Module/Course Title: Issues on Linguistics					
Module/ course code SBI 4237	**Student workload** 8,5 hours per week	**Credits (ECTS)** 3 CU x 1,5 = 4,5 ECTS	**Semester** 5th	**Frequency** 3 CU x 16 = 48	**Duration** 16 meetings

1	**Types of courses** Elective coursework	**Contact hours** 3 CU x 50 minutes = 150 = 2,5 hours per week	**Independent study** 3 CU x 120 minutes = 360 minutes = 6 hours	**Class size** 30 students
2	**Prerequisites for participation (if applicable)** -			

3	**Learning Outcomes**

Course Description:
Issues on Linguistics is an elective course for students taking linguistics concentration which aims to increase and deepen students' knowledge of various topics and current research in the field of linguistics.

Programme Learning Outcomes:

PLO 1 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

PLO 2 Graduates are expected to be able to act as research assistants,
namely young scholars who have critical thinking to solve problems
faced in society

PLO 3 Graduates are expected to be able to play a role as academicians,
namely activists in the world of education who have intellectuality and
professionalism

Intended Learning Outcomes:
ILO 1 Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics

ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment

ILO 4 Students are able to analyse the development of linguistic, literary and cultural phenomena in the global and digital era

	ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts
	ILO 6 Students are able to use media and technology into their learning and research activities
	ILO 7 Students are able to analyse various scientific texts in the fields of language, literature and culture in English
	ILO 8 Students are able to produce scientific articles or creative writings on language, literature, and culture independently or collaboratively
	Course Learning Outcomes On completion of this course, the students will be able to: 1. Demonstrate an awareness of key components of Issues on Linguistics 2. Relate elements of discourse analysis framework to key empirical phenomena 3. Organize an essay

4	**Subject aims/Content**
	
	Meeting 1: Article Analysis
	              -Course Introduction
	
	Meeting 2: Unit 1. Article 1
	              1. Students are able to identify the concepts of phonology in a scientific article
	
	Activity :
	  a. Students are required to analyse the basic element of an article of phonological scheme entitled " The Phonological Errors by Dutch Exchange Students in Reading Indonesian Texts" by identifying the following aspects
	  -the issues discussed
	  - the problems being investigated and its implication
	  - the methods used
	  - the findings and discussion
	  -The conclusion and suggestion
	  b. Students are required to present their analysis into a group presentation
	
	Meeting 3: Unit 2. Article 2
	              2. Students are able to identify the concepts of morphology implementation in a scientific article
	Activity :
	  a. Students are required to analyse the basic element of an article of phonological scheme entitled "Reduplication System of Hatam: Form and Function (Morphology)" by identifying the following aspects
	  -the issues discussed
	  - the problems being investigated and its implication
	  - the methods used

- the findings and discussion

-The conclusion and suggestion

   b.   Students are required to present their analysis into a group presentation

Meeting 4:   Unit 3. Article 3

3.   Students are able to identify the   concepts of sociolinguistics implementation in a scientific article

Activity :

   1.   Students are required to analyse the basic element of an article of sociolinguistics scheme entitled "Dialect contact and koineization in Jakarta, Indonesia (Sociolinguistics)" by identifying the following aspects

   -the issues discussed

   - the problems being investigated and its implication

   - the methods used

   - the findings and discussion

   -The conclusion and suggestion

   a.   Students are required to present their analysis into a group presentation

Meeting 5:   Unit 4. Article 4

   1.   Students are required to analyse the basic element of an article of syntax scheme entitled "The Basic Verb Construction in Balinese " by identifying the following aspects

   -the issues discussed

   - the problems being investigated and its implication

   - the methods used

   - the findings and discussion

   -The conclusion and suggestion

   b.   Students are required to present their analysis into a group presentation

Meeting 6:   Unit 5. Article 5

   1.   Students are required to analyse the basic element of an article of semantics scheme entitled "Meanings of English loanwords in Indonesian articles of sport " by identifying the following aspects

