 19 Mar 18	8 26 Mar 18	9 02 Apr 18	10 09 Apr 18	11 16 Apr 18	12 23 Apr 18	13 30 Apr 18	14 07 May 18	15 14 May 18	
1.	15020154075	SAHFILZA KHOIRIL BASYAR	H	H	H	H	A	H	H	H	H	H	A	A	A	H	H	73.3 %
2.	16020154059	AHMAD YUSFI EL KARIM	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
3.	16020154060	AIMATUL AYU MAGHFIROH	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %
4.	16020154061	ELOK BUDI RAMADHANI	H	H	H	H	H	H	H	H	S	H	A	A	H	H	H	86.7 %
5.	16020154062	RAHELITA LUKI YUVITASARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
6.	16020154063	NURANGGRA WINDILISTA RAMADHANTY	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
7.	16020154064	RIZKA SAFITRI	H	H	A	H	H	H	H	H	H	H	A	A	H	H	H	80 %
8.	16020154065	AHMAD AL AMIN PUTRA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
9.	16020154066	MUHAMMAD NORMAN APRIZAL	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
10.	16020154067	BELLA KARINA ARVIYANTI	H	H	S	H	H	H	H	H	H	H	H	H	H	H	H	100 %
11.	16020154068	ROSI FAJAR AFRIANTI	H	H	H	A	H	H	H	H	H	H	H	H	H	H	H	93.3 %
12.	16020154070	YURI MAHIRTA SARI	H	H	H	A	H	H	S	H	H	H	H	H	H	H	H	93.3 %
13.	16020154071	LUKITANING NUR JAYANTI	H	H	H	A	H	H	H	H	H	H	H	H	H	H	H	93.3 %
14.	16020154072	FENA OKTAVIANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
15.	16020154073	ADVAITA SINATRYA RULINSANTICA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
16.	16020154074	FEBRI QUINDADIARTO	H	H	H	H	H	H	A	H	H	H	H	H	H	H	H	93.3 %
17.	16020154075	SITI AISYAH	H	H	A	H	H	H	H	H	H	A	H	H	H	H	H	86.7 %
18.	16020154076	ERZA DIAN RANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
19.	16020154077	NURUL AINI	H	H	A	H	H	H	H	H	A	H	H	H	H	H	H	86.7 %
20.	16020154078	REZKY ARBIMA AKBAR	H	H	I	H	H	H	H	H	H	H	H	H	A	A	A	86.7 %
21.	16020154079	NADYA KARINA ARIMBI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
22.	16020154080	RIA AJI ETERNA DEWI EVI AVIANTI	H	H	S	H	H	H	H	H	H	H	H	H	H	H	H	100 %
23.	16020154081	MUHAMMAD REYNALDY HIDAYAT	H	H	I	H	H	H	H	H	H	A	H	H	H	H	H	93.3 %
24.	16020154084	IZZATIA NABILA	H	H	A	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %
25.	16020154085	ABDILLA AH JABBAAR	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
26.	16020154086	YULIA NURDIANIK	H	H	H	A	I	H	H	H	H	A	H	H	A	A	A	73.3 %
Tanda Tangan Dosen / Asisten																		

## b. Sample of Course Log Book



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS NEGERI SURABAYA

UNIVERSITAS NEGERI SURABAYA  
Jalan Ketintang, Surabaya 60231  
T: +6231-8293484  
F: +6231-8293484  
laman: unesa.ac.id  
email: bakpk@unesa.ac.id

### Aktivitas Perkuliahan

Nama Matakuliah : English Semantics and Pragmatics Dosen : LISETYO ARIYANTI (198104242005012001)

