

Module/Course Title: Introduction to Semantics-Pragmatics					
<b>Module/ course code</b>	<b>Student workload</b>	<b>Credits (ECTS)</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
61027	8,5 hours per week	3 CU x 1,5 = 4,5 ECTS	5 <sup>th</sup>	3 CU x 16 = 48	16 meetings
<b>1</b>	<b>Types of courses</b>	<b>Contact hours</b>	<b>Independent study</b>	<b>Class size</b>	
	Compulsory coursework	3 CU x 50 minutes = 150 = 2,5 hours per week	3 CU x 120 minutes = 360 minutes = 6 hours	30 students	
<b>2</b>	<b>Prerequisites for participation (if applicable)</b>				
	-				
<b>3</b>	<b>Learning Outcomes</b>				
	<p><b>Course Description:</b> The study of linguistic meaning is divided into two disciplines: semantics, which studies the conventional meanings carried by words and sentences, and pragmatics, which studies how speakers use words and sentences to convey meaning in context. This course focuses on pragmatics and is organized around two main goals: a) the first is to begin to map out some of the ways in which the semantic content of an utterance may depend on features of the context in which it is uttered, through the study of adjective and noun meanings, verbs and situations, figurative language, tense, aspect and modality; and b) the second goal will be to understand aspects of meaning that depend on reasoning about speaker intentions. We will start with Gricean pragmatics and some subsequent refinements of it, addressing how meaning arises through pragmatic reasoning against the background of conversational norms. We will then consider departures from the Gricean ideal in which speakers are fully cooperative or lying.</p> <p><b>Programme Learning Outcomes:</b></p> <p><b>PLO 1</b> Graduates are expected to be able to play a role as creative industry players by using competence in the fields of language, literature and culture to produce innovative and competitive works</p> <p><b>PLO 2</b> Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society</p> <p><b>PLO 3</b> Graduates are expected to be able to play a role as academicians, namely activists in the world of education who have intellectuality and professionalism</p> <p><b>Intended Learning Outcomes:</b></p> <p><b>ILO 1</b> Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics</p>				

	<p>ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment</p> <p>ILO 4 Students are able to analyse the development of linguistic, literary and cultural phenomena in the global and digital era</p> <p>ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts</p> <p>ILO 6 Students are able to use media and technology into their learning and research activities</p> <p>ILO 7 Students are able to analyse various scientific texts in the fields of language, literature and culture in English</p> <p><b>Course Learning Outcomes</b></p> <p>On completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an awareness of key components of semantic and pragmatic theory</li> <li>2. Relate elements of semantic and pragmatic theory to key empirical phenomena</li> <li>3. Organize an essay</li> </ol>
4	<p><b>Subject aims/Content</b></p> <p><b>Meeting 1: Pre-Test</b>  Students are able to recall the concept of Semantics and Pragmatics in a Pre-Test</p> <p>(Test and Discussion of the test)</p> <p><b>Meeting 2: Unit 1. Studying Meaning</b>  <ol style="list-style-type: none"> <li>1. Students are able to generalize the basic concepts in Semantics and Pragmatics, types of meaning and three stages of interpretation</li> <li>2. Distinguish concepts used in Semantics and Pragmatics</li> </ol>   (Teacher's presentation, Completion and discussion of exercise in unit 1, and Homework of exercise in unit 2)</p> <p><b>Meeting 3: Unit 2. Adjective Meanings</b>  <ol style="list-style-type: none"> <li>3. Students are able to generalize the concept of giving meanings of words, sense relations relevant to adjectives, and constructions with adjectives</li> <li>4. Students are able to communicate critically the concepts relevant to meanings of adjective in an oral discussion</li> </ol>   (Students' presentation, Discussion of unit 2 and of the homework, and Homework of exercise in unit 3)</p> <p><b>Meeting 4: Unit 3. Noun Vocabulary</b>  <ol style="list-style-type: none"> <li>5. Students are able to generalize the concept of <i>has</i>-relation, hyponymy, incompatibility, count nouns and mass nouns</li> <li>6. Students are able to communicate critically the concepts relevant to meanings of noun in an oral discussion</li> </ol>   (Students' presentation, Discussion of unit 3 and of the homework, and Homework of exercise in unit 4)</p> <p><b>Meeting 5: Unit 4. Verbs and Situations</b>  <ol style="list-style-type: none"> <li>7. Students are able to generalize the concept of clause, causatives, and situation types</li> <li>8. Students are able to communicate critically the concepts relevant to meanings of verb in an oral discussion</li> </ol> </p>