   -the issues discussed

   - the problems being investigated and its implication

   - the methods used

   - the findings and discussion

   -The conclusion and suggestion

   c.   Students are required to present their analysis into a group presentation

Meeting 7:   Unit 6. Article 6

1. Students are required to analyse the basic element of an article of pragmatics scheme entitled "Investigation of Scalar Implicatures of Binus University Students " by identifying the following aspects

-the issues discussed

- the problems being investigated and its implication

- the methods used

- the findings and discussion

-The conclusion and suggestion

2. Students are required to present their analysis into a group presentation

Meeting 8: Students take Mid-Test

The students are required to analyse article in discourse analysis scheme entitled "Deconstructing Concealed Gayness Text in The Film Negeri Van Oranje (Discourse Analysis)

Instructions:

- Students are required to analyse the article and find the following elements:

-the issues discussed

- the problems being investigated and its implication

- the methods used

- the findings and discussion

-The conclusion and suggestion

Meeting 9:   Unit 6. Getting started : Introduction
- Determining topics of writing
- Identifying research gap in linguistics
- Techniques of writing introduction part of an article
- Organizing an introduction

Meeting 10:   Unit 7. Literature Review
- Determining appropriate literature review to support scientific article
- Techniques of writing Literature review of an article
- Organizing an good literature review (year consistency, authors naming)

Meeting 11:   Unit 8. Research method
- Determining the right research method for the article
- Identifying research gap in linguistics
- Techniques of writing research method part of an article
- Organizing a research method

Meeting 12:   Unit 9. Finding and Discussion

- Analysing finding of an article
- Techniques of writing finding
- Organizing finding and how to present it in the article

Meeting 13: Unit 10. Conclusion and suggestion

	- Identifying the technique of - Techniques of writing introduction part of an article - Organizing an introduction **Meeting 14: Review** **Meeting 15: Preview** Students are able to preview Introduction, Review of Related Literature, Research Method, Analysis, and Conclusion and Suggestion (challenges in organising the coherent and unified scientific article in the field of linguistics **Meeting 16:** Students are submitting the articles they have made
5	**Teaching methods** Lectures, discussions and team-based project
6	**Assessment methods** 1. Class Participation To maximize learning chances in this course, students must not only be present for all class sessions and have finished all required readings, but they must also interact with classmates based on the topic of discussion. 2. Assignment Because the activities for each course are integrated, students must complete, submit, and discuss the exercises. The answer key for the exercises will be used to calculate the score. 3. Middle Test This test may encourage students to review and update previous researches on linguistics. As a result, taking tests encourages students to seek out study advice and enhance their study skills, while also assisting them in developing self-discipline and self-organization. It is widely acknowledged that these abilities are priceless and will benefit them for the rest of their lives. The test answer key will be used to calculate the score. 4. 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 9 and follow the steps of composing the article as stated in Task Guideline. 5. Progress Journal A progress log is a type of self-assessment tool based on the subject's level of difficulty. Weekly progress reports must be completed by the pupils. They must also express what they discover and feel while learning, such as if the unit is difficult or not, and any problematic aspects of learning. The pupils then discuss the outcome with the teacher. What follows is summary of the Assessment:

Assessment Task	Task Type	Due	Percentage
Class participation	Individual	Meetings 1- 15	10% (@meeting = 0,70%)
Group work	Group	Meeting 2, 3, 4,	20%

(Presentation)		5, 6	(@meeting = 4%)
Mid Test	Individual	Meeting 8	25%
Group work (Team-based project scientific article)	Group	Meetings 9-15	30% (@meetings 9-15 = 4,85%)
Final Test	Group	Meeting 16	35%
		TOTAL	**100%**

