

UNIVERSITAS KATOLIK INDONESIA SANTU PAULUS

ENGLISH STUDY PROGRAM

Lesson Plan

Course	Code	Category	Weight (sks)	SEMESTE	Date
Intro to Discourse Analysis	IDA23112	Content	2	6	February 23, 2020
	Lesson Planning Coordinator		Coordinator	Department Board	
	Dr. Hieronimus Canggung Darong, SS., M.Pd.		Dr. Hieronimus Canggung Darong, SS., M.Pd.	Stanislaus Guna, M.Pd.	
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Learning Target	Department- standardized Learning Target				
	KU1	able to use logical, critical, organized, and inventive thinking in their area of expertise when developing or implementing science and/or technology;			
	KU2	Able to demonstrate independent, quality, and measurable performance			
	KU3	capable of researching the effects of the advancement or application of science, technology, or art in accordance with their area of specialization based on scientific principles, procedures, and ethics in order to produce solutions, ideas, designs, or art criticism, compile a scientific description of the outcomes of their studies in the form of a thesis or final project report, and upload it on the college website;			
	Course Learning Target				
	CPMK-1	Students have the ability to analyze language use in a wide range of discourse types and speech events			
	CPMK-2	Students have the ability to relate discourse analysis and language teaching			
	Specific Course Learning Target				

	Sub-CPMK 1	Having the ability to analyze the units of language in certain genre
	Sub-CPMK 2	Having the ability to implement concepts and theories of discourse analysis in English language teaching context
Course Description	This course is designed to suit the needs of learners from a broad range of disciplinary areas especially in linguistics field and language learning and teaching. As such, the course draws upon students' prior understanding of basic linguistic concepts and provides learners with analytical tools and strategies to explore features of various written and spoken texts and linked it into social and pedagogical practices	
Topics	<ol style="list-style-type: none"> 1. Introduction (Notion, scope) 2. Grammatical vs Lexical Cohesion; Textuality, 3. Spoken and Written Text 4. Genre, types and propositional analysis 5. Metafunctions of Language 6. Experiential Function (Register Category of Field) 7. Interpersonal function (Register category of Tenor) 8. Information Structure/ Commodity Exchange: Mode: (Theme and Rheme) 9. S-p-e-a-k-i-n-g Theory 10. Discourse Structure (Conversation vs Interaction Analysis) (Macro, meso and micro structure) 11. Conservational Principle and Politeness 12. Discourse and language learning and teaching 	
References	Main	<ol style="list-style-type: none"> 1. Eggins. S.1994. <i>An Introduction to Systemic Functional Linguistics</i>. London: Pinter 2. Halliday, M. A. K. 1994. <i>An introduction to functional grammar</i>. London: Arnold. 3. McCarthy, M. 1991. <i>Discourse Analysis for Language Teachers</i>. Cambridge: Cambridge University Press. 4. Schiffrin, D. 1994. <i>Approaches to Discourse</i>. Cambridge: Blackwell. 5. Nunan, 1993. <i>Introducing Discourse Analysis</i>. Penguin English. 6. Stubbs, 1989. <i>Discourse Analysis: The sociolinguistic analysis of natural language</i>. Basil Blackwell
	Supporting	Articles:

	<ol style="list-style-type: none"> 1. Interpersonal Function of Joe Biden’s Victory Speech (Systemic Functional Linguistics View) (https://ejournal.undiksha.ac.id/index.php/JERE/article/view/31420) 2. From Clause to Function: Texts Analysis Using Systemic Functional Linguistics Theory and Its Pedagogical Implication in Language Teaching (Indonesian Journal of EFL and Linguistics,) 3. Lexical Cohesion Devices in Students’ Narrative Text and Its Pedagogical Implication in Language Teaching: A Discourse-Semantics Point of View (http://jurnal.fkip.unila.ac.id/index.php/jpp/article/view/23891) 4. Contingency, Convergence, and Divergence of Teachers’ Questions In Classroom Interactions (http://www.indonesian-efl-journal.org/index.php/ijefll/article/view/508) 5. It is all about clauses: Speech analysis using systemic functional linguistics theory (Englesia Journal) 6. Register Categories (Field, Tenor, Mode) Of The Text (LLT Journal: A Journal on Language and Language Learning http://e-journal.usd.ac.id/index.php/LLT) 7. A Comparative Analysis (Discourse Semantic Analysis on the Political Speech based on Systemic Functional Linguistics Theory) Nyimak Journal of Communication Vol. 6, No. 2, September 2022, pp. 207–227 8. What does Systemic Functional Linguistics say about speech? A discourse-semantic analysis (World of Media Journal of Russian Media and Journalism Studies Issue 4, 202)
Prerequisite	-

Meeting	Learning target	Assessment		Learning activities [Time allocation]		Learning materials	Scoring Weight (%)
		Indicator	Form	Luring	Daring		
1	2	3	4	5	6	7	8
1	Students can explain the conception of discourse	students are able to differentiate the distinctive characteristics of discourse analysis	Q & A	2x50 minutes Lecturing		The Notion of Discourse analysis; Discourse and Text	5
2 & 3	Having the ability to differ the function of cohesiveness	Students are able to use the cohesive devices properly in a text and create a coherent text.	Q & A Essay	4x50 minutes Lecturing, Practice and Exercise		Grammatical and Lexical Cohesion, Coherence and textuality	

	devices and coherence aspect of the text						
4	The students have the ability to differ the mode of text	Students are able to practice considering the characteristics of mode of the texts	Task (Essay)	2x50 minutes Lecturing, Practice and Exercise		Written and Spoken text	
5	Having the ability to determine the text types and proposition of the text	Students can create a certain text type and judge the proposition of a particular text	Task (Essay)	2x50 minutes Lecturing, Practice and Exercise		Genre, types and propositional analysis	
6	Having ability to mention the language functions	Students are able to differentiate the linguistics features used in a particular function of language	Q & A	Lecturing		Metafunctions of Language	
7	Having ability to categorize the linguistics aspects showing the field of texts	Students are to use the linguistics aspects indicating the field of the texts	Essay, Q&A	2x50 minutes Lecturing, Practice and Exercise		Experiential function (Field)	
8	UTS						
9	Having ability to categorize the linguistics aspects	Students are to use the linguistics aspects indicating the tenor of the texts	Essay, Q&A	2x50 minutes Lecturing, Practice and Exercise		Interpersonal Function (Tenor)	

	showing the tenor of texts						
10	Having ability to categorize the linguistics aspects showing the mode of texts	Students are to determine the point of information of the texts	Essay, Q&A	2x50 minutes Lecturing, Practice and Exercise		Textual function (mode)	
11-12	Students have the ability to figure out the element of speaking in a text	Students are able to judge the message of certain speech events	Essay, Q&A	4x50 minutes Lecturing, Practice and Exercise, Q & A		Speaking Theory (Dell Hymes Theory)	
13	Students have the ability to distinguish the elements of each structure level of the texts	Students are able to determine the structure level of the text	Essay, Q&A	2x50 minutes Lecturing, Practice and Exercise, Q & A		Macro, messo and Micro structure of the text (Van Djick Theory)	
14	Having the ability to mention the principles of conversation considering the politeness level	Students are able to determine the level of politeness in conversation or an utterance	Q&A	2x50 minutes Lecturing, presentation		Cooperation Principles and Politeness	

15	Students have the ability to relate discourse analysis in English Language teaching	Students are able to implement the theory of discourse analysis in ELT (paper)	paper	2x50 minutes Lecturing, presentation		Discourse and Language Teaching	
16	UAS						