

Module/ Course Title: Discourse Analysis					
Module /Course code	Student workload	Credits (credits/EC TS)	Semester	Frequency	Duration
SPI62034	119 hours	3/4.5	6	Every Year (January)	1 semester (s)
1	Types of courses Compulsory 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	
2	Prerequisites for participation -				
3	<p>Course Description: The Indonesian Discourse Analysis course is a micro linguistic course which aims to provide insight into the basic concepts of discourse and discourse analysis. The substance of this course covers the nature of discourse (definitions, characteristics, functions, and objectives), history of discourse, structure of discourse, types of discourse, cohesion and coherence of discourse, context of discourse, analysis of oral discourse, concepts and characteristics of critical discourse analysis, as well as discourse teaching. The implementation of lectures begins with literacy activities, namely reading articles from various research papers. Lectures use an expository approach in the form of lectures, discussions, question-and-answer sessions, and assignments—all equipped with full LCD usage—and also an inquiry approach, such as completing assignments of summarizing lecture materials, writing papers, presenting projects, group discussions, presentations, and carrying out mini discourse analysis research.</p> <p>Intended Learning Outcomes (ILO)</p> <ol style="list-style-type: none"> ILOs 2: Graduates are expected to shows a responsible attitude towards work in the field of Indonesian language and literature education independently. ILOs 4: Graduates are expected to understand research methods and frameworks in the fields of Indonesian language. ILOs 5: Graduates are expected to be able to apply critical, evaluative, and innovative thinking in the context of development or implementation of science and technology in the fields of Indonesian language. ILOs 9: Graduates are expected to be able to analyze and apply theories, concepts, approaches in learning Indonesian language. <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Being able to explain the nature, elements, structure, and types of discourse Being able to analyse the elements and structures of various types of discourse in the use of language Being able to interpret and criticise various types of discourse using critical discourse analysis theory Being able to prepare mini research reports on discourse in the form of scientific articles 				
4	<p>Subject aims/ Content</p> <ol style="list-style-type: none"> Week 1: introducing module and study contracts of the course Week 2: explaining the basic concepts of discourses Week 3: explaining cohesion, coherence, contexts, and structure of a discourse Week 4: explaining the types of discourses Week 5: explaining spoken discourse Week 6: explaining the concepts and characteristics of critical discourse analysis Week 7: differentiating the scope of discourse teaching Week 8: Mid-term Examination Week 9: conducting mini research on spoken discourse regarding one of the interesting aspects in various context of using Indonesian in the society Week 10: conducting mini research on spoken discourse regarding one of the interesting aspects in various context of using Indonesian in the society 				

- 11) Week 11: conducting mini research on spoken discourse regarding one of the interesting aspects in various context of using Indonesian in the society
- 12) Week 12: conducting mini research on spoken discourse regarding one of the interesting aspects in various context of using Indonesian in the society
- 13) Week 13: presenting the results of the mini research on spoken discourse regarding one of the interesting aspects in various context of using Indonesian in the society
- 14) Week 14: presenting the results of the mini research on spoken discourse regarding one of the interesting aspects in various context of using Indonesian in the society
- 15) Week 15: presenting the results of the mini research on spoken discourse regarding one of the interesting aspects in various context of using Indonesian in the society
- 16) Week 16: Final Examination

4 Teaching methods
Lectures, discussion, *project-based learning*

The learning method refers to an active learning strategy carried out with active student involvement and inquiry-based collaboration. Students actively seek for various relevant reference sources, lecturers as facilitators providing stimulus and act as facilitators during the lectures. Lectures are carried out by providing several study themes such as: 1) identifying the nature, elements, structure, and types of discourse, 2) problem analysis, in which students analyse the elements and structures of various types of discourse in language use, 3) presentation and discussion, in which students are given opportunities to state their opinions and discuss them together according to the theme of the study, 4) review and reflection, in which lecturer provides material reinforcements and reflections on learning activities.