7	**This module/course is used in the following study programme/s as well** N/A
8	**Teachers** 1. Emy Sudarwati, S.S., M.Pd. 2. Fatimah, M.App.Ling 3. Isti Purwaningtyas, M.Pd
9	**Resources** Main: Issues on Linguistics. Compiled Handout Supplementary: Artawa, K. (2013). The Basic Verb Construction in Balinese. *Nusa*, *54*(Srawana 1978), 5–27. Mustamu, T. Y., & Wijaya, H. P. S. (2017). The Phonological Errors by Dutch Exchange Students in Reading Indonesian Texts. *K@Ta*, *19*(2), 48–54. https://doi.org/10.9744/kata.19.2.48-54 Nurweni, A. (2013). Meanings of English Loanwords in Indonesian Articles of Sport. *Humaniora*, *25*(2), 184–195. https://jurnal.ugm.ac.id/jurnal-humaniora/article/view/2361/2120 Setiawan, H. (2018). Deconstructing Concealed Gayness Text in The Film Negeri van Oranje: Critical Discourse Analysis. *Jurnal Humaniora*, *30*(1), 39. https://doi.org/10.22146/jh.v30i1.26991 Wouk, F. (1999). Dialect contact and koineization in Jakarta, Indonesia. *Language Sciences*, *21*(1), 61–86. https://doi.org/10.1016/S0388-0001(98)00013-8

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	1,2,4,5,6	1,2	1	2,3	Group work 1	1	
					Group work 2	0,5	
					Class participation	0,35	
					Mid-term	7	
							8,85
3	1,2,4,5,6	1,2	2,3	4,5	Group work 1	1	
					Group work 2	0,5	
					Class participation	0,35	
					Mid-term	7	8,85

4	1,2,4,5,6	1,2	4,5	6,7	Group work 1	1	
					Group work 2	0,5	
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	8,85
5	1,2,4,5,6	1,2	6,7	8,9	Group work 1	1	
					Group work 2	0,5	
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	8,85
6	1,2,4,5,6	1,2	8,9	10,11	Group work 2	0,5	
					Class participation	0,35	
					Quiz 1	2	
					Mid-term	5	7,85
7	1,2,4,5,6	1,2	1-9		QUIZ 1		
					Class participation	0,35	0,35
8	1,2,4,5,6	1,2	1-9		Mid-term		
9	1,2,4,5,6,7	1,2, 3	10,11	12, 13	Group work 1	1	
					Group work 2	0,5	
					Group work 3	2,85	
					Class participation	0,35	
					Final test	5	9,7
10	1,2,4,5,6,7,8	1,2,3	12,13	14, 15	Group work 2	0,5	
					Group work 3	2,85	
					Class participation	0,35	
					Final Test	5	8,7
11	1,2,4,5,6,7,8	1,2,3	14,15,16	16, 17	Group work 2	0,5	
					Group work 3	2,85	
					Class participation	0,35	
					Final Test	5	8,7
12	1,2,4,5,6,7,8	1,2,3	17,18,19	18, 19	Group work 1	0,5	
					Group work 2	2,85	
					Class participation	0,35	
					Final Test	5	
							8,7
13	1,2,4,5,6,7,8	1,2,3	20,21,22	20, 21	Group work 1	0,5	
					Group work 2	2,85	
					Class	0,35	8,7

					participation		
					Final Test	5	
14	1,2,4,5,6,7,8	1,2,3	10-22	22	Group work 2	2,85	
					Class participation	0,35	3,2
15	1,2,4,5,6,7,8	1,2,3	10-22	22	Group work 2	2,85	
					Class participation	0,35	
					Final test	5	8,2
16	1,2,4,5,6,7,8	1,2,3	10-22		Final Test		
							100

Appendix 2. Task Guidelines

	BRAWIJAYA UNIVERSITY **FACULTY OF CULTURAL STUDIES** **DEPARTMENT OF LANGUAGES AND LITERATURE** **STUDY PROGRAMME OF ENGLISH LITERATURE**	
	STUDENT TASK GUIDELINE	
COURSE:	**Issues on Linguistics**	
CODE:	SBI 4237	CU 3/Semester **6**
TEACHER	Team	
TASK FORM:		
Test		

| |
|---|
| **NAME OF TASK:** |
| Group presentation |
| **COURSE LEARNING OUTCOME:** |
| To recall the basic concept of linguistics in the field of phonology as learnt in *intro to linguistics* class via presentation of the given article |
| **DESCRIPTION** |
| The written test carried out by all students in class is a continuation of the analysis of the group discussion delivered by group in duty |
| **METHOD OF COMPLETION** |
| 1. All students must work in group of presentation of text entitled "The Phonological Errors by Dutch Exchange Students in Reading Indonesian Texts"
 2. Students analyse pieces of text by paying attention to the chart given
 3. List phonological errors committed by Dutch students when reading Indonesian text |
| **OUTCOMES** |
| a. Object: exercise |
| b. Outcome form: Students and lecturers conduct discussions on further analysis on consonants and vowel sounds
 c. The following is the excerpt studied |

