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<tr><td rowspan="3"></td><td colspan="5">STATE ISLAMIC UNIVERSITY FATMAWATI SUKARNO BENGKULU
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH DEPARTEMENT</td><td>Document Code
Rsn2022</td></tr>
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STATE ISLAMIC UNIVERSITY FATMAWATI SUKARNO BENGKULU **FACULTY OF TEACHER TRAINING AND EDUCATION** **ENGLISH DEPARTEMENT**						**Document Code Rsn2022**
SEMESTER-BASED COURSE PLAN						
COURSE		**CODE**	**COURSE GROUP**	**CREDIT**	**SEMESTER**	**DATE OF WRITING**
DISCOURSE ANALYSIS		**19F04130202**	**MAJOR COURSE**	**2 SKS**	**5**	**12 June 2019**
AUTHORIZED BY:		**Semester-Based Course Plan Developer**	**Course Group Coordinator** (Koordinator RMK)		**Head of Department**	
		Risnawati				

Expected Learning Outcome (ELO)	**Department's ELOs that must be referred to by the course**	
	ELO-1	Ability to apply academic and professional working culture in performing language-, literature and ELT- related jobs.
	ELO-2	Ability to explain basic theories of linguistics, literature, or ELT required in related jobs.
	ELO-3	Ability to explain the relationship between linguistics, literature, ELT and cultural concepts required in related jobs
	ELO-4	Ability to perform spoken and written English communication in the context of cultural diversity.
	ELO-6	Ability to analyze spoken and written texts, based on linguistics, literature or ELT theories.
	Course Learning Outcome (CLO)	
	By the end of the source, students will be able to analyze and examine ways to focus on text and discourse.	
	Lesson Learning Outcome (LLO)	
	CLO 1	Ability to recognize of discourse and text, and variaties of context.
	CLO 2	Ability to understand the principles of the cohesion devices and coherence, schematic convention and concept of the schema.
	CLO 3	Ability to comprehend the roles of frame references, and cultural assumption.
	CLO 4	Ability to explore and do discourse analysis
	CLO 5	Ability to explore and do critical discourse analysis.

Course Description	The course aims to help students develop an understanding of approaches to critical discourse analysis and apply to the analysis of texts, involving the analysis of language above the level of sentence as well as the investigation of language in context. The course will explore a wide range of discourse from language, literature, culture and media. Students will read original and recent work in these areas, and will engage themselves in collecting, analyzing, and describing different forms and ideologies of discourse. Informed by content-based, text-based, text language methodologies. It engages the student in different learning tasks (e.g., critical readingby applying some critical discourse model to find ideologies of the text, small group discussion, group oral presentation). Several approaches to analysis are introduced and opportunities are provided for participants to analyze written texts and discuss applications for language in texts and media.
Learning Materials	1. Text and Discourse 2. Text and Context, Context and Shared Value, Shared Knowledge, Text activated Context 3. Cohesion Devices and Coherence 4. Schematic Convention, the Concept of the Schema, 5. Frame of References and Cultural Assumption. 6. Element of Discourse Analysis 7. Element of Critical Discourse Analysis
References	**Main:** 1. Widdowson, H.G. 2007. Discourse Analysis, China; Oxford University Press. 2. Gee, James Paul, 2001. How to do Discourse Analysis, New York: Routledge 3. Janks, Hilary, 2006. Critical Discourse Analysis, as Research Tool, Reutledge, Discourse: Studies in the Cultural Politics of Education, Vol.11 No.3, 1997 **Supporting:** - Richard Hudson (eds.), 1995. Text and Discourse Analysis, New York: Routledge. - Abdul Rani, et al. 2006. Analisis Wacana, Malang; Bayumedia Publishing.
Lecturers in charge	Risnawati
Pre-requisite subject	N/A

Meeting(s)	Lesson Learning Outcome	Scoring		Leaning Activities Learning Methods, Students' Tasks, [Estimated Time]		Learning Materials [References]	Scoring Percentage (%)
		Indicator	Scoring Criteria & Scoring Form	online	offline		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Ability to master the concept of academic prerequisites to follow within one semester.	Clarity in describing the prerequisites andactivities done in attending the course	Criteria: Clarity, accuracy, communicative, responsive Form of Ass.: Classroom activity, Oral Question – Answer, Written Question-Answer. Types of non-test assessments	- LMS PT + BM [(1+1) x(2x50m)] Task: The students register on LMS site and learnhow they use it to study more efficientlyand effectively	Form: Interactive Lecturing Method: Self-directed learning, collaborative learning, Cooperative Learning, discovery learning, Small Group discussion meeting [(1x(2x50m)]	Learning Contract, SLO, CLO, Permenristekdikti no. 44 Year 2015, KKNI Document, Academic Regulation of UIN FAS Bengkulu. Introduction: What is discourse?	4%
2 – 3	Ability to describe and distinguish between the text and discourse. Between spoken and written discourse.	Accuracy to describe and distinguish betweenthe text and discourse. Betweenspoken and written text.	Criteria: Clarity, accuracy, communicative, responsive Form of Ass. : Classroom activity, Oral Question – Answer, Written Question-Answer. Types of non-test assessments	LMS PT + BM [(1+1)x(2x100m)] Task: The students uploadtheir assignment on describing text and discourse, between written and spoken discourse on LMS site	Form: Interactive Lecturing Method: Self-directed learning, collaborative learning, Cooperative Learning, discovery learning, Small Group discussion meeting [(2x(2x100m)]	Learning Contract, SLO, CLO, Permenristekdikti no. 44 Year 2015, KKNI Document, UIN FAS Bengkulu Academic Regulation. Text and discourse. Spoken and written text.	8%