(Students' presentation, Discussion of unit 4 and of the homework, and Homework of exercise in unit 5)

**Meeting 6: Unit 5. Figurative Language**

9. Students are able to generalize the concept of literal and figurative usage, irony, presupposition and metonymy, and metaphor
10. Students are able to communicate critically the concepts relevant to meanings of figurative language in an oral discussion

(Students' presentation, Discussion of unit 5 and of the homework)

**Meeting 7: Quiz 1**

Students are able to review unit 1-5 in a quiz

**Meeting 8: Students take Mid-Test**

(Test and Discussion of the test)

(Homework of exercise in unit 6)

**Meeting 9: Unit 6. Tense and Aspect**

11. Students are able to generalize the concept of time, tense, types of tense, tense and adverbials, and aspect and types of aspect
12. Students are able to communicate critically the concepts relevant to meanings of time in an oral discussion

(Students' presentation, Discussion of unit 6 and of the homework)

13. Students are able to organize an English essay by working in a group (Step 2: Discussing the Introduction)  
(Homework: Drafting Review of Related Literature)

**Meeting 10: Unit 7. Modality, Scope and Quantification**

14. Students are able to generalize the concept of modality and types of modality
15. Students are able to communicate critically the concepts relevant to meanings of modality in an oral discussion

(Students' presentation, Discussion of unit 7 and the exercise)

16. Students are able to organize an English essay by working in a group (Step 3: Discussing Review of Related Literature)  
(Homework: Drafting Research Method)

**Meeting 11: Unit 8. Pragmatics (8.1. Conversational Implicature)**

17. Students are able to generalize the concept of conversational implicature
18. Students are able to communicate critically the concepts relevant to implicature in an oral discussion

(Students' presentation, Discussion of unit 8.1)

19. Students are able to organize an English essay by working in a group (Step 4: Discussing Research Method)  
(Homework: Drafting Data Analysis)

	<p><b>Meeting 12: Unit 8. Pragmatics (8.2. Presupposition and 8.3 Speech Acts)</b></p> <p>20. Students are able to generalize the concept of presupposition and entailment, and speech acts</p> <p>21. Students are able to communicate critically the concepts relevant to presupposition and speech acts in an oral discussion</p> <p>(Students' presentation, Discussion of unit 8.2 and 8.3 and of the exercise)</p> <p>22. Students are able to organize an English essay by working in a group (Step 5: Discussing Data Analysis)</p> <p><b>Meeting 13: Unit 9. Connecting Utterances to the Background</b></p> <p>23. Students are able to generalize the concept of definiteness, clefts and passives</p> <p>24. Students are able to communicate critically the concepts relevant to discourse context in an oral discussion</p> <p>(Students' presentation, Discussion of unit 9 and of the exercise)</p> <p>25. Students are able to organize an English essay by working in a group (Step 6: Discussing Data Analysis)</p> <p><b>Meeting 14: Review</b> Students are able to review their understanding of Semantics and Pragmatics (Step 7: Homework → Drafting Conclusion and Suggestion)</p> <p><b>Meeting 15: Preview</b> Students are able to preview Introduction, Review of Related Literature, Research Method, Analysis, and Conclusion and Suggestion (challenges in organising the coherent and unified essay)</p> <p><b>Meeting 16:</b> Students submit the essay</p>
5	<p><b>Teaching methods</b></p> <p>Lectures, discussions and team-based project</p>
6	<p><b>Assessment methods</b></p> <p>1. Class Participation In order to maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary readings, but they are also expected to interact with peers based on the topic of discussion.</p> <p>2. Exercises As exercises for each unit are integrated, the students must complete the exercises, submit and discuss them. Score will be provided based on the answer key for the exercises.</p> <p>3. Quiz Quiz enables students to identify gaps in knowledge or in other words to identify how well the students know the meaning concept. It is thus important for the students to take Quiz along the semester. Score will be provided based on the answer key for the quiz.</p> <p>4. Middle Test This test may motivate the students to look through and revise previously learnt concepts in</p>