English Vowels
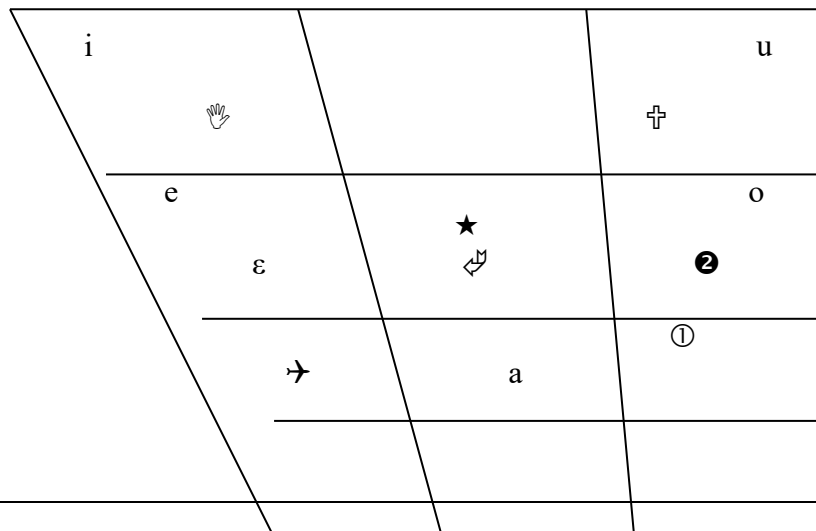
English Consonants

Manner		Points of Articulation						
		bilabial	labio-dental	inter-dental	alveolar	alveo-palatal	velar	glottal
stop		p			t		k	☜
		b			d		g	
fricative			f	❄	s	◖		h
			v	☞	z	☾⋆		
affricate						t☾⋆		
						d☾⋆		
nasal		m			n		ŋ	
liquid					l			
					r			
glide		w				y		

Notes: ◖ = š
☾⋆ = ž
t◖ = č
d☾⋆ = j

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING
The students complete the questions according to the instructions given on the question sheet. Non-graded assessment.
TIME
Meeting 1
OTHERS
REFERENCES

	BRAWIJAYA UNIVERSITY **FACULTY OF CULTURAL STUDIES** **DEPARTMENT OF LANGUAGES AND LITERATURE** **STUDY PROGRAMME OF ENGLISH LITERATURE**
	STUDENT TASK GUIDELINE
COURSE:	**Issues on Linguistics**
CODE:	SBI 4237 CU 3/Semester **6**
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 participation in class is an essential component of their education. When students speak out in class, they learn to communicate in a way that others can comprehend. They learn how to gather information in order to improve their understanding of a topic by asking questions. On the other hand, just as many people struggle to speak in front of a large gathering, many students struggle to speak up in class. As a result, students are encouraged to participate in Google Classroom in writing as well.	
METHOD OF COMPLETION	
1. 1. Each meeting starts with a question from either the teacher or the students. The student may respond to the unit being addressed. Students undertake self-study at home and are required to learn not just from the book used, but also from other sources, which could be books, journal articles, or specific websites. As a result, because students have a variety of learning materials, there will undoubtedly be different types of material. This is what can be discussed at the start of each meeting. 2. 2. Following a discussion of the subject and its activities, students respond by stating issues with assignments or other alternative replies.	
OUTCOMES	
a. Object: spoken and written report	
b. Outcome: discussion	

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

Rubric:

	76-85	**66-75**
Level of Engagement in Class	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
Behaviour	Student almost never displays disruptive behaviour during class	Student occasionally displays disruptive behaviour during class
Preparation	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:	**Issues on Linguistics**
CODE:	SBI 4237 CU 3/Semester **6**
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 ability is tremendously beneficial both in and out of the classroom. Following the completion of a project, a presentation allows students to share what they have learned with others. It is also an opportunity for others to criticize and expand on their comprehension of the material by asking questions.