5 Assessment methods

The test/evaluation method is carried out through structured assignments, mid-semester examination, final semester examination, as well as class participation. The final score in this lecture is obtained through the formula or calculation below.

$$FS = 0,10 P + 0,15 Q + 0,20 ST + 0,25 ME + 0,30 FE$$

Notes:

- FS = Final Score
- P = Participation
- Q = Quiz
- ST = Structured Tasks
- ME = Midterm Exams
- FE = Final Exams


1. Class attendance and participation: This assessment is taken from the presence and participation of students through the meetings as well as the question-and-answer sessions and discussions, starting from meeting 2-15.
2. Structured tasks: The assessment is taken from the assignments and group presentations from meeting 2-15.
3. Quiz: Quiz is organized at meeting 5 in the form of a written test. The test questions are taken from materials in meeting 2-4.
4. Midterm Examination: The examination is held at the 8th meeting in the form of a written est. The test questions are taken from materials in meeting 2-7.
5. Final Examination: This examination is held at the 16th meeting where students turn in their mini research result in the form of a collection of scientific articles. These articles are compiled based on the theory that has been discussed in meeting 2-15.

Assessment summary

Assessment Task	Task Type	Due	Weighting
Attendance and Class Participation		Throughout the course	10%
Structured Assignment 1	Summative	Meeting 2 - 7	5%
Structured Assignment 2	Summative	Meeting 9 - 15	15%
Quiz	Summative	Meeting 5	15%
Midterm Examination	Summative	Meeting 8	25%

	Final Examination	Formative	Meeting 16	30%
	TOTAL			100%
6	This module is used in the following degree programmes as well: (Yes)			
7	Responsibility for module: Dr. Eti Setiawati, M.Pd.			
8	<p>Other information:</p> <p>Lectures use primary references such as journals, books and learning resources as follows:</p> <ol style="list-style-type: none"> 1. Badara, Aris. 2012. <i>Analisis Wacana: Teori, Metode, dan Penerapannya pada Wacana Media</i>. Jakarta: Prenada Media Group. 2. Darma, Yoce Aliah. 2014. <i>Analisis Wacana Kritis dalam Multidisipliner</i>. Bandung: PT Refika Aditama. 3. Djajasudarma, Fatimah. 2012. <i>Wacana dan Pragmatik</i>. Bandung: PT Refika Aditama. 4. Djajasudarma, Fatimah. 1994. <i>Wacana: Pemahaman dan Hubungan Antarunsur</i>. Bandung: PT Eresco. 5. Setiawati, Eti & Rusmawati, Roosi. 2019. <i>Analisis Wacana: Konsep, Teori, dan Aplikasi</i>. Malang: UB Press. 6. Lubis, Hamid Hasan. 2015. <i>Analisis Wacana Pragmatik</i>. Bandung: Angkasa. 7. Mills, Sara. 1997. <i>Discourse</i>. London: Routledge. 8. Sobur, Alex. 2006. <i>Analisis Teks Media: Suatu Pengantar untuk Analisis Wacana, Analisis Semiotik, dan Analisis Framing</i>. Bandung: PT Remaja Rosdakarya. 9. Tarigan, Hendry Guntur. 2009. <i>Pengajaran Wacana</i>. Bandung: Angkasa. 10. Wijana, Dewa Putu. 2009. <i>Analisis Wacana Pragmatik: Kajian Teori dan Analisis</i>. Surakarta: Yuma Pustaka. 			