Kelas : 2016C

Jadwal & Ruang : T08.02.01 (13.00 - 15.30) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	05-02-2018	Pertemuan ke 1	1. Semantics definition, 2. Meaning in English and other languages 3. The Semiotics triangle, 4. Object language and Metalanguage	26	Terjadwal	Lisetyo Ariyanti
2	12-03-2018	Pertemuan ke 2	1. Meaning and the Dictionary 2. The units of meaning, 3. Different ways of defining meaning,	26	Terjadwal	Lisetyo Ariyanti
3	19-02-2018	Pertemuan ke 3	1. Meaning and context 2. External context: sense and reference, 3. Dictionary and encyclopedia,	17	Terjadwal	Lisetyo Ariyanti
4	26-02-2018	Pertemuan ke 4	Illocutionary force and speech acts Speaker intention and hearers inference, Implicature, Gricean maxims and the Cooperative Principle	24	Terjadwal	Lisetyo Ariyanti
5	05-03-2018	Pertemuan ke 5	Lexical relations Componential analysis, Polysemy and meaning divisions, Lexical relations Componential analysis, Polysemy and meaning divisions,	22	Terjadwal	Lisetyo Ariyanti
6	12-03-2018	Pertemuan ke 6	1. The semantics of organization The language and conceptualization: cognitive approaches to semantics,  The semantics of organization The language and conceptualization: cognitive approaches to semantics,	26	Terjadwal	Lisetyo Ariyanti
7	19-03-2018	Pertemuan ke 7	The semantics of organization The language and conceptualization: cognitive approaches to semantics, verbs and participants verb classes and alternations, the meaning construction	25	Terjadwal	Lisetyo Ariyanti
8	26-03-2018	Pertemuan ke 8	UTS : Chapter 1-11 of Semantics	25	Terjadwal	Lisetyo Ariyanti
9	02-04-2018	Pertemuan ke 9	Deixis and Distance	26	Terjadwal	Lisetyo Ariyanti
10	09-04-2018	Pertemuan ke 10	Reference and Inference	24	Terjadwal	Lisetyo Ariyanti
11	16-04-2018	Pertemuan ke 11	Presupposition and Entailment	22	Terjadwal	Lisetyo Ariyanti
12	23-04-2018	Pertemuan ke 12	Cooperation and Implicature	23	Terjadwal	Lisetyo Ariyanti
13	30-04-2018	Pertemuan ke 13	Speech Acts and Events	23	Terjadwal	Lisetyo Ariyanti
14	07-05-2018	Pertemuan ke 14	Politeness and Interaction	24	Terjadwal	Lisetyo Ariyanti
15	14-05-2018	Pertemuan ke 15	Conversation and Preference Structure	24	Terjadwal	Lisetyo Ariyanti

**c. Sample of Assignment:**

ANSWER THE FOLLOWING QUESTIONS:

Pragmatic task 1

1. What is the difference of syntax, semantics, and pragmatics? Explain it by giving examples on how each field conducts their point of view in analyzing the words/sentences
2. Why pragmatics is considered as a wastebasket? Explain your answer by giving your ideas if the word wastebasket has positive or negative meaning.

## d. Sample of Mid-term Test



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

Kampus Lidah Wetan Surabaya  
Gedung T4 Lidah Wetan Surabaya 60213  
Telp./Fax. (031) 7532192  
Email: bahasainggris@unesa.ac.id

### UJIAN TENGAH SEMESTER GENAP 2018/2019

MATA KULIAH : DISCOURSE ANALYSIS  
KODE MATA KULIAH : 2094214045  
JUMLAH SKS : 2 SKS  
PRODI / ANGKATAN : SASTRA INGGRIS/2016  
HARI / TANGGAL : SELASA/25 MARET 2018  
ALOKASI WAKTU : 60 MENIT  
DOSEN : TIM

Answer the following questions:

The midtest is conducted by doing analysis of poems by Sylvia Plath in 'The Colossus' Poems Collection. Every student has their own poem based on the poem assignment list.

1. Paraphrase each stanzas in the poem by using possible adjective clause pronoun!
2. Bold each adjective clause pronouns in your paraphrased stanzas.
3. Identify each sentences from the stanzas as restrictive or non-restrictive adjective clauses into this table:

No	Restrictive Clauses	No	Non-restrictive Clauses
1			
etc			

4. What does each adjective clause pronouns refer to in each stanzas?

#### Rubrik Penilaian

No	Kriteria	Bobot	Skor				Jumlah
			1	2	3	4	
1	Pengertian evaluasi pembelajaran dijelaskan dengan tepat	1					
2	Tujuan Utama evaluasi pembelajaran dijelaskan dengan tepat	1					
3	Pengertian penilaian dalam kurikulum 2013 dijelaskan dengan tepat	2					
4	Bentuk dan instrument kompetensi sikap disebutkan dengan tepat	2					
	Bentuk dan instrument kompetensi pengetahuan disebutkan dengan tepat	2					
	Bentuk dan instrument kompetensi ketrampilan disebutkan dengan tepat	2					
Jumlah							
Nilai Akhir ( Jumlah :40 ) x 100							

#### Keterangan:

Skor 4 : Penjelasan lengkap dan tepat.  
Skor 3 : Penjelasan lengkap dan kurang tepat.  
Skor 2 : Penjelasan kurang lengkap dan kurang tepat  
Skor 1 : Penjelasan tidak lengkap.



