



UNESA
Universitas Negeri Surabaya

COURSE SYLLABUS

Revision Date: 20 January 2021

Faculty	:	Faculty of Languages and Arts
Study Program	:	S-1 English Literature
Subject	:	Language in Society
Code	:	
Credit Hours	:	3
Semester	:	4
Pre-requisite	:	Introduction to Linguistics
Lecture	:	Prof. Slamet Setiawan, M.A., Ph.D. Adam Damanhuri, S.S., M.Hum.

Course Learning Outcomes:

Based on Program Learning Outcome

- PLO 1 : Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.
- PLO 3 : Being able to apply concepts and theories of culture to analyze sociocultural phenomena.
- PLO 4 : Being able to demonstrate an English communication capability that involves at least two different cultural contexts.
- PLO 6 : Being able to work independently by using English language-related knowledge and skills in order to make a creative work
- PLO 8 : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2
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- CLO 1 : Being able to (1) communicate with various interlocutors in different contexts by applying sociolinguistic parameters and (2) describe and predict the influence of English language history in shaping new language communities and repertoires.
- CLO 2 : Understanding (1) concepts and theories of Sociolinguistics as well as (2) the influence of English language history in shaping new language communities and repertoires.
- CLO 3 : Being able to make the right decision in (1) choosing proper language using their knowledge of sociolinguistics to develop their language skills to communicate with various interlocutors in different contexts and (2) analyzing and predicting the influence of English language in shaping new language communities and repertoires.
- CLO 4 : Being responsible for making a paper on a particular topic using sociolinguistic parameters and the history of a chosen language.

Course Description

This subject describes the relationship between language, society, and history of language especially the English language in shaping new language communities and repertoires. This addresses language change, linguistics developments, language and socio-political history, urbanization, industrialization, social stratification, social dialect, register, code-switching, code-mixing, regional dialect, bilingualism/multilingualism, language variation, language shift and maintenance, and other language function as an individual or social identity as well as a means of inter-ethnic communication. To strengthen the understanding of concepts, local, national, regional, and international contexts are employed to accommodate the social practice of the language in question. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

Course Requirement:

1. Students are required to have a laptop/personal computer with them on the selected week.
2. Students to install Mendeley referencing system on their laptop
3. During the asynchronous meeting, all students are listed as present.
4. During the synchronous meeting, students must turn on their video unless for a specific reason, such as connection wise.

References:

- [1] Auer, Peter and Li Wei. 2007. *Handbook of Multilingualism and Multilingual Communication*. Berlin - New York: Mouton de Gruyter.
- [2] Baugh, Albert C & Thomas Cable. 2002. *A History of the English Language*. Fifth ed. London: Routledge
- [3] Fennell, Barbara A. 2001. *A History of English: A Sociolinguistic Approach*. Oxford: Blackwell Publishers
- [4] Holmes, Janet. 1992. *An Introduction to Sociolinguistics*. New York: Longman Group.
- [5] Li Wei (ed.). 2000. *The Bilingualism Reader*. London and New York: Routledge.
- [6] Momma, Haruko & Michael Matto. 2006. *A Companion to the History of the English Language*. Oxford: Blackwell Publishers
- [7] Thomson, Sarah Grey & Terrence Kauffman. 1991. *Language Contact, Creolization and Genetic Linguistics*. California: California University Press
- [8] Wardhaugh, Ronald. 2006. *An Introduction to Sociolinguistics* (5th ed.). Massachusetts: Blackwell Publishing.

# Week	Objectives	Indicators	Materials	Learning Strategy	Source/ Media	Time Allotment	Learning Experience
1	To understand the area of language in society	<ul style="list-style-type: none"> To explain the problem of variations To explain the relationship between language and society To distinguish between sociolinguistics and the sociology of language 	<ul style="list-style-type: none"> Linguistic Variation Fundamental of Sociolinguistics 	Discussion Presentation, Question-Answer	4, 8	150'	<ul style="list-style-type: none"> Observing problems of variations Observing phenomena of the relationship between language and society. Explaining the area sociolinguistics. Discussing each topic
2	To understand the connection between language and social class	<ul style="list-style-type: none"> To mention social factors of communication To explain the social dimension of language To explain the social distance scale To explain the status scale To explain the formality scale To explain referential and affective scales 	<ul style="list-style-type: none"> Social factors Social dimension Social distance Status scale Formality scale Referential and affective scales 	Presentation, Discussion, Question-Answer	4,8	150'	<ul style="list-style-type: none"> Presenting each topic in group Providing examples of each topic Relate the supporting theories for each topic with the contextual setting Discussing each topic Reflecting and concluding the topic(s) of the day