Appendix Task Guidelines and Rubrics 1

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Discourse Analysis				
CODE	SPI 62034	CREDITS	3	SEMESTER	6
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd.				
TASK FORM					
Reading and summarizing the basic concepts of discourse					
COURSE LEARNING OUTCOME					
Being able to explain the nature, elements, structure, and types of discourse					
DESCRIPTION					
Students are assigned to read and summarize their knowledge on the nature, elements, structure, and types of discourse					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students critically read various literature of discourse analysis, which describe the nature, elements, and types of discourse Students summarize important points from sources they have read Summaries are submitted in Google Classroom in PDF/Word format as discussion material will be starting at the 2nd meeting 					
OUTCOMES					
<ol style="list-style-type: none"> Object: Summary in the form of PPT file Outcome: Students are able to comprehend the nature, elements, structure, and types of discourse 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
The accuracy in choosing references as reading sources	Are the selected references valid and contain a description of the nature, elements, structure, and types of discourse?				
The accuracy of compiling the summary	Are students able to compose short, concise, and clear summaries of the reading materials they have read?				
The creativity in composing discussion material	Are students creative in composing their own presentation to be engaging and interesting for the audiences? Has the presentation covered the complete materials for the discussion?				
The accuracy of developing new knowledge structure	Are students able to develop concepts on their own from various reading materials so as to form new knowledge map?				
Responsibility	Do students turn in their summaries in the right format according to the instructions?				
TIMES					
Meeting 2					

OTHERS: -**REFERENCES**

1. Badara, Aris. 2012. *Analisis Wacana: Teori, Metode, dan Penerapannya pada Wacana Media*. Jakarta: Prenada Media Group.
2. Darma, Yoce Aliah. 2014. *Analisis Wacana Kritis dalam Multidisipliner*. Bandung: PT Refika Aditama.
3. Djajasudarma, Fatimah. 2012. *Wacana dan Pragmatik*. Bandung: PT Refika Aditama.
4. Djajasudarma, Fatimah. 1994. *Wacana: Pemahaman dan Hubungan Antarunsur*. Bandung: PT Eresco.
5. Setiawati, Eti & Rusmawati, Roosi. 2019. *Analisis Wacana: Konsep, Teori, dan Aplikasi*. Malang: UB Press.
6. Lubis, Hamid Hasan. 2015. *Analisis Wacana Pragmatik*. Bandung: Angkasa.
7. Mills, Sara. 1997. *Discourse*. London: Routledge.
8. Sobur, Alex. 2006. *Analisis Teks Media: Suatu Pengantar untuk Analisis Wacana, Analisis Semiotik, dan Analisis Framing*. Bandung: PT Remaja Rosdakarya.
9. Tarigan, Hendry Guntur. 2009. *Pengajaran Wacana*. Bandung: Angkasa.
10. Wijana, Dewa Putu. 2009. *Analisis Wacana Pragmatik: Kajian Teori dan Analisis*. Surakarta: Yuma Pustaka.

Appendix Task Guidelines and Rubrics 2

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION		
STUDENT TASK GUIDELINE			
COURSE TITLE	Discourse Analysis		
CODE	SPI 62034	CREDITS	3
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd.		
TASK FORM			
Presentation file as discussion material and video presentation			
COURSE LEARNING OUTCOME			
Being able to explain cohesion, coherence, elements of discourse, and types of discourse			
DESCRIPTION			
Students are assigned in groups (predetermined groups) to read scientific papers (books or articles) related to cohesion, coherence, elements of discourse, and types of discourse. The topics are distributed to each group fairly.			
METHOD OF COMPLETION			
<ol style="list-style-type: none"> 1. Students critically read various literature of discourse analysis which describe cohesion and coherence, elements of discourse, and types of discourse 2. Each group summarizes the important points from sources in the form of PPT file as well as records a video presentation that will later be shown in class 3. PPT file and video presentations are submitted in Google Classroom to be presented at the 3rd meeting. 			
OUTCOMES			
<ol style="list-style-type: none"> a. Object: PPT file and video presentation b. Outcome: Students are able to explain cohesion, coherence, elements of discourse, and types of discourse 			
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING			
ASPECT	DESCRIPTOR	Performance Achievement Score	

		1	2	3	4
The accuracy in choosing references as reading sources	Are the selected references valid and contain a description of cohesion, coherence, elements of discourse, and types of discourse?				
The accuracy in composing PPT slides and video presentation	Are students able to compose detailed presentation material and video presentation from the readings?				
The creativity in composing discussion material	Are students creative in composing their own presentation to be engaging and interesting for the audiences? Has the presentation covered the complete materials for the discussion?				
The accuracy of developing new knowledge structure	Are students able to develop concepts on their own from various reading materials so as to form new knowledge map?				
Responsibility	Do students turn in their PPT file and video presentation recording in the right format according to the instructions?				