			Criteria:	LMS	Form:	Learning Contract,	
4 – 5	Ability to distinguish between text and context. Context and shared knowledge. Context and shared values. Text activated context.	Accuracy to distinguish between text and context. Context and shared knowledge. Context and shared values. Text activated context.	Criteria: Clarity, accuracy, communicative, responsive Form of Ass.: Classroom activity, Oral Question – Answer, Written Question-Answer. Types of non-test assessments	LMS PT + BM [(1+1)x(2x100m)] Task: The students upload their assignment on distinguishing between text and context, shared values and activated context on LMS site	Form: Interactive Lecturing Method: Self-directed learning, collaborative learning, Cooperative Learning, discovery learning, Small Group discussion meeting [(2x(2x100m)]	Learning Contract, SLO, CLO, Permenristekdikti no. 44 Year 2015, KKNI Document, Academic Regulation of UIN FAS Bengkulu.\n\nThe rules of text and context. Context and shared knowledge. Context and shared values. Text activated context.	8%
6 - 7	Ability to explain the cohesion devices and coherence	Clarity to explain the cohesion devices and coherence	Criteria: Clarity, accuracy, communicative, responsive Form of Ass.: Classroom activity, Oral Question – Answer, Written Question-Answer. Types of non-test assessments	LMS PT + BM [(1+1)x(2x100m)] Task: The students upload their assignment on explaining cohesion devices and coherences on LMS site	Form: Interactive Lecturing Method: Self-directed learning, collaborative learning, Cooperative Learning, discovery learning, Small Group discussion meeting [(2x(2x100m)]	Learning Contract, SLO, CLO, Permenristekdikti no. 44 Year 2015, KKNI Document, Academic Regulation of UIN FAS Bengkulu.\n\nCohesion devices and Coherence.	8%
8	Mid Test: Ability to answer the questions based on the materials presented from meeting 1 (week 1) to meeting 7 (week 7)						20%

9 – 10	Ability to analyze the schematic convention, the concept of the schema. Frame of references. Frames and cultural assumptions	Clarity in analyzing the schematic convention, the concept of the schema. Frame of references. Frames and cultural assumptions.	Criteria: Clarity, accuracy, communicative, responsive Form of Ass.: Classroom activity, Oral Question – Answer, Written Question-Answer. Types of non-test assessments	LMS PT + BM [(1+1) x(2x100m)] Task: The students upload their assignment on the schematic convention. Frame of references on LMS Site	Form: Interactive Lecturing Method: Self-directed learning, collaborative learning, Cooperative Learning, discovery learning, Small Group discussion meeting [(2x(2x100m)]	Learning Contract, SLO, CLO, Permenristekdikti no. 44 Year 2015, KKNI Document, Academic Regulation of UIN FAS Bengkulu. The schematic convention. Frame of references. Frames and cultural assumptions.	8%
11 - 12	Ability to describe the negotiation of meaning, communicative convergence, quantity of maxims, maxims of quality, relation and manner	Accuracy in describing the negotiation of meaning, communicative convergence, quantity of maxims, maxims of quality, relation and manner	Criteria: Clarity, accuracy, communicative, responsive Form of Ass.: Classroom activity, Oral Question – Answer, Written Question-Answer. Types of non-test assessments	LMS PT + BM [(1+1) x(2x100m)] Task: The students upload their assignment on the negotiation of meaning, communicative convergence, quantity if maxims, maxim quality, relation and manner.	Form: Interactive Lecturing Method: Self-directed learning, collaborative learning, Cooperative Learning, discovery learning, Small Group discussion meeting [(2x(2x100m)]	Learning Contract, SLO, CLO, Permenristekdikti no. 44 Year 2015, KKNI Document, Academic Regulation of UIN FAS Bengkulu. Negotiation of meaning, communicative convergence, quantity of maxims, maxims of quality, relation and manner.	8%
13 - 15	Ability to do discourse analysis and critical analysis.	Accuracy to do discourse analysis and critical analysis	Criteria: Clarity, accuracy, communicative, responsive	LMS PT + BM [(1+1) x(2x100m)] Task:	Form: Interactive Lecturing Method: Self-directed		

			Form of Ass.: Classroom activity,	The students upload their assignment on	learning, collaborative	

			Oral Question – Answer, Written Question-Answer. Types of non-test assessments	the discourse and critical analysis on LMS site	learning, Cooperative Learning, discovery learning, Small Group discussion meeting [(3x(3x100m)]		11%
16	End-of-semester test/evaluation: Ability to explain and form the various types of materials presented from meeting 9 (week 9) to meeting 15 (week 15)						25%