3	To understand regional and social variation	<ul style="list-style-type: none"> • To explain regional dialect • To provide examples of regional dialect • To explain social dialect • To provide examples of social dialect 	<ul style="list-style-type: none"> • Regional dialects • Social variation • Social dialects 	Presentation, Discussion, Question-Answer	4,8	150'	<ul style="list-style-type: none"> • Presenting each topic in group • Providing examples of each topic • Relate the supporting theories for each topic with the contextual setting • Discussing each topic • Reflecting and concluding the topic(s) of the day
4	To understand language choice in multilingual communities in a certain domain	<ul style="list-style-type: none"> • To explain the situation of language choice • To give examples of language choice in a multilingual community • To identify language use in a certain domain • To explain code-switching and mixing • To give examples of code-switching and mixing • To provide reasons for code-switching and mixing 	<ul style="list-style-type: none"> • Language use • Multilingual community • Language domain • Code-switching • Code-mixing 	Presentation, Discussion, Question-Answer	1,4,8,5	150'	<ul style="list-style-type: none"> • Presenting each topic in group • Providing examples of each topic • Relate the supporting theories for each topic with the contextual setting • Discussing each topic • Reflecting and concluding the topic(s) of the day

5	To understand language variation and change	<ul style="list-style-type: none"> • To explain language variation • To examples of language variation • To explain language change • To examples of language change • To explain language change induced by contact 	<ul style="list-style-type: none"> • Language variation • Language change • Borrowing versus Interference through the shift • Genetic Relationship and the products of contact-induced language change 	Presentation, Discussion, Question-Answer Assignment	4,8,7,3	150'	<ul style="list-style-type: none"> • Presenting each topic in group • Providing examples of each topic • Relate the supporting theories for each topic with the contextual setting • Discussing each topic • Reflecting and concluding the topic(s) of the day
6	To understand linguistic varieties in multilingual nations	<ul style="list-style-type: none"> • To define the vernacular language • To define the standard language • To explain Lingua franca, pidgins, and creole 	<ul style="list-style-type: none"> • Vernacular Language • Standard language • Lingua Franca • Pidgins and Creoles 	Presentation, Discussion, Question-Answer Assignment	4,8	150'	<ul style="list-style-type: none"> • Presenting each topic in group • Providing examples of each topic • Relate the supporting theories for each topic with the contextual setting • Discussing each topic • Reflecting and concluding the topic(s) of the day

7	To understand the connection between language contact and language change in English History	<ul style="list-style-type: none"> • To explain linguistic variations in English historical contexts • To identify language change of The Indo-European Tribes' languages • To explain social stratification, multilingualism, and dialect variation in the old English and middle English periods • To explain the myth of Middle English Creolization • To explain multilingualism in Present-Day English • To explain Language Variation in the United States 	<ul style="list-style-type: none"> • Language contact in prehistory of English Language, in The Old English Period, in Middle English, in Early Modern English, in Present Day 	Presentation, Discussion, Question-Answer	4,8,7,	150'	<ul style="list-style-type: none"> • Presenting each topic in group • Providing examples of each topic • Relate the supporting theories for each topic with the contextual setting • Discussing each topic • Reflecting and concluding the topic(s) of the day
8	Mid-Term	•	•				•
9	To understand language maintenance and shift	<ul style="list-style-type: none"> • To define language maintenance • To give examples of language maintenance • To define language shift 	<ul style="list-style-type: none"> • Language maintenance • Language shift • Language shift with the normal transmission 	Presentation, Discussion, Question-Answer	1,4,7,8	150'	<ul style="list-style-type: none"> • Presenting each topic in group • Providing examples of each topic • Relate the supporting theories for each topic with the contextual setting

