	Universitas Negeri Surabaya **Faculty of Languages and Arts** **English Language Education Undergraduate Study Program**	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Psycholinguistics		8820302175		**T=2**	**P=0**	**ECTS=3.18**	8	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course is the basics to understand the ability of the psycholinguistics management materials well, then students can apply it in linguistics and literature. The main contents of this course include the theory of language acts, the act of language from the speaker's point of view, the act of language from the listener's point of view, the relevance of the language with language learning, language and phonology, language and morphology, psycholinguistic development, First language acquisition: child social development, second language acquisition: equality acquisition hypothesis, second language acquisition: contrastive hypothesis, behaviorism and cognitivism in language acquisition, skills: code transfer and code capability

References	**Main :**
	1. Steinberg, Dany D. 1993. An Introduction to Psycholinguistics. London and New York: Longman Group UK Limited. 2. Traxler, Matthew J and Morton Ann Gernsbacher. 2006. Handbook of Psycholinguistics . USA: Elsevier. 3. Aitchison, Jean. 2011. The Articulate Mammal . London and New York: Routledge Press.
	Supporters:

Supporting lecturer	Dr. Oikurema Purwati, M.A., M.AppL. Rahayu Kuswardani, S.Pd., M.AppL.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

No							