Semantics and Pragmatics. At such, taking exams motivates the students to look for study tips and improve their studying skills, while also helping them develop self-discipline and self-organization. It's well-known that these skills are priceless and will serve them for the rest of their days. Score will be provided based on the answer key for the test.

#### 5. Team-based Project (Final Test)

Through co-authorship in group essay, the students are able to improve their teamwork abilities and collaborative thinking. The group will work started from Week 7 and follow the steps of composing the essay as stated in Task Guideline.

#### 6. Progress Card

A progress card is a kind of self-assessment tools built on the level of difficulty of the subject contents. The students must tick off their progress after learning weekly. They must write what they find and feel while learning as well, such as whether the unit is difficult or not, and any challenging parts of learning. The students then consult the result with the teacher.

What follows is summary of the Assessment:

Assessment Task	Task Type	Due	Percentage
Class participation	Individual	Meetings 1-7 and meetings 9-15	5% (@meeting = 0,35%)
Group work 1 (Exercises in the units)	Group	Meetings 2, 3, 4, 5, and 9	5% (@meeting= 1%)
Group work 2 (Presentation)	Group	Meeting 2, 3, 4, 5, 6, 9, 10, 11, 12, 13	5% (@meeting = 0,5%)
Mid Test	Individual	Meeting 8	25%
Quiz	Individual	Meeting 7	10% (@meetings 2-6 = 2%)
Group work 3 (Team-based project essay)	Group	Meetings 9-15	20% (@meetings 9-15 = 2,85%)
Final Test	Group	Meeting 16	30%
<b>TOTAL</b>			<b>100%</b>

**7 This module/course is used in the following study programme/s as well**  
N/A

**8 Teachers**  
1. Tantri R. Indhiarti, M.A.  
2. Anandya Asprillia, M.A.

**9 Resources**  
Main:  
Griffiths, P. (2006). *An Introduction to English Semantics and Pragmatics*. Edinburgh: Edinburgh University Press Ltd.  
  
Supplementary:  
1. Birner, B. (2012). *Introduction to Pragmatics*. Malden: Wiley-Blackwell.  
2. Grundy, P. (2000). *Doing Pragmatics(2nd ed.)*. London: Arnold Publishing.  
3. Horn, L. & Ward, G. (2005). *The Handbook of Pragmatics*. Oxford: Blackwell.

- |  |   |
|--|---|
|  | <ol style="list-style-type: none"><li>4. Kearns, K. (2011). <i>Semantics</i>. Basingstoke: Palgrave Macmillan (second edition).</li><li>5. Saeed, J. (2003). <i>Semantics</i>. Oxford: Blackwell.</li><li>6. Riemer, N. (2010). <i>Introducing Semantics</i>. Cambridge: CUP.</li><li>7. Yule, G. (1996). <i>Pragmatics</i>. Oxford: Oxford University Press.</li></ol> |
|--|---|

Appendices:

1. Assessment of Achieved Intended Learning Outcomes
2. Task Guidelines and Rubrics

### Appendix 1. Assessment of Achieved Intended Learning Outcomes

Week	ILO	CLO	LLO	Indicator	Form of Assessment	Weight (%)	LLO Weight (%)
1	1,2,4	1,2	1	1	Class participation	0,35	0,35
2	1,2,4,5	1,2	1,2	2,3	Group work 1	1	8,85
					Group work 2	0,5	
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	
3	1,2,4,5	1,2	3,4	4,5	Group work 1	1	8,85
					Group work 2	0,5	
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	
4	1,2,4,5	1,2	5,6	6,7	Group work 1	1	8,85
					Group work 2	0,5	
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	
5	1,2,4,5	1,2	7,8	8,9	Group work 1	1	8,85
					Group work 2	0,5	
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	
6	1,2,4,5	1,2	9,10	10,11	Group work 2	0,5	7,85
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	
7	1,2,4,5	1,2	1-10		QUIZ 1		0,35
					Class participation	0,35	
8	1,2,4,5	1,2	1-10		Mid-term		
9	1,2,4,5,6,7	1,2, 3	11,12,13	12, 13	Group work 1	1	9,7
					Group work 2	0,5	
					Group work 3	2,85	
					Class participation	0,35	
					Final test	5	
10	1,2,4,5,6,7	1,2,3	14,15,16	14, 15	Group work 2	0,5	8,7
					Group work 3	2,85	
					Class participation	0,35	
					Final Test		

						5	
11	1,2,4,5,6,7	1,2,3	17,18,19	16, 17	Group work 2	0,5	
					Group work 3	2,85	
					Class participation	0,35	
					Final Test	5	8,7
12	1,2,4,5,6,7	1,2,3	20,21,22	18, 19	Group work 2	0,5	
					Group work 3	2,85	
					Class participation	0,35	
					Final Test	5	
							8,7
13	1,2,4,5,6,7	1,2,3	23,24,25	20, 21	Group work 2	0,5	
					Group work 3	2,85	
					Class participation	0,35	
					Final Test	5	8,7
14	1,2,4,5,6,7	1,2,3	11-25		Group work 3	2,85	
					Class participation	0,35	3,2
15	1,2,4,5,6,7	1,2,3	11-25	22	Group work 3	2,85	
					Class participation	0,35	
					Final test	5	8,2
16	1,2,4,5,6,7	1,2,3	11-25		Final Test		
							100



## Appendix 2. Task Guidelines

	<p><b>BRAWIJAYA UNIVERSITY</b>  <b>FACULTY OF CULTURAL STUDIES</b>  <b>DEPARTMENT OF LANGUAGES AND LITERATURE</b>  <b>STUDY PROGRAMME OF ENGLISH LITERATURE</b></p>
<p><b>STUDENT TASK GUIDELINE</b></p>	
<p><b>COURSE:</b> <b>CODE:</b></p>	<p><b>Introduction to Semantics and Pragmatics</b>          SBI 61027 CU 3/Semester 5</p>
<p><b>TEACHER</b></p>	<p>Team</p>
<p><b>TASK FORM:</b></p>	
<p>Test</p>	
<p><b>NAME OF TASK:</b></p>	
<p>Pre-Test</p>	
<p><b>COURSE LEARNING OUTCOME:</b></p>	
<p>To recall the basic concept of Semantics and Pragmatics as learnt in <i>Pengantar Ilmu Linguistik</i> class</p>	
<p><b>DESCRIPTION</b></p>	
<p>The pre-test is carried out so that students are able to recall basic Semantics and Pragmatics that they have obtained. It is taken to acknowledge whether the students are sufficiently prepared to begin this course.</p>	
<p><b>METHOD OF COMPLETION</b></p>	
<ol style="list-style-type: none"> <li>1. Pre-test questions are distributed in WA Group</li> <li>2. The students download the test</li> <li>3. The test is taken after the discussion of class rules, module/lesson plans, task guidelines and assessment rubrics</li> <li>4. The students work on questions for 40 minutes</li> <li>5. Pre-test is discussed</li> </ol>	
<p><b>OUTCOMES</b></p>	
<ol style="list-style-type: none"> <li>a. Object: written test</li> <li>b. Outcome: the students and teacher conduct a discussion on the understanding of Semantics and Pragmatics concepts that have been obtained previously</li> </ol>	
<p><b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b></p>	
<p>The students complete the questions according to the instructions given on the question sheet.</p> <p>Non-graded assessment.</p>	
<p><b>TIME</b></p>	
<p>Meeting 1</p>	
<p><b>OTHERS</b></p>	
<p> </p>	
<p><b>REFERENCES</b></p>	
<p> </p>	