		<ul style="list-style-type: none"> • To give examples of language shift • To provide a reason for language maintenance and shift 	<ul style="list-style-type: none"> • Shift without normal transmission: Abrupt creolization 				<ul style="list-style-type: none"> • Discussing each topic • Reflecting and concluding the topic(s) of the day
10	To understand the relationship between language, sex, and age	<ul style="list-style-type: none"> • To explain the relationship between language and sex • To give examples of the relationship between language and sex • To explain the relationship between language and age • To give examples of the relationship between language and age 	<ul style="list-style-type: none"> • Language and sex • Language and age 	Presentation, Discussion, Question-Answer	4,8	150'	<ul style="list-style-type: none"> • Presenting each topic in group • Providing examples of each topic • Relate the supporting theories for each topic with the contextual setting • Discussing each topic • Reflecting and concluding the topic(s) of the day
11	To understand the relationship between language and gender	<ul style="list-style-type: none"> • To define gender • To explain the relationship between language and gender • To give examples of the relationship between language and gender 	<ul style="list-style-type: none"> • Language and gender 	Presentation, Discussion, Question-Answer	4,8	150'	<ul style="list-style-type: none"> • Presenting each topic in group • Providing examples of each topic • Relate the supporting theories for each topic with the contextual setting • Discussing each topic

							<ul style="list-style-type: none"> • Reflecting and concluding the topic(s) of the day
12	To understand the relationship between language, politeness, and solidarity	<ul style="list-style-type: none"> • To define politeness • To explain politeness in the context of language use • To supply examples of politeness and solidarity in the context of language use. 	<ul style="list-style-type: none"> • Language and politeness • solidarity 	Presentation, Discussion, Question-Answer	4,8	150'	<ul style="list-style-type: none"> • Presenting each topic in group • Providing examples of each topic • Relate the supporting theories for each topic with the contextual setting • Discussing each topic • Reflecting and concluding the topic(s) of the day
13	To understand the style, context, and register	<ul style="list-style-type: none"> • To explain style in language use • To give examples of the style in language use • To explain the context in language use • To give examples of context language use • To explain register language use • To give examples of the register in language use 	<ul style="list-style-type: none"> • Style • Context • Register • Context, Style and class • Accommodation theory 	Presentation, Discussion, Question-Answer	1, 4	150'	<ul style="list-style-type: none"> • Presenting each topic in group • Providing examples of each topic • Relate the supporting theories for each topic with the contextual setting • Discussing each topic • Reflecting and concluding the topic(s) of the day

		<ul style="list-style-type: none"> • To explain the concept of accommodation theory • To provide examples of accommodation in terms of language use • To provide a reason for accommodation in the context of language use 					
14	To understand the concept of attitudes to language and language planning	<ul style="list-style-type: none"> • To explain national language. • To give example the existence of national language • To explain language planning • To give an example of the existence of language planning • To explain the reasons for language planning • To define language attitudes • To give examples of language attitudes • To provide the role of attitudes towards language 	<ul style="list-style-type: none"> • Language attitudes • National language • Language planning • 	Presentation, Discussion, Question-Answer	1,4,8	150'	<ul style="list-style-type: none"> • Presenting each topic in group • Providing examples of each topic • Relate the supporting theories for each topic with the contextual setting • Discussing each topic • Reflecting and concluding the topic(s) of the day <ul style="list-style-type: none"> •

15	To understand the relationship between language, youth, and style	<ul style="list-style-type: none"> • To explain the relationship between language, youth, and their language style • Provide examples of the relationship between language, youth, and their language style To provide reason for the phenomena caused by the relationship between language, youth and their language style 	<ul style="list-style-type: none"> • Language and youth • Youth and language style 	Presentation, Discussion, Question-Answer	1,4	150'	<ul style="list-style-type: none"> • Presenting each topic in group • Providing examples of each topic • Relate the supporting theories for each topic with the contextual setting • Discussing each topic • Reflecting and concluding the topic(s) of the day
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Assessment Blueprint

- CLO 1 : Being able to (1) communicate with various interlocutors in different contexts by applying sociolinguistic parameters and (2) describe and predict the influence of English language history in shaping new language communities and repertoires.
- CLO 2 : Understanding (1) concepts and theories of Sociolinguistics as well as (2) the influence of English language history in shaping new language communities and repertoires.
- CLO 3 : Being able to make the right decision in (1) choosing proper language using their knowledge of sociolinguistics to develop their language skills to communicate with various interlocutors in different contexts and (2) analyzing and predicting the influence of English language in shaping new language communities and repertoires.
- CLO 4 : Being responsible for making a paper on a particular topic using sociolinguistic parameters and the history of a chosen language.

