

<b>Module/ Course Title: Introduction to Sociolinguistic</b>					
<b>Module /Course code</b> SPI 41024	<b>student workload</b> 119 hours	<b>Credits (credits/EC TS)</b> 3/4,5	<b>Semester</b> 5	<b>Frequency</b> Every Year (August)	<b>duration</b> 1 semester (s) 16 meeting
<b>1</b>	<b>Types of courses</b> Compulsory coursework	<b>contact hours</b> 3 CU x 50 minutes = 150 =2,5 hours per week	<b>independent study</b> 3 CU x 120 minutes = 360 minutes = 6 hours	<b>class size</b> 30	
<b>2</b>	<b>Prerequisites for participation</b> -				
<b>3</b>	<p><b>Course Description:</b> Sociolinguistics deals with understanding the social phenomena of language use in society. Sociolinguistics covers the basics of sociolinguistic concepts, social phenomena of language users in society, language functions and attitudes, bilingualism and diglossia, code mixing, code switching, interference, integration, language variety, sociolinguistic relationship with language learning, communication ethnography, interaction analysis, as well as issues in sociolinguistics and the solutions.</p> <p><b>Intended Learning Outcomes (ILO)</b></p> <ol style="list-style-type: none"> <li>ILOs 2: Graduates are expected to show a responsible attitude towards work in the field of Indonesian language and literature education independently.</li> <li>ILOs 4: Graduates are expected to understand research methods and frameworks in the fields of Indonesian language.</li> <li>ILOs 5: Graduates are expected to apply critical, evaluative, and innovative thinking in the context of Indonesian language.</li> <li>ILOs 9: Graduates are expected to be able to analyze and apply theories, concepts, approaches in Indonesian language.</li> </ol> <p><b>Courses Learning Outcomes (CLO)</b></p> <ol style="list-style-type: none"> <li>Students are able to identify the basic concepts of sociolinguistics and their contact with other fields and apply them in learning in a logic and systematic manner.</li> <li>Students are able to identify and analyze the components of sociolinguistic studies and apply them in learning with logic and responsibility equipped with reputable and valid reference sources.</li> <li>Students are able to analyse linguistic phenomena with adequate descriptions in a logical and accountable sociolinguistic perspective and apply them in learning with reputable and valid reference sources.</li> </ol>				
<b>4</b>	<p><b>Subject aims/Content</b> <b>Course content</b></p> <ol style="list-style-type: none"> <li>Week 1: Understanding and being able to explain the definition and function of sociolinguistics</li> <li>Week 2: Being able to explain the relationship between language and social class.</li> <li>Week 3: Being able to explain the relationship between language and ethnicity.</li> <li>Week 4: Being able to explain the relation between language and gender.</li> <li>Week 5: Being able to explain the relation of language and politics.</li> <li>Week 6: Being able to explain the process of developing and fostering Indonesian language and language policies.</li> <li>Week 7: Being able to explain the concept of language maintenance and shift.</li> <li>Week 8: Midterm Examination in the form of compiling a research proposal with a focus on certain research topics as outlined in Structured Assignments</li> <li>Week 9: group research proposal review 1-3</li> <li>Week 10: group research proposal review 4-5</li> <li>Week 11: Group presentation 1</li> <li>Week 12: Group presentation 2</li> <li>Week 13: Group presentation 3</li> <li>Week 14: Group presentation 4</li> </ol>				