METHOD OF COMPLETION

OUTCOMES

    a.   Object: spoken report
    b.   Outcome: discussion

Group 1 -6 are assigned to discuss the following topics
    1.   The Phonological Errors by Dutch Exchange Students in Reading Indonesian Texts (phonology)
    2.   Reduplication System of Hatam: Form and Function (Morphology)
    3.   Dialect contact and koineization in Jakarta, Indonesia (Sociolinguistics)

4. The Basic Verb Construction in Balinese (Syntax)
5. Meanings of English loanwords in Indonesian articles of sport (Semantics)
6. Investigation of Scalar Implicatures of Binus University Students (Pragmatics

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: **CODE:**	
TEACHER	Team
TASK FORM:	
Filling Google Form	
NAME OF TASK:	
Measuring students' creative and critical thinking	
COURSE LEARNING OUTCOME:	
-	
DESCRIPTION	
This activity is a performative test that is not given a score, but the lecturer wants to know how each student thinks and acts creatively and critically when faced with a situation, for example facing misleading information that is encountered everyday.	
METHOD OF COMPLETION	
1. All students must enter the Google Form link that has been listed in Google Class for each class 2. Fill in the value of 2 or 3 or 4 for the 4 criteria asked. A value of 2 indicates 'in progress', a value of 3 indicates 'can do without paying attention to details', and a value of 4 indicates 'can do with complete detailed knowledge'. 3. Since these activities are not assessed, students are asked to give honest answers to their experiences so far.	
OUTCOMES	
a. Object: survey	
b. Outcome: evaluation of students' critical language awareness	
Assessment Rubric for Critical Thinking	

Criteria	4 Exemplary	3 Accomplished
Interprets evidence, statements, graphics, questions	Accurately interprets information	Satisfactorily interprets information
Identifies salient arguments , reasons and claims, and pros and cons	Precisely and accurately identifies relevant arguments, pros and cons	Identifies relevant arguments, pros and cons
Analyzes and evaluates major alternative points	Consistently and thoughtfully analyzes and evaluates major alternative points of view	Offers analysis and evaluation of obvious alternative points of view
Draws meaningful and warranted conclusions	Draws consistently accurate conclusions	Draws fairly accurate conclusions

(Adapted from www.fsw.edu)

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

Non graded

TIME

Meeting 1

OTHERS

REFERENCES

	BRAWIJAYA UNIVERSITY **FACULTY OF CULTURAL STUDIES** **DEPARTMENT OF LANGUAGES AND LITERATURE** **STUDY PROGRAMME OF ENGLISH LITERATURE**	
	STUDENT TASK GUIDELINE	
COURSE: **CODE:**	**Issues on Linguistics** SBI 4327	CU 3/Semester **6**
TEACHER	Team	

TASK FORM:

Written

NAME OF TASK:

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

COURSE LEARNING OUTCOME:

To combine the knowledge of discourse analysis that have been learnt into an essay

DESCRIPTION

This activity was carried out to oversee the process of student research carried out in groups starting from an explanation by the lecturer about what and how to do research in the field of discourse analysis. Next, students start looking for journal articles from

international journals (scimagojr) and national journals (Sinta indexed journals) related to discourse.

METHOD OF COMPLETION

1. Students work in the groups
2. In week 9, the groups discuss how to present a research in the introduction they develop
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 conclusion and discussion
7. In week 14, the groups review their article draft by presenting it to class for feedback
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	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.

	phenomenon and its relation to how discourses construct, maintain, and legitimize social inequalities			
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	States a conclusion	States a general conclusion that,	States an ambiguous,

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

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

Grading = 20% + 30%

TIME
Begun in Meeting 9 and Submitted in Meeting 16

OTHERS

REFERENCES