# Meet	Indicator	Assessment				
		Type	Form	Instrument	Criteria	Point (%)
1	<ul style="list-style-type: none"> To explain the problem of variations To explain the relationship between language and society To distinguish between sociolinguistics and the sociology of language 	<ul style="list-style-type: none"> Participation Group Presentation Quiz Assignment Project 	See "Instrument"	<p>1. There will be four assessments:</p> <ul style="list-style-type: none"> Class Participation : 20% Presentation : 20% Quiz & Assignment : 30% Paper : 30% <p>2. Class participation (20%) All indicators related to CLO 1 and CLO2 are assessed by applying process assessment through students' class participation and presentation.</p>		

2	<ul style="list-style-type: none"> To mention social factors of communication To explain the social dimension of language To explain the social distance scale To explain the status scale To explain the formality scale <p>To explain referential and affective scales</p>			<p>This is the rubrics for class participation</p> <table border="1" data-bbox="987 268 1738 563"> <thead> <tr> <th colspan="2">Untuk Kehadiran</th> <th colspan="2">Untuk Keaktifan</th> </tr> </thead> <tbody> <tr> <td>hadir</td> <td>Skor</td> <td>keaktifan lebih dari</td> <td>skor</td> </tr> <tr> <td>lebih dari 12</td> <td>60</td> <td>6</td> <td>40</td> </tr> <tr> <td>11,12</td> <td>50</td> <td>5,6</td> <td>30</td> </tr> <tr> <td>9,10</td> <td>40</td> <td>3,4</td> <td>20</td> </tr> <tr> <td>7,8</td> <td>30</td> <td>1,2</td> <td>10</td> </tr> <tr> <td>kurang dari</td> <td>20</td> <td>0</td> <td>5</td> </tr> </tbody> </table> <p>These are the rubrics for Presentation (20%)</p> <table border="1" data-bbox="987 914 1711 1321"> <thead> <tr> <th>Skor</th> <th>Rubrik</th> </tr> </thead> <tbody> <tr> <td>4 (80-100)</td> <td> Presentasi dilakukan <ul style="list-style-type: none"> secara runtut dengan bahasa yang berterima, menunjukkan pemahaman konsep yang baik, berbantuan media ppt atau bentuk lain sesuai kriteria media, jawaban untuk penanya benar, mampu memformulasikan saran untuk perbaikan </td> </tr> <tr> <td>3 (66-79)</td> <td> Presentasi dilakukan <ul style="list-style-type: none"> secara runtut dengan bahasa yang berterima, kurang pemahaman pada beberapa konsep, berbantuan media ppt atau bentuk lain sesuai kriteria media, jawaban untuk penanya secara umum benar, mampu memformulasikan saran untuk perbaikan </td> </tr> </tbody> </table>	Untuk Kehadiran		Untuk Keaktifan		hadir	Skor	keaktifan lebih dari	skor	lebih dari 12	60	6	40	11,12	50	5,6	30	9,10	40	3,4	20	7,8	30	1,2	10	kurang dari	20	0	5	Skor	Rubrik	4 (80-100)	Presentasi dilakukan <ul style="list-style-type: none"> secara runtut dengan bahasa yang berterima, menunjukkan pemahaman konsep yang baik, berbantuan media ppt atau bentuk lain sesuai kriteria media, jawaban untuk penanya benar, mampu memformulasikan saran untuk perbaikan 	3 (66-79)	Presentasi dilakukan <ul style="list-style-type: none"> secara runtut dengan bahasa yang berterima, kurang pemahaman pada beberapa konsep, berbantuan media ppt atau bentuk lain sesuai kriteria media, jawaban untuk penanya secara umum benar, mampu memformulasikan saran untuk perbaikan 		
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	<p>in a multilingual community</p> <ul style="list-style-type: none"> • To identify language use in a certain domain • To explain code-switching and mixing • To give examples of code-switching and mixing <p>To provide reasons for code-switching and mixing</p>			<p>2 (56-65)</p>	<p>Presentasi dilakukan</p> <ul style="list-style-type: none"> • kurang runtut • menunjukkan kekurangpahaman terhadap beberapa konsep, • berbantuan media ppt atau bentuk lain namun tidak sesuai kriteria media, • jawaban untuk penanya secara umum tidak benar, • mampu memformulasikan saran untuk perbaikan 												
5	<ul style="list-style-type: none"> • To explain language variation • To examples of language variation • To explain language change • To examples of language change • To explain language change induced by contact 			1 (40-55)	<p>Presentasi dilakukan,</p> <ul style="list-style-type: none"> • kurang runtut • menunjukkan kekurang pahaman terhadap banyak konsep, tidak berbantuan media sama sekali, • jawaban unuk penanya tidak benar, • tidak mampu memformulasikan saran untuk perbaikan 												
				<p>3. Indicators related to CLO 3 and some of CLO 2 are assessed by giving quiz and assignment. (30%)</p> <table border="1" data-bbox="1099 924 1626 1137"> <thead> <tr> <th>Interval</th> <th>Predicate</th> </tr> </thead> <tbody> <tr> <td>80 - 100</td> <td>Very good</td> </tr> <tr> <td>70 - 79</td> <td>Good</td> </tr> <tr> <td>60 - 69</td> <td>Average</td> </tr> <tr> <td>40 - 59</td> <td>Poor</td> </tr> </tbody> </table>				Interval	Predicate	80 - 100	Very good	70 - 79	Good	60 - 69	Average	40 - 59	Poor
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80 - 100	Very good																
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40 - 59	Poor																