	15) Week 15: Group presentation 5 16) Week 16: Final Examination in the form of collecting group research revisions																												
4	<b>Teaching methods</b> Lectures, discussion, project-based learning																												
5	<p><b>Assessment methods</b> The test/evaluation method is carried out through class attendance and participation, quizzes, structured assignments, midterm examination, and final examination.</p> <ol style="list-style-type: none"> <li>1. Class attendance and participation: The assessment is taken from the attendance score and group presentation</li> <li>2. Quiz: The assessment is taken from the PPT file made by the group for presentation</li> <li>3. Assignments: The assessment is taken from the group assigned to prepare the research proposals</li> <li>4. Midterm Examination: Assessment is taken from research reports made by each group</li> <li>5. Final Examination: The assessment is taken from the revised research report that has been presented</li> </ol> <p>Assessment summary</p> <table border="1"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Attendance and Class Participation</td> <td>Summative</td> <td>Meeting 11-15 (base on schedule)</td> <td>10%</td> </tr> <tr> <td>Structured Assignment 1</td> <td>Summative</td> <td>Meeting 8</td> <td>5%</td> </tr> <tr> <td>Quiz</td> <td>Summative</td> <td>Meeting 11-15 (base on schedule)</td> <td>15%</td> </tr> <tr> <td>Midterm Examination</td> <td>Formative</td> <td>Meeting 11-15 (base on schedule)</td> <td>25%</td> </tr> <tr> <td>Final Examination</td> <td>Summative</td> <td>Meeting 16</td> <td>30%</td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>TOTAL</b></td> <td>100%</td> </tr> </tbody> </table>	Assessment Task	Task Type	Due	Weighting	Attendance and Class Participation	Summative	Meeting 11-15 (base on schedule)	10%	Structured Assignment 1	Summative	Meeting 8	5%	Quiz	Summative	Meeting 11-15 (base on schedule)	15%	Midterm Examination	Formative	Meeting 11-15 (base on schedule)	25%	Final Examination	Summative	Meeting 16	30%	<b>TOTAL</b>			100%
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6	<b>This module is used in the following degree programmes as well: (Yes)</b>																												
7	<b>Responsibility for module:</b> Dr. Dany Ardhan, M.Hum.; Ighfir Sukardi, M.Hum.																												
8	<p><b>Other information:</b></p> <p><b>References</b> Wardhaugh, Ronald.1986. <i>An Introduction to Sociolinguistics</i>. UK : Blackwell Publishing. Labov, William. 2006. <i>The Social Stratification of English in New York City</i>. Cambridge &amp; New York: Cambridge University Press. Hymes, Dell. 1973. <i>Foundation in Sociolinguistics</i>. Philadelphia: University of Philadelphia. Samuel, Jerome. 2008. <i>Kasus Ajaib Bahasa Indonesia: Pemodernan Kosakata dan Politik Peristilahan</i>. Jakarta: KPG. Sudaryanto. 1990. <i>Menguak Fungsi Hakiki Bahasa</i>. Yogyakarta : Duta Wacana University Press. Suwito. 1983. <i>Pengantar Awal Sociolinguistik: Teori dan Problema</i>. Surakarta: Henart Offset Solo. Sumarsono. 2002. <i>Sociolinguistik</i>. Yogyakarta: Pustaka Pelajar. Goebel, Zane. 2008. "Language, class, and ethnicity in Indonesia" dalam <i>Bijdragen tot de Taal-, Land- en Volkenkunde (BKI) 164-1 (2008):69-101</i>. Kodrat , David Sukardi dan Jimmy Dewanto. 2009. "a sociolinguistic study on tag questions used by she-males in surabaya" dalam <i>Linguistik Indonesia</i> Edisi Februari.</p>																												

## Appendix Task Guidelines and Rubrics 1

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Introduction to Sociolinguistic				
<b>CODE</b>	SPI61024	<b>CREDITS</b>	3	<b>SEMESTER</b>	5
<b>LECTURER OF THE COURSE</b>	Dr. Dany Ardhian				
<b>TASK FORM</b>					
Presentation					
<b>COURSE LEARNING OUTCOME</b>					
Students are able to present their research findings					
<b>DESCRIPTION</b>					
Students are involved in group presentations and explain the materials well based on the division of sub-chapters in the presentation					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>1. Students divide presentations based on group members and sub-chapters</li> <li>2. Students present their research findings</li> <li>3. Students answer questions from participants and lecturers</li> <li>4. Students make conclusions from presentations</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>1. Object: presentation</li> <li>2. Outcome: Students perform their presentations well</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>	<b>DESCRIPTOR</b>	<b>Performance Achievement Score</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The accuracy of identifying core concept	Are students able to explain presentation material well?				
The accuracy of correlating the relationship between concepts	Are students able to make connections between one level of language error with another?				
The accuracy of explaining the concept	Is the explanation easy to understand?				
The accuracy of developing new knowledge structure	Do the findings from what is presented form a new knowledge structure?				
Responsibility	Are students involved fairly in the presentation?				
<b>TIMES: 150 minutes</b>					
Meeting 11					
<b>OTHERS: -</b>					
<b>REFERENCES</b>					

Wardhaugh, Ronald. 1986. *An Introduction to Sociolinguistics*. UK : Blackwell Publishing.

Labov, William. 2006. *The Social Stratification of English in New York City*. Cambridge & New York: Cambridge University Press.

Hymes, Dell. 1973. *Foundation in Sociolinguistics*. Philadelphia: University of Philadelphia.

Samuel, Jerome. 2008. *Kasus Ajaib Bahasa Indonesia: Pemodernan Kosakata dan Politik Peristilahan*. Jakarta: KPG.

Sudaryanto. 1990. *Menguak Fungsi Hakiki Bahasa*. Yogyakarta : Duta Wacana University Press.


Suwito. 1983. *Pengantar Awal Sosiologi: Teori dan Problema*. Surakarta: Henart Offset Solo.

Sumarsono. 2002. *Sosiologi*. Yogyakarta: Pustaka Pelajar.