TIMES

Meeting 3 dan 4

OTHERS: -

REFERENCES


11. Badara, Aris. 2012. *Analisis Wacana: Teori, Metode, dan Penerapannya pada Wacana Media*. Jakarta: Prenada Media Group.
12. Darma, Yoce Aliah. 2014. *Analisis Wacana Kritis dalam Multidisipliner*. Bandung: PT Refika Aditama.
13. Djajasudarma, Fatimah. 2012. *Wacana dan Pragmatik*. Bandung: PT Refika Aditama.
14. Djajasudarma, Fatimah. 1994. *Wacana: Pemahaman dan Hubungan Antarunsur*. Bandung: PT Eresco.
15. Setiawati, Eti & Rusmawati, Roosi. 2019. *Analisis Wacana: Konsep, Teori, dan Aplikasi*. Malang: UB Press.
16. Lubis, Hamid Hasan. 2015. *Analisis Wacana Pragmatik*. Bandung: Angkasa.
17. Mills, Sara. 1997. *Discourse*. London: Routledge.
18. Sobur, Alex. 2006. *Analisis Teks Media: Suatu Pengantar untuk Analisis Wacana, Analisis Semiotik, dan Analisis Framing*. Bandung: PT Remaja Rosdakarya.
19. Tarigan, Hendry Guntur. 2009. *Pengajaran Wacana*. Bandung: Angkasa.
20. Wijana, Dewa Putu. 2009. *Analisis Wacana Pragmatik: Kajian Teori dan Analisis*. Surakarta: Yuma Pustaka.

Appendix Task Guidelines and Rubrics 3

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE TITLE	Discourse Analysis				
CODE	SPI 62034	CREDITS	3	SEMESTER	6
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd.				
TASK FORM					
Quiz					
COURSE LEARNING OUTCOME					
Being able to comprehend materials from meeting 2-4					


DESCRIPTION
Students take the quiz in written form. The materials for the quiz are taken from meeting 2-4.
METHOD OF COMPLETION
<ol style="list-style-type: none"> 1. Students take quizzes in the form of individual written tests 2. The quiz consists of 25 multiple choice questions 3. The quiz is carried out using Quizzis application from Google Classroom 4. The time limit to complete the quiz is 30 minutes
OUTCOMES
<ol style="list-style-type: none"> a. Object: written test b. Outcome: Students are able to comprehend materials from meeting 2-4
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING
The quiz score is obtained by calculating the number of correct answers which are then multiplied by 4
TIMES
Meeting 5
OTHERS: -
REFERENCES
<ol style="list-style-type: none"> 1. Badara, Aris. 2012. Analisis Wacana: Teori, Metode, dan Penerapannya pada Wacana Media. Jakarta: Prenada Media Group. 2. Darma, Yoce Aliah. 2014. Analisis Wacana Kritis dalam Multidisipliner. Bandung: PT Refika Aditama. 3. Djajasudarma, Fatimah. 2012. Wacana dan Pragmatik. Bandung: PT Refika Aditama. 4. Djajasudarma, Fatimah. 1994. Wacana: Pemahaman dan Hubungan Antarunsur. Bandung: PT Eresco. 5. Setiawati, Eti & Rusmawati, Roosi. 2019. Analisis Wacana: Konsep, Teori, dan Aplikasi. Malang: UB Press. 6. Lubis, Hamid Hasan. 2015. Analisis Wacana Pragmatik. Bandung: Angkasa. 7. Mills, Sara. 1997. Discourse. London: Routledge. 8. Sobur, Alex. 2006. Analisis Teks Media: Suatu Pengantar untuk Analisis Wacana, Analisis Semiotik, dan Analisis Framing. Bandung: PT Remaja Rosdakarya. 9. Tarigan, Hendry Guntur. 2009. Pengajaran Wacana. Bandung: Angkasa. 10. Wijana, Dewa Putu. 2009. Analisis Wacana Pragmatik: Kajian Teori dan Analisis. Surakarta: Yuma Pustaka.