**BRAWIJAYA UNIVERSITY  
FACULTY OF CULTURAL STUDIES  
DEPARTMENT OF LANGUAGES AND LITERATURE  
STUDY PROGRAMME OF ENGLISH LITERATURE**

**STUDENT TASK GUIDELINE**

**COURSE:** Introduction to Semantics and Pragmatics  
**CODE:** SBI 61027 CU 3/Semester 5  
**TEACHER** Team

**TASK FORM:**

Spoken while Zooming or Written in Google Class

**NAME OF TASK:**

Class Participation

**COURSE LEARNING OUTCOME:**

To carry out an active discussion

**DESCRIPTION**

Student engagement in class is a vital feature of their education. Students learn to communicate in a way that others can understand when they speak out in class. They learn how to collect information to improve their own comprehension of a topic by asking questions. On the other hand, just as many adults find it difficult to speak in front of a large group, many students also find it difficult to speak up in class. Therefore, the students are encouraged to participate in written form on Google Classroom as well.

**METHOD OF COMPLETION**

1. Each meeting begins with a question from the teacher or the students. The student may give response to the unit to be discussed. When at home students do self-study and are expected not only to learn from the book used but also from other bibliography, either from books, journal articles, or certain websites. Thus, because students have diverse learning resources, there will definitely be different forms of material. This is what can be used for discussion at the beginning of each meeting.
2. After the unit and the exercises of the unit are discussed, students give responses such as stating difficulties when doing assignments or other possible answers.

**OUTCOMES**

- a. Object: spoken and written report
- b. Outcome: discussion

**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

Rubric:

	<b>76-85</b>	<b>66-75</b>
<b>Level of Engagement in Class</b>	Student proactively contributes to class by offering ideas and/or asks questions	Student never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time
<b>Behaviour</b>	Student almost never displays disruptive behaviour during class	Student occasionally displays disruptive behaviour during class
<b>Preparation</b>	Student is almost always prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.

Grading: Each student will obtain 0,35% every time they are actively involved in each meeting. Taken together, at the end of the semester, they will get 5%.

**TIME**

Meetings 1-7 and Meetings 9-15

**OTHERS****REFERENCES**



**BRAWIJAYA UNIVERSITY  
FACULTY OF CULTURAL STUDIES  
DEPARTMENT OF LANGUAGES AND LITERATURE  
STUDY PROGRAMME OF ENGLISH LITERATURE**

**STUDENT TASK GUIDELINE**

**COURSE:** Introduction to Semantics and Pragmatics  
**CODE:** SBI 61027 CU 3/Semester 5  
**TEACHER** Team

**TASK FORM:**

Spoken while Zooming

**NAME OF TASK:**

Group work 2 (Group Presentation)

**COURSE LEARNING OUTCOME:**

To carry out an active discussion

**DESCRIPTION**

Presentation skill is extremely useful both in and outside the classroom. After completing a project, a presentation is a channel for students to share with others what they have learned. It is also a chance to challenge and expand on their understanding of the topic by having others ask questions.

**METHOD OF COMPLETION**

The class is divided into 9 groups following the number of the units/course contents. The groups focus on what they have understood towards the units.

Group 1: Adjective meanings

Group 2: Noun vocabulary

Group 3: Verbs and situation

Group 4: Figurative language

Group 5: Tense and Aspect

Group 6: Modality

Group 7: Pragmatics (8.1)

Group 8: Pragmatics (8.2 and 8.3)

Group 9: Connecting utterances to the background

**OUTCOMES**

a. Object: spoken report

b. Outcome: discussion

**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

Rubric:

**PRESENCE****5 4 3 2 1 0**

- body language & eye contact
- contact with the public
- poise
- physical organization

**LANGUAGE SKILLS****5 4 3 2 1 0**

- correct usage
- appropriate vocabulary and grammar
- understandable (rhythm, intonation, accent)
- spoken loud enough to hear easily

**ORGANIZATION****5 4 3 2 1 0**

- clear objectives
- logical structure
- signposting

**MASTERY OF THE SUBJECT****5 4 3 2 1 0**

- pertinence
- depth of commentary
- spoken, not read
- able to answer questions

**VISUAL AIDS****5 4 3 2 1 0**

- transparencies, slides
- handouts
- audio, video, etc.