## e. Sample of End-term Test



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI SURABAYA  
FAKULTAS BAHASA DAN SENI  
JURUSAN BAHASA DAN SASTRA INGGRIS

Kampus Lidah Wetan Surabaya  
Gedung T4 Lidah Wetan Surabaya 60213  
Telp/Fax. (031) 7532192  
Email: bahasainggris@unesa.ac.id

### UJIAN AKHIR SEMESTER GENAP 2017/2018

MATA KULIAH : ENGLISH SEMANTICS & PRAGMATICS  
KODE MATA KULIAH : 7920203059  
JUMLAH SKS : 3 SKS  
PRODI / ANGKATAN : SASTRA INGGRIS/2016  
HARI / TANGGAL : SELASA/8 JUNI 2018  
ALOKASI WAKTU : 10.40-12.20 (100 MENIT)  
DOSEN : TIM

Answer the following questions.

No	Questions	Points
1	Make dialogs which have at least 8 deixes altogether from person, temporal, and spatial deixis. Underline them.	8 points
2	What is the role of honorifics in the deictic expressions? Explain and give example!	4 points
3	Provide an example of presupposition and entailment.	4 points
4	What is the role of presupposition in doing the projection problem?	4 points
	Total score	20

Scoring: (Sum of the right answers : 20 points) x 100

#### Rubrik Penilaian

No	Kriteria	Bobot	Skor				Jumlah
			1	2	3	4	
1	Pengertian evaluasi pembelajaran dijelaskan dengan tepat	1					
2	Tujuan Utama evaluasi pembelajaran dijelaskan dengan tepat	1					
3	Pengertian penilaian dalam kurikulum 2013 dijelaskan dengan tepat	2					
4	Bentuk dan instrument kompetensi sikap disebutkan dengan tepat	2					
	Bentuk dan instrument kompetensi pengetahuan disebutkan dengan tepat	2					
	Bentuk dan instrument kompetensi ketrampilan disebutkan dengan tepat	2					
Jumlah							
Nilai Akhir ( Jumlah :40 ) x 100							

#### Keterangan:

Skor 4 : Penjelasan lengkap dan tepat.

Skor 3 : Penjelasan lengkap dan kurang tepat.

Skor 2 : Penjelasan kurang lengkap dan kurang tepat

Skor 1 : Penjelasan tidak lengkap.

## f. Sample of of Student's Answer to Assignment, Mid-term, and End-term Test

NURUL AINI  
16020154077

### Pragmatic task 1

1. What is the difference of syntax, semantics, and pragmatics? Explain it by giving examples on how each field conducts their point of view in analyzing the words/sentences
  - Syntax studies the structure of sentences. It studies the word order and agreement  
Example : Let's call Wendy. She always has the tea
  - Semantics is a study of words and their meanings in a language. It studies the literal meaning  
Example: Let's call Wendy. She always has the tea (it means that wendy may has a tea to drink)
  - Pragmatics is a study of words and their meaning in a language with concern to their context. It studies the intended or the inferred meaning as well.  
Example: Let's call Wendy. She always has the tea (it means When someone is dishing "the tea," they're gossiping, particularly with the juiciest or most dramatic gossip)
  
2. Why pragmatics is considered as a wastebasket? Explain your answer by giving your ideas if the word wastebasket has positive or negative meaning.
  - Pragmatics wastebasket means when you consider that the word is just pragmatic as it is. It is a term which come from semantic. Since pragmatic is a study of the meaning word based on its context. So, it means if the word is cannot relate to semantically then the meaning of the word can be decided by using pragmatic. Although it is called pragmatic wastebasket, but I think this it is still in positive meaning because from pragmatic then it can help us to know the meaning of the word. Some linguists say that pragmatics studies only those things which are not worthy of scientific study. In other words, they consider pragmatics as meaningless stuff. In modern terms, the meaning of pragmatics wastebasket is taken differently. For example, if someone says, 'I am tossing that question in pragmatics wastebasket', the meaning it seems to carry is that 'that question is just pragmatics and therefore not worthy of scientific study'. But what it really means is that 'that question is worthy of scientific study but too hard to deal with right now, or it would take us too far afield'

### Review:

**Based on the comments made in the students work, the task of this grouped is marked 80 (Good)**

## Sample of Mid test answer

NURANGGRA WINDILISTA RAMADHANTY  
16020154063

### MIDTERM TEST OF ENGLISH GRAMMAR IN USE

The midtest is conducted by doing analysis of poems by Sylvia Plath in 'The Colossus' Poems Collection. Every students has their own poem based on the poem assignment list.