Goebel, Zane. 2008. "Language, class, and ethnicity in Indonesia" dalam *Bijdragen tot de Taal-, Land- en Volkenkunde (BKI) 164-1 (2008):69-101*.

Kodrat , David Sukardi dan Jimmy Dewanto. 2009. "a sociolinguistic study on tag questions used by she-males in surabaya" dalam *Linguistik Indonesia* Edisi Februari.

## Appendix Task Guidelines and Rubrics 2

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Introduction to Sociolinguistic				
<b>CODE</b>	SPI61024	<b>CREDITS</b>	3	<b>SEMESTER</b>	5
<b>LECTURER OF THE COURSE</b>	Dr. Dany Ardhian				
<b>TASK FORM</b>					
Midterm Examination composing a research proposal					
<b>COURSE LEARNING OUTCOME</b>					
Students are able to develop research proposals with a focus on certain research topics					
<b>DESCRIPTION</b>					
Students are assigned to compose research proposals with a focus on certain research topics					
<b>METHOD OF COMPLETION</b>					
1. Students prepare a research proposal consisting of title, abstract, background of the study, research problems, research objectives, theoretical frameworks, frameworks of thought, and research methods (types of research, data and data sources, methods and techniques of data collection, methods and techniques of data analysis)					
2. Proposals are submitted in Google Classroom					
<b>OUTCOMES</b>					
Research proposal draft					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>	<b>DESCRIPTOR</b>	<b>Performance Achievement Score</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The accuracy of identifying core concept	Are the concepts proposed by students demonstrate the correct identification of the relevant theory?				

The accuracy of correlating the relationship between concepts	Are students able to relate one concept to another?				
The accuracy of explaining the concept	Are the contents of the research proposal concise and thorough, following the research work procedures?				
The accuracy of developing new knowledge structure	Do students comprehend the stages of preparing a research proposal?				
Responsibility	Do students turn in their proposal on time?				

**TIMES:**


Meeting 8

**OTHERS:** The time limit spans from the start until the end of midterm schedule.

**REFERENCES**

- Wardhaugh, Ronald.1986. *An Introduction to Sociolinguistics*. UK : Blackwell Publishing.
- Labov, William. 2006. *The Social Stratification of English in New York City*. Cambridge & New York: Cambridge University Press.
- Hymes, Dell. 1973. *Foundation in Sociolinguistics*. Philadelphia: University of Philadelphia.
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- Sudaryanto. 1990. *Menguak Fungsi Hakiki Bahasa*. Yogyakarta : Duta Wacana University Press.
- Suwito. 1983. *Pengantar Awal Sociolinguistik: Teori dan Problema*. Surakarta: Henart Offset Solo.
- Sumarsono. 2002. *Sociolinguistik*. Yogyakarta: Pustaka Pelajar.
- Goebel, Zane. 2008. "Language, class, and ethnicity in Indonesia" dalam *Bijdragen tot de Taal-, Land- en Volkenkunde (BKI) 164-1 (2008):69-101*.
- Kodrat , David Sukardi dan Jimmy Dewanto. 2009. "a sociolinguistic study on tag questions used by she-males in surabaya" dalam *Linguistik Indonesia* Edisi Februari.
- Karakter di Masyarakat" dalam *Prosiding Kongres Bahasa Jawa V*. Surabaya.
- Widodo, Wahyu. 2012b. "Javanese Incantatory Poetry: Linguistic Element and Efficacy" in *7th Singapore Graduate Forum on Southeast Asia Studies 2012*. (16 – 20 July 2012) Asia Research Institute, National University of Singapore.
- Widodo, Wahyu. 2012c. "Sinonimi Berepitisi Makna dalam *Singir Tanpo Waton*" dalam Sumarlam, dkk (Ed). *Pelangi Nusantara: Kajian Berbagai Variasi Bahasa*. Yogyakarta : Graha Ilmu. Hal.97-109.
- Vidiyanti, M. Oktavia. 2009. "Pesona Bahasa Mantra *Jaran Goyang* Banyuwangi:(Sebuah Analisis Bahasa dan Budaya)" dalam *Prosiding Konferensi Linguistik Tahunan Atma Jaya 7 (27-28 April 2009)*.