**TOTAL SCORE \_\_\_\_\_ x 4**

Grading: Each group will obtain 5% (@meeting = 0,5%)

**TIME**

Meetings 2, 3, 4, 5, 6, 9, 10, 11, 12, 13)

**OTHERS****REFERENCES**



**BRAWIJAYA UNIVERSITY  
FACULTY OF CULTURAL STUDIES  
DEPARTMENT OF LANGUAGES AND LITERATURE  
STUDY PROGRAMME OF ENGLISH LITERATURE**

**STUDENT TASK GUIDELINE**

**COURSE:** Introduction to Semantics and Pragmatics  
**CODE:** SBI 61027 CU 3/Semester 5  
**TEACHER** Team

**TASK FORM:**

Written

**NAME OF TASK:**

Group work 1 (Exercise in 5 units)

**COURSE LEARNING OUTCOME:**

To understand the meaning concepts and how they are used

**DESCRIPTION**

**METHOD OF COMPLETION**

In completing the following exercises in 10 units, the class is divided into groups similar to those in Presentation

**Meeting 2:** Adjective Meanings → Page 38-39, No. 1, 2, 3, 5, 6

**Meeting 3:** Noun Vocabulary → Page 57, No. 1, 2, 3, 4, 5

**Meeting 4:** Verb and Situations → Page 75-76, No. 1, 2, 3, 4, 5, 6

**Meeting 5:** Figurative Language → Page 90-91, No. 1, 2, 3, 4

**Meeting 8:** Tense and Aspect → Page 108, No. 1, 2, 3, 4

It is necessary for each group to hand in the homework on Google Classroom

**OUTCOMES**

- a. Object: written report
- b. Outcome: group score for exercises

**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

The score is given based on the correctness of answer to the exercise completed by each student group. However, passive student in the group not involving in completing the exercise is not likely to get assessed.

Grading = 5% for each group if completing all 5 exercises (each exercise = 1%)

**TIME**

Meetings 2, 3, 4, 5, 9

**OTHERS**

**REFERENCES**



**BRAWIJAYA UNIVERSITY  
FACULTY OF CULTURAL STUDIES  
DEPARTMENT OF LANGUAGES AND LITERATURE  
STUDY PROGRAMME OF ENGLISH LITERATURE**

**STUDENT TASK GUIDELINE**

**COURSE:** Introduction to Semantics and Pragmatics  
**CODE:** SBI 61027 CU 3/Semester 5  
**TEACHER** Team

**TASK FORM:**

Test

**NAME OF TASK:**

Mid-Test

**COURSE LEARNING OUTCOME:**

To identify and explain the concepts of Semantics and Pragmatics.

**DESCRIPTION**

Mid-test is taken as it is aimed at assessing the students' understanding on the concepts of Studying Meaning, Adjective Meanings, Noun Vocabulary, Verbs and Situations, Figurative Language. The exam is frequently used to verify students' learning because they provide a controlled setting for individual work.

**METHOD OF COMPLETION**

1. Quiz questions are distributed on Google Classroom
2. The students download the test
3. The students work on questions for 90 minutes
4. Mid-Test is discussed
5. The students get the score

**OUTCOMES**

- a. Object: written test
- b. Outcome: the students and teacher conduct a discussion on the understanding of the concepts

**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

The score is given based on the correctness of answer to the Test.