1. Paraphrase each stanzas in the poem by using possible adjective clause pronoun!
2. Bold each adjective clause pronouns in your paraphrased stanzas.

*Her feet, which struck like a stone  
Causing a whole lot of echos from the steely street,  
Putting down the crook of hers,  
In a town, which she heard were igniting it's flames*

*The wall, which echoes the sounds of fireworks  
In the dark wall of small cottages.  
Then it died as soon as she turned her back  
Because the walls were facing the fields and it's unpleasant crowds of grasses  
Riding in the full*

*Of the moon, manes to the wind,  
Tireless and bound like the sea and the moon  
Moves, and a cracked valley where a ghost which were like a mist appears  
Then it dissapears*

*Like a ghost,  
Or anybody else  
The blank face which she puts on. Which once dreamed of things, although her eyes had no  
dream  
To the sandman's dust*

*Glow under her footsoles.  
The long wind, cuts her down  
Like a burn, cries which screams help  
Like the twirls on her ear, and like a scooped-out pumpkin crown  
Her head cupped the babel.*

*In return of what the night gave her,  
It expects her body and heart.*

*In the quiet meadow, the herds with sof fur  
which slept soundly, and tired birds slept inside their nests*

*A land like granites  
Which were once as dark as the waters and sap  
Were just as it is*



*She, who lits a fire bright enough  
 Before the weight of the world break her down  
 Into pieces*

3. Identify each sentences from the stanzas as restrictive or non-restrictive adjective clauses into this table:

No	Restrictive Clauses	No	Non-restrictive Clauses
1	Her feet, which struck like a stone In a town, which she heard were igniting it's flames	1	Causing a whole lot of echos from the steely street, Putting down the crook of hers,
2	The wall, which echoes the sounds of fireworks	2	In the dark wall of small cottages. Then it died as soon as she turned her back Because the walls were facing the fields and it's unpleasant crowds of grasses Riding in the full
3.	Moves, and a cracked valley where a ghost which were like a mist appears Then it dissapears	3.	Of the moon, manes to the wind, Tireless and bound like the sea and the moon
4.	Like a ghost, Or anybody else		The blank face which she puts on. Which once dreamed of things, although her eyes had no dream To the sandman's dust
5.	Like a burn, cries which screams help	5.	Glows under her footsoles. The long wind, cuts her down Like the twirls on her ear, and like a scooped-out pumpkin crown Her head cupped the babel.
6.	In return of what the night gave her, It expects her body and heart.	6.	
7.	In the quiet meadow, the herds with sof fur which slept soundly, and tired birds slept inside their nests	7.	
8.		8.	A land like granites Which were once as dark as the waters and sap Were just as it is
9.	She, who lits a fire bright enough	9.	Before the weight of the world break her down Into pieces

4. What does each adjective clause pronouns refer to in each stanzas?

- The feet of a woman and a town
- A wall
- A mist-like ghost
- A blank face
- Cries
- Herds with soft fur

- A land
  - A woman
5. Explain the author's/speaker's attitude based on that referred word in a stanza! **The speaker is very good with their words. There are a lot of words which I don't understand. It seems that the speaker likes to observe even the smallest details.**
  6. What is the poem's theme in relation to the author's/speaker's attitude? **The theme is about a woman which the speaker observes.**

NOTE: The chart of TPCASTT below can help you answering the questions above.