6	<ul style="list-style-type: none"> • To define the vernacular language • To define the standard language • To explain Lingua franca, pidgins, and creole 			<p>4. Indicators related to CLO 4 are assessed by giving project. (30%)</p> <p>The following is the guidelines:</p> <p>For the project, write a tentative research proposal in linguistics.</p> <p>C choose a topic from any area of linguistics. Make sure that the topic has been approved.</p>		
7	<ul style="list-style-type: none"> • To explain linguistic variations in English historical contexts • To identify language change of The Indo-European Tribes' languages • To explain social stratification, multilingualism, and dialect variation in the old English and middle English periods • To explain the myth of Middle 			<p>The project should meet the following segments:</p> <ul style="list-style-type: none"> Abstract Introduction Theoretical Framework Discussion Conclusion References <p>(See further in the table of the Outline and Rubrics)</p> <p>All work is to be typed, one and a half spaced, a 12-point font of Times New Roman, and on A4 paper. Left margin is 2.5 cm and the other side margins are 2.5cm.</p> <p>The class attendance must at least 80%, 4 (four) or more times absent are considered failed.</p> <p>Plagiarism: Assignments are expected to consist of original written work. Quoted material written by someone else must referenced to the source. Assignments contain material that is copied from somewhere and not referenced will be given failing grade. The similarity level of Turnitin is 20% at most.</p>		

	<p>English Creolization</p> <ul style="list-style-type: none"> • To explain multilingualism in Present-Day English • To explain Language Variation in the United States 			<p>Punctuality: Submission of the project must be on the agreed date (2 weeks after the class ends) at 23.59 a.m. Submission after that date and hour is reduced 5 points a day.</p>		
8	<ul style="list-style-type: none"> • To define language maintenance • To give examples of language maintenance • To define language shift • To give examples of language shift • To provide a reason for language maintenance and shift 					
9	<ul style="list-style-type: none"> • To explain the relationship between 					

	<p>language and sex</p> <ul style="list-style-type: none"> • To give examples of the relationship between language and sex • To explain the relationship between language and age • To give examples of the relationship between language and age 					
10	<ul style="list-style-type: none"> • To define gender • To explain the relationship between language and gender <p>To give examples of the relationship between language and gender</p>					

11	<ul style="list-style-type: none"> • To define politeness • To explain politeness in the context of language use • To supply examples of politeness and solidarity in the context of language use. 					
12	<ul style="list-style-type: none"> • To explain style in language use • To give examples of the style in language use • To explain the context in language use • To give examples of context language use • To explain register language use • To give examples of the register in language use • To explain the concept of accommodation theory 					

	<ul style="list-style-type: none"> • To provide examples of accommodation in terms of language use • To provide a reason for accommodation in the context of language use 					
13	<ul style="list-style-type: none"> • To explain national language. • To give example the existence of national language • To explain language planning • To give an example of the existence of language planning • To explain the reasons for language planning • To define language attitudes 					

	<ul style="list-style-type: none"> • To give examples of language attitudes • To provide the role of attitudes towards language 					
14	<ul style="list-style-type: none"> • To explain the relationship between language, youth, and their language style • Provide examples of the relationship between language, youth, and their language style • To provide reason for the phenomena caused by the relationship between language, youth and their language style 					

Rubric

1 Participation Rubric

Untuk Kehadiran		Untuk Keaktifan	
hadir	skor	keaktifan	skor
lebih dari 12	60	lebih dari 6	40
11,12	50	5, 6	30
9,10	40	3,4	20
7,8	30	1,2	10
kurang dari 20	20	0	5