Appendix Task Guidelines and Rubrics 4

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Discourse Analysis				
CODE	SPI 62034	CREDITS	3	SEMESTER	6
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd.				
TASK FORM					
Midterm Examination					
COURSE LEARNING OUTCOME					
Being able to comprehend materials from meeting 2-7					
DESCRIPTION					
Students take the midterm examination in written form. The questions are taken from meeting 2-7.					

METHOD OF COMPLETION
<ol style="list-style-type: none"> 1) Students take the examination in the form of individual written tests 2) The examination consists of 30 multiple choice questions 3) The examination is carried out using Quizzis application from Google Classroom 4) The time limit to complete the quiz is 60 minutes
OUTCOMES
<ol style="list-style-type: none"> a. Object: written test b. Outcome: Students are able to comprehend materials from meeting 2-7
4. INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING
<p>Midterm examination score is obtained by calculating the number of correct answers:</p> <ol style="list-style-type: none"> 1. For true and false section (10), correct answers are multiplied by 4 2. For multiple choice questions (20), correct answers are multiplied by 3
TIMES
Meeting 8
OTHERS: -
REFERENCES
<ol style="list-style-type: none"> 21. Badara, Aris. 2012. <i>Analisis Wacana: Teori, Metode, dan Penerapannya pada Wacana Media</i>. Jakarta: Prenada Media Group. 22. Darma, Yoce Aliah. 2014. <i>Analisis Wacana Kritis dalam Multidisipliner</i>. Bandung: PT Refika Aditama. 23. Djajasudarma, Fatimah. 2012. <i>Wacana dan Pragmatik</i>. Bandung: PT Refika Aditama. 24. Djajasudarma, Fatimah. 1994. <i>Wacana: Pemahaman dan Hubungan Antarunsur</i>. Bandung: PT Eresco. 25. Setiawati, Eti & Rusmawati, Roosi. 2019. <i>Analisis Wacana: Konsep, Teori, dan Aplikasi</i>. Malang: UB Press. 26. Lubis, Hamid Hasan. 2015. <i>Analisis Wacana Pragmatik</i>. Bandung: Angkasa. 27. Mills, Sara. 1997. <i>Discourse</i>. London: Routledge. 28. Sobur, Alex. 2006. <i>Analisis Teks Media: Suatu Pengantar untuk Analisis Wacana, Analisis Semiotik, dan Analisis Framing</i>. Bandung: PT Remaja Rosdakarya. 29. Tarigan, Hendry Guntur. 2009. <i>Pengajaran Wacana</i>. Bandung: Angkasa. 30. Wijana, Dewa Putu. 2009. <i>Analisis Wacana Pragmatik: Kajian Teori dan Analisis</i>. Surakarta: Yuma Pustaka.

Appendix Task Guidelines and Rubrics 5

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE				
COURSE TITLE	Discourse Analysis			
CODE	SPI 62034	CREDIT	3	SEMESTER 6
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd.			
TASK FORM				
Article review from five scientific papers on discourse analysis				
COURSE LEARNING OUTCOME				
Students assigned in their predetermined groups are able to choose the suitable articles related to any topics of discourse analysis				
DESCRIPTION				

Students review articles according to their interest in discourse analysis studies which will be selected by taking into account the research problems, data and data sources, related theories, research methods, and research objectives

METHOD OF COMPLETION

1. Students collect reviews of articles related to the future mini research carried out in detail starting from the research problems, data and data sources, related theories, research methods, and research objectives in their respective groups
2. The review results of each group are submitted in Google Classroom