### Using TPCASTT for Analysis of Poetry

<b>T</b>	<b>Title</b>	What do the words of the title suggest to you? What denotations are presented in the title? What connotations or associations do the words possess?									
<b>P</b>	<b>Paraphrase</b>	Translate the poem in your own words. What is the poem about?									
<b>C</b>	<b>Connotation</b>	What meaning does the poem have beyond the literal meaning? Fill in the chart below. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Form</td> <td style="text-align: center;">Diction</td> <td style="text-align: center;">Imagery</td> </tr> <tr> <td style="text-align: center;">Point of View</td> <td style="text-align: center;">Details</td> <td style="text-align: center;">Allusions</td> </tr> <tr> <td style="text-align: center;">Symbolism</td> <td style="text-align: center;">Figurative Language</td> <td style="text-align: center;">Other Devices (antithesis, apostrophe, sound devices, irony, oxymoron, paradox, pun, sarcasm, understatement)</td> </tr> </table>	Form	Diction	Imagery	Point of View	Details	Allusions	Symbolism	Figurative Language	Other Devices (antithesis, apostrophe, sound devices, irony, oxymoron, paradox, pun, sarcasm, understatement)
Form	Diction	Imagery									
Point of View	Details	Allusions									
Symbolism	Figurative Language	Other Devices (antithesis, apostrophe, sound devices, irony, oxymoron, paradox, pun, sarcasm, understatement)									
<b>A</b>	<b>Attitude</b>	What is the speaker's attitude? How does the speaker feel about himself, about others, and about the subject? What is the author's attitude? How does the author feel about the speaker, about other characters, about the subject, and the reader?									
<b>S</b>	<b>Shifts</b>	Where do the shifts in tone, setting, voice, etc. occur? Look for time and place, keywords, punctuation, stanza divisions, changes in length or rhyme, and sentence structure. What is the purpose of each shift? How do they contribute to effect and meaning?									
<b>T</b>	<b>Title</b>	Reanalyze the title on an interpretive level. What part does the title play in the overall interpretation of the poem?									
<b>T</b>	<b>Theme</b>	List the subjects and the abstract ideas in the poem. Then determine the overall theme. The theme must be written in a complete sentence.									

## Sample of Final Test Answer

RAHELITA LUKI YUVITASARI

16020154062/2016C

### QUESTIONS FOR MIDTEST:

1. Make dialogs which have at least 8 deixes all together from person, temporal, and spatial deixis. Underline them.
2. What is the role of honorifics in the deictic expressions? Explain and give example!
3. Provide an example of presupposition and entailment.
4. What is the role of presupposition in doing the projection problem?

### ANSWER

1. Calling after the date

A: Hi Linda, this is Todd.

B: Todd, good to hear from you!

A: I just wanted to tell you what a great time I had with you at the movies last week.

B: Me too, Todd! Thanks for suggesting that great movie.

A: I also enjoyed it and was wondering if you would like to go for a hike in the mountains with me on Saturday.

B: I would love to join you on a hike. Could I maybe bring a picnic lunch for us to eat on the trail?

A: Sure Linda, that's a great suggestion.

B: Fine then, what time are we going to leave?

A: I was thinking maybe 9:00 or so, so that we could get started before the heat gets too bad.

B: Nine would be perfect. I'll see you tomorrow!

Explanation: Personal deixis (I, you, me, us, it), Spatial deixis (this, that), Temporal deixis (last week, tomorrow).

2. Honorifics use to indicate the higher status between one of them and another person or entity in social deictic expressions. It can be found in polite pronouns and titles of address. For instances, in Thai language, there is a distinction between men and women, for men to use

the word **ครั้บ** (Khrap) in which usually read by disguising the letter r into Khap and for women using the word **ครั** (Kha). These words are used as a closing or end of a word or a sentence which is used to show politeness when we are talking to parents, or someone who just knew.

3. **Examples of presupposition and entailment:**

(1)

- a. John's sister won the dance competition last year. (p)
- b. John has a sister. (q)
- c.  $p \gg q$  (">>" means presuppose)

(2)

- a. John's sister did not win the dance competition last year. (NOT p)
- b. John has a sister (q)
- c. Not  $p \gg q$

another example:

- a. I imagined that I was famous (>> I was not famous)
- b. She pretends to love him (>> She does not love him)

(3) Peter kissed Mary passionately

- a. Mary was kissed by Peter
- b. Mary was kissed
- c. Peter touch Mary with his lips
- d. Peter kissed Mary many times.

4. Presuppositions of a part of a sentence may not become presuppositions of a sentence.

Presuppositions of a simple sentence exist to continue that simple sentence becomes part of a more complex sentence. However, presuppositions typically project, but often do not 'project' into the complex structure, and most of the empirical and theoretical work on presupposition since the 1970s has been taken up with the task of describing and explaining when presuppositions project, and when they don't. This means, presupposition has important role in which decide the result of the project.