2 Presentation Rubric

Skor	Rubrik
4 (80-100)	Presentasi dilakukan <ul style="list-style-type: none">• secara runtut dengan bahasa yang berterima,• menunjukkan pemahaman konsep yang baik,• berbantuan media ppt atau bentuk lain sesuai kriteria media,• jawaban untuk penanya benar,• mampu memformulasikan saran untuk perbaikan
3 (66-79)	Presentasi dilakukan <ul style="list-style-type: none">• secara runtut dengan bahasa yang berterima,• kurang pemahaman pada beberapa konsep,• berbantuan media ppt atau bentuk lain sesuai kriteria media,• jawaban untuk penanya secara umum benar,• mampu memformulasikan saran untuk perbaikan

2 (56-65)	Presentasi dilakukan <ul style="list-style-type: none"> • kurang runtut • menunjukkan kekurangpahaman terhadap beberapa konsep, • berbantuan media ppt atau bentuk lain namun tidak sesuai kriteria media, • jawaban untuk penanya secara umum tidak benar, • mampu memformulasikan saran untuk perbaikan
1 (40-55)	Presentasi dilakukan, <ul style="list-style-type: none"> • kurang runtut • menunjukkan kekurang pahaman terhadap banyak konsep, • tidak berbantuan media sama sekali, • jawaban unuk penanya tidak benar, • tidak mampu memformulasikan saran untuk perbaikan

3. Rubrik for quiz and assignment

Interval	Predicate
80 - 100	Very good
70 - 79	Good
60 - 69	Average
40 - 59	Poor

4. Paper Rubric

PAPER OUTLINE & RUBRIC

Detail	MAX SCORE	REAL SCORE
TITLE (not more than 15 words, do not use word "ANALYSIS" for the title)	2	2
Abstract (200 - 250 words covering short general information of 2 or 3 sentences, purposes, method, findings, and conclusion/recommendation)	4	2
Key word (not more than 5 words and/or phrases)	2	2
1 Introduction		
General background (to the point on the topic of the research)	4	3
Previous studies (local and overseas references, the more references the easier to find the research gap)	4	3
Research gap and novelty (What has not been done by previous researchers, what is the weakness of the previous researches, what makes the present research different)	4	2
Purposes of the study	4	2
2 Theoretical Framework	10	7
(Theories/references related to question #1)		
(Theories/references related to question #2)		
etc.		
3 Method (One or two paragraphs that cover method, subject, setting, data collection technique, analysis technique)	3	2
4 Results (based on the data only)	20	15
4.1		
4.2		

4.3 etc.		
5 Discussion (blend between data and theories)	20	10
5.1		
5.2		
5.3 etc.		
6 Conclusion	4	3
References (list of relevant books and at least 20 relevant journal articles; use Mendeley)	5	4
Other aspects:		
Logical order/coherence (right connection from background, question, theory, method, discussion)	6	5
Content (originality of idea, worthiness, novelty)	5	4
Language use: Punctuation/Mechanic/Grammar	3	2
Total	100	68
Score	68	

5. Grading

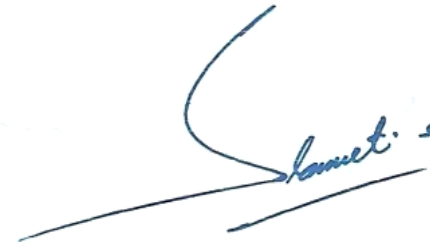
Konversi Nilai		
Interval	Huruf	Angka
$85 \leq A \leq 100$	A	4,00
$80 \leq A < 85$	A-	3,75

$75 \leq B+ < 80$	B+	3,50
$70 \leq B < 75$	B	3,00
$65 \leq B_- < 70$	B-	2,75
$60 \leq C+ < 65$	C+	2,50
$55 \leq C < 60$	C	2,00
$40 \leq D < 55$	D	1,00
$0 \leq E < 40$	E	0,00

Approved by
Head of English Department

Pratiwi Retnaningdyah, Ph.D.

Surabaya, 20 January 2021
Lecturer

A handwritten signature in blue ink, appearing to read 'Slamet. s', is written over a large, stylized blue flourish that resembles a checkmark or a large 'S'.

Prof. Slamet Setiawan M.A., Ph.D.