OUTCOMES

- a. Object: The review of the scientific articles related to the future mini research
- b. Outcome: Students are able to comprehend the mini research plan and application of theory discussed in meeting 2-9

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy in choosing references as reading sources	Are the selected articles valid and contain descriptions of the object of mini research that the students have chosen as their topic?				
The accuracy of compiling articles into a review paper	Are students able to compile in detail the results of a review of the reading materials?				
The creativity in composing discussion material	Do students show creativity in reviewing the articles where they cover all the content explaining their research plans?				
The accuracy of developing new knowledge structure	Are students able to develop concepts on their own from various reading materials so as to form new knowledge map?				
Responsibility	Do students make and collect the review in the right format according to the instructions?				

TIMES


Meeting 10

OTHERS: -

REFERENCES


1. Badara, Aris. 2012. Analisis Wacana: Teori, Metode, dan Penerapannya pada Wacana Media. Jakarta: Prenada Media Group.
2. Darma, Yoce Aliah. 2014. Analisis Wacana Kritis dalam Multidisipliner. Bandung: PT Refika Aditama.
3. Djajasudarma, Fatimah. 2012. Wacana dan Pragmatik. Bandung: PT Refika Aditama.
4. Djajasudarma, Fatimah. 1994. Wacana: Pemahaman dan Hubungan Antarunsur. Bandung: PT Eresco.
5. Setiawati, Eti & Rusmawati, Roosi. 2019. Analisis Wacana: Konsep, Teori, dan Aplikasi. Malang: UB Press.
6. Lubis, Hamid Hasan. 2015. Analisis Wacana Pragmatik. Bandung: Angkasa.
7. Mills, Sara. 1997. Discourse. London: Routledge.
8. Sobur, Alex. 2006. Analisis Teks Media: Suatu Pengantar untuk Analisis Wacana, Analisis Semiotik, dan Analisis Framing. Bandung: PT Remaja Rosdakarya.
9. Tarigan, Hendry Guntur. 2009. Pengajaran Wacana. Bandung: Angkasa.
10. Wijana, Dewa Putu. 2009. Analisis Wacana Pragmatik: Kajian Teori dan Analisis. Surakarta: Yuma Pustaka.

Appendix Task Guidelines and Rubrics 6

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Discourse Analysis				
CODE	SPI 62034	CREDITS	3	SEMESTER	6
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd.				
TASK FORM					
Composing the Introduction Chapter of a Mini Research					
COURSE LEARNING OUTCOME					
Students in their predetermined groups prepare for the Introduction Chapter of their Mini Research (Background, Research Problems, Research Objectives, and Literature Review) appropriately according to the research plan					
DESCRIPTION					
Students are able to prepare the Introduction Chapter of their Mini Research (Background, Research Problems, Research Objectives, and Literature Review) appropriately according to the research plan					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students in their predetermined groups turn in the Introduction Chapter of their Mini Research (Background, Research Problems, Research Objectives, and Literature Review) appropriately according to the research plan 2. The Introduction Chapter is submitted in Google Classroom 					
c. OUTCOMES					
<ol style="list-style-type: none"> a. Object: The Introduction Chapter of a mini research b. Outcome: Students are able to design the Introduction Chapter of a mini research according to the research plan 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of compiling the introductory chapter of the mini research	Are students able to compose the introductory chapter of the mini research in detail according to the research plan?				
The comprehensiveness in writing the introductory chapter	Are students able to fully complete the introductory chapter?				
The accuracy of language choice according to the academic style	Are students able to write the introductory chapter using academic-style language?				
Responsibility	Are students able to finish and turn in the introduction chapter according to the instructions?				