### Appendix Task Guidelines and Rubrics 3

		<b>UNIVERSITAS BRAWIJAYA</b> <b>FACULTY OF CULTURAL STUDIES</b> <b>DEPARTMENT OF LANGUAGE EDUCATION</b> <b>STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE</b> <b>EDUCATION</b>			
<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Introduction to Sociolinguistic				
<b>CODE</b>	SPI61024	<b>CREDITS</b>	3	<b>SEMESTER</b>	5
<b>LECTURER OF THE COURSE</b>	Dr. Dany Ardhian				
<b>TASK FORM</b>					
Quiz: composing presentation material					
<b>COURSE LEARNING OUTCOME</b>					
Students are able to compose presentation materials excellently					
<b>DESCRIPTION</b>					
Students are involved in group presentations and explain the materials well based on the division of sub-chapters in the presentation					
<b>METHOD OF COMPLETION</b>					
<ol style="list-style-type: none"> <li>1. Students prepare presentation materials</li> <li>2. Presentations are facilitated with PPT files or other programs</li> <li>3. The content of the presentation material is taken from the research report</li> <li>4. Presentation materials are collected in Google Classroom along with research reports and proposals</li> </ol>					
<b>OUTCOMES</b>					
<ol style="list-style-type: none"> <li>1. Object: presentation material</li> <li>2. Outcome: students have excellent performance in presentation</li> </ol>					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>	<b>DESCRIPTOR</b>	<b>Performance Achievement Score</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The accuracy of identifying core concept	Are students able to explain presentation material well?				
The accuracy of correlating the relationship between concepts	Are students able to make connections between one level of language error with another?				
The accuracy of explaining the concept	Is the explanation easy to understand?				
The accuracy of developing new knowledge structure	Do the findings from what is presented form a new knowledge structure?				
Responsibility	Are students involved fairly in the presentation?				
<b>TIMES: 150 minutes</b>					
Meeting 11					
<b>OTHERS: -</b>					
<b>REFERENCES</b>					
Wardhaugh, Ronald.1986. <i>An Introduction to Sociolinguistics</i> . UK : Blackwell Publishing.					

Labov, William. 2006. *The Social Stratification of English in New York City*. Cambridge & New York: Cambridge University Press.

Hymes, Dell. 1973. *Foundation in Sociolinguistics*. Philadelphia: University of Philadelphia.

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#### Appendix Task Guidelines and Rubrics 4

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<b>STUDENT TASK GUIDELINE</b>					
<b>COURSE TITLE</b>	Introduction to Sociolinguistic				
<b>CODE</b>	SPI61024	<b>CREDITS</b>	3	<b>SEMESTER</b>	5
<b>LECTURER OF THE COURSE</b>	Dr. Dany Ardhian				
<b>TASK FORM</b>					
Structured Assignments					
<b>COURSE LEARNING OUTCOME</b>					
Students are able to compose presentation materials excellently					
<b>DESCRIPTION</b>					
Students compile research reports based on topics of sociolinguistic studies that have been determined by the lecturer					
<b>METHOD OF COMPLETION</b>					
1. Students compile research reports in groups 2. Students collect in google classroom					
<b>OUTCOMES</b>					
1. Object: research report 2. Outcome: students are able to excellently prepare research reports					
<b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>					
<b>ASPECT</b>	<b>DESCRIPTOR</b>	<b>Performance Achievement Score</b>			
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The accuracy of	Are students able to prepare their research reports				

identifying core concept	excellently?				
The accuracy of correlating the relationship between concepts	Are students able to arrange the chapters in research reports meticulously?				
The accuracy of explaining the concept	Is the explanation easy to understand?				
The accuracy of developing new knowledge structure	Do research findings form new knowledge structures?				
Responsibility	Do students submit research reports on time and evenly distribute group performance?				

**TIMES: 150 minutes**

Meeting 11-15

**OTHERS: -**

**REFERENCES**

- Wardhaugh, Ronald.1986. *An Introduction to Sociolinguistics*. UK : Blackwell Publishing.
- Labov, William. 2006. *The Social Stratification of English in New York City*. Cambridge & New York: Cambridge University Press.
- Hymes, Dell. 1973. *Foundation in Sociolinguistics*. Philadelphia: University of Philadelphia.
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**Appendix Task Guidelines and Rubrics 5**

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	<b>STUDENT TASK GUIDELINE</b>				
<b>COURSE TITLE</b>	Introduction to Sociolinguistic				
<b>CODE</b>	SPI61024	<b>CREDITS</b>	3	<b>SEMESTER</b>	5
<b>LECTURER OF THE COURSE</b>	Dr. Dany Ardhian				
<b>TASK FORM</b>					
Final Examination					
<b>COURSE LEARNING OUTCOME</b>					



Revising the research proposal																																												
<b>DESCRIPTION</b>																																												
Students are able to revise their research reports based on input and suggestions from participants and lecturers																																												
<b>METHOD OF COMPLETION</b>																																												
1. Students compile research report revisions in groups 2. Students collect in google classroom																																												
<b>OUTCOMES</b>																																												
3. Object: research report revision 4. Outcome: students are able to revise research reports excellently																																												
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