Grading = 25% for each student

**TIME**

Meeting 8

**OTHERS**

**REFERENCES**



**BRAWIJAYA UNIVERSITY  
FACULTY OF CULTURAL STUDIES  
DEPARTMENT OF LANGUAGES AND LITERATURE  
STUDY PROGRAMME OF ENGLISH LITERATURE**

**STUDENT TASK GUIDELINE**

**COURSE:** Introduction to Semantics and Pragmatics  
**CODE:** SBI 61027 CU 3/Semester 5  
**TEACHER** Team

**TASK FORM:**

Test

**NAME OF TASK:**

Quiz

**COURSE LEARNING OUTCOME:**

To identify and explain the concepts of Semantics and Pragmatics

**DESCRIPTION**

Quiz 1 is taken as it is aimed at helping students prepare for the unit's summative tests (Units Tense and Aspect, Modality, Pragmatics, and Connecting Utterances to the Background). Besides, it enables to keep students motivated and involved in their own learning throughout the learning session.

**METHOD OF COMPLETION**

1. Quiz sheet are distributed in WA Group
2. The students download the test
3. The students work on questions for 60 minutes
4. Quiz is discussed
5. The students get the score

**OUTCOMES**

- a. Object: written test
- b. Outcome: the students and teacher conduct a discussion on the understanding of the concepts

**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

The score is given based on the correctness of answer to the Quiz.

Grading = 10% for each student

**TIME**

Meeting 7

**OTHERS**

**REFERENCES**





**BRAWIJAYA UNIVERSITY**  
**FACULTY OF CULTURAL STUDIES**  
**DEPARTMENT OF LANGUAGES AND LITERATURE**  
**STUDY PROGRAMME OF ENGLISH LITERATURE**

**STUDENT TASK GUIDELINE**

**COURSE:** Introduction to Semantics and Pragmatics  
**CODE:** SBI 61015 CU 3/Semester 5  
**TEACHER** Team

**TASK FORM:**

Written

**NAME OF TASK:**

Group work 3 (Team-based project essay) and Final Test

**COURSE LEARNING OUTCOME:**

To combine the meaning concepts that have been learnt into an essay

**DESCRIPTION**

It is important for the students to transfer their knowledge of meaning into written language.

**METHOD OF COMPLETION**

1. Students work in the groups similar to those in completing Exercises of units 2-6
2. In week 9, the groups discuss the Introduction in the class and do homework (Drafting Review of Related Literature)
3. In week 10, the groups discuss Review of Related Literature in the class and do homework (Drafting Research Method)
4. In week 11, the groups discuss Research Method in the class and do homework (Drafting Data Analysis)
5. In week 12, the groups discuss Data Analysis in the class
6. In week 13, the groups discuss Data Analysis in the class
7. In week 14, the groups do homework (Drafting Conclusion and Suggestion)
8. In week 15, the groups preview Introduction, Review of Related Literature, Research Method, Analysis, and Conclusion and Suggestion (challenges in organising the coherent and unified essay)
9. In week 16, as the Final Test, the group representative will submit the revised essay on Google Class.

**OUTCOMES**

- a. Object: written essay
- b. Outcome: a published book (ISBN)

**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

The score is given based on the following rubric:

Component	Score			
	81-100	76-80	71-75	65-70
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less explored aspects of language phenomenon and its relation to how discourses construct, maintain, and legitimize social inequalities	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view in discourse analysis (DA)	Only presents information from relevant sources representing various points of view	Presents information from relevant sources representing limited points of view	Presents information from irrelevant sources representing limited points of view
Design Process	All elements of the methodology are skilfully developed. Appropriate methodology may be synthesized from across disciplines or from relevant subdisciplines	Critical elements of the methodology are appropriately developed, however, more subtle elements are ignored or unaccounted for	Critical elements of the methodology are missing, incorrectly developed, or unfocused	Inquiry design demonstrates a misunderstanding of the methodology
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Only organizes evidence to reveal important patterns, differences, or similarities related to focus	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.

Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.
-------------	--	--	--	--

However, passive student in the group not involving in completing the exercise is not likely to get assessed.

Grading = 20% + 30%

**TIME**

Begun in Meeting 9 and Submitted in Meeting 16

**OTHERS**

**REFERENCES**