TIMES
Meeting 11
OTHERS: -
REFERENCES
<ol style="list-style-type: none"> 1. Badara, Aris. 2012. Analisis Wacana: Teori, Metode, dan Penerapannya pada Wacana Media. Jakarta: Prenada Media Group. 2. Darma, Yoce Aliah. 2014. Analisis Wacana Kritis dalam Multidisipliner. Bandung: PT Refika Aditama. 3. Djajasudarma, Fatimah. 2012. Wacana dan Pragmatik. Bandung: PT Refika Aditama. 4. Djajasudarma, Fatimah. 1994. Wacana: Pemahaman dan Hubungan Antarunsur. Bandung: PT Eresco. 5. Setiawati, Eti & Rusmawati, Roosi. 2019. Analisis Wacana: Konsep, Teori, dan Aplikasi. Malang: UB Press. 6. Lubis, Hamid Hasan. 2015. Analisis Wacana Pragmatik. Bandung: Angkasa. 7. Mills, Sara. 1997. Discourse. London: Routledge. 8. Sobur, Alex. 2006. Analisis Teks Media: Suatu Pengantar untuk Analisis Wacana, Analisis Semiotik, dan Analisis Framing. Bandung: PT Remaja Rosdakarya. 9. Tarigan, Hendry Guntur. 2009. Pengajaran Wacana. Bandung: Angkasa. 10. Wijana, Dewa Putu. 2009. Analisis Wacana Pragmatik: Kajian Teori dan Analisis. Surakarta: Yuma Pustaka.

Appendix Task Guidelines and Rubrics 7

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE				
COURSE TITLE	Discourse Analysis			
CODE	SPI 62034	CREDITS	3	SEMESTER 6
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd.			
TASK FORM				
Composing the Methods and Results and Discussion Chapters of a mini research				
COURSE LEARNING OUTCOME				
Students in their predetermined groups prepare for the Methods as well as Results and Discussion Chapters appropriately according to the research plan				
DESCRIPTION				
Students are able to compose the Methods and Results and Discussion Chapters of a mini research				
METHOD OF COMPLETION				
<ol style="list-style-type: none"> 1. Students in their predetermined groups turn in the Methods and Results and Discussions Chapters of their Mini Research appropriately according to the research plan 2. Both the Methods and Results and Discussions Chapters are submitted in the Google Classroom 				
OUTCOMES				
<ol style="list-style-type: none"> a. Object: The Methods and Results and Discussions Chapters b. Outcome: Students are able to compose and complete the Methods and Results and Discussion Chapters of a mini research. 				
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING				

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of composing the methods and results and discussions chapters	Are students able to compose the methods and results and discussions chapters of the mini research in detail according to the research plan?				
The eligibility and comprehensiveness in writing the methods and results and discussion chapters	Are students able to fully complete the methods and results and discussions chapters?				
The accuracy of language choice according to the academic style	Are students able to write the methods and results and discussions chapters using academic-style language?				
Responsibility	Are students able to finish and turn in the methods and results and discussions chapters according to the instructions?				

TIMES

Meeting 12

OTHERS: -

REFERENCES

1. Badara, Aris. 2012. Analisis Wacana: Teori, Metode, dan Penerapannya pada Wacana Media. Jakarta: Prenada Media Group.
2. Darma, Yoce Aliah. 2014. Analisis Wacana Kritis dalam Multidisipliner. Bandung: PT Refika Aditama.
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4. Djajasudarma, Fatimah. 1994. Wacana: Pemahaman dan Hubungan Antarunsur. Bandung: PT Eresco.
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6. Lubis, Hamid Hasan. 2015. Analisis Wacana Pragmatik. Bandung: Angkasa.
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10. Wijana, Dewa Putu. 2009. Analisis Wacana Pragmatik: Kajian Teori dan Analisis. Surakarta: Yuma Pustaka.



**UNIVERSITAS BRAWIJAYA
 FACULTY OF CULTURAL STUDIES
 DEPARTMENT OF LANGUAGE EDUCATION
 STUDY PROGRAMME OF INDONESIAN LANGUAGE AND
 LITERATURE EDUCATION**

STUDENT TASK GUIDELINE

COURSE TITLE	Discourse Analysis			
CODE	SPI 62034	CREDITS	3	SEMESTER 6
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd.			

TASK FORM
 Composing the Conclusion (Conclusion and Suggestions) and Reference Chapters of a mini research

COURSE LEARNING OUTCOME
 Students in their predetermined groups prepare the Conclusion (Conclusion and Suggestions) and Reference Chapters appropriately according to the research plan

DESCRIPTION
 Students are able to compose the Conclusion (Conclusion and Suggestions) and Reference Chapters of a mini research

- METHOD OF COMPLETION**
1. Students in their predetermined groups turn in the Conclusion (Conclusion and Suggestions) and Reference Chapters of their Mini Research appropriately according to the research plan
 2. Both the Conclusion (Conclusion and Suggestions) and Reference Chapters are submitted in the Google Classroom

OUTCOMES
a. Object: The Conclusion (Conclusion and Suggestions) and Reference Chapters
b. Outcome: Students are able to compose and complete The Conclusion (Conclusion and Suggestions) and Reference Chapters of a mini research

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of composing the conclusion chapters	Are students able to compose the conclusion (conclusion and suggestions) and reference chapters of the mini research in detail according to the research plan?				
The eligibility and comprehensiveness in writing the conclusion chapters	Are students able to fully complete the conclusion (conclusion and suggestions) and reference chapters?				
The accuracy of language choice according to the academic style	Are students able to write the conclusion (conclusion and suggestions) and reference chapters using academic-style language?				
Responsibility	Are students able to finish and turn in the conclusion (conclusion and suggestions) and reference chapters according to the instructions?				

TIMES


Meeting 13

OTHERS: -

REFERENCES

1. Badara, Aris. 2012. Analisis Wacana: Teori, Metode, dan Penerapannya pada Wacana Media. Jakarta: Prenada Media Group.
2. Darma, Yoce Aliah. 2014. Analisis Wacana Kritis dalam Multidisipliner. Bandung: PT Refika Aditama.
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Appendix Task Guidelines and Rubrics 9

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE TITLE	Discourse Analysis				
CODE	SPI 62034	CREDITS	3	SEMESTER	6
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd.				
TASK FORM					
Final Examination					
COURSE LEARNING OUTCOME					
Students in their predetermined groups are able to compose a report of the mini research which have been successfully carried out in accordance with the selected theories following the journal template style that they have chosen.					
DESCRIPTION					
Students are able to complete a scientific article containing the Introduction (background, research problems, research objectives, literature review), Methods, Results and Discussion, and Conclusion (Conclusions and Suggestions), as well as a Reference chapter following the journal template style that they have chosen.					
METHOD OF COMPLETION					
1. Every group submits the scientific article containing the Introduction (background, research problems, research objectives, literature review), Methods, Results and Discussion, and Conclusion (Conclusions and Suggestions), as well as a Reference chapter following the journal template style that they have chosen. 2. The scientific article is submitted in the Google Classroom					
OUTCOMES					
a. Object: A complete scientific article of a mini research b. Outcome: Students are able to compose and complete a scientific article of discourse analysis					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy in selecting and relating data, theories, and methods in a scientific article	Are students meticulous in selecting and relating data, theories, and methods in a scientific article as a result of a mini research which has been carried out in accordance with the journal template style that they have chosen?				
The accuracy in compiling scientific articles	Are students able to compile suitable scientific articles in detail according to the research plan?				
The accuracy of language choice according to the academic style	Are students able to write a scientific article using academic-style language?				
Responsibility	Are students able to finish and turn in the scientific article according to the instructions?				

TIMES

Meeting 16

OTHERS: -

REFERENCES

1. Badara, Aris. 2012. Analisis Wacana: Teori, Metode, dan Penerapannya pada Wacana Media. Jakarta: Prenada Media Group.
2. Darma, Yoce Aliah. 2014. Analisis Wacana Kritis dalam Multidisipliner. Bandung: PT Refika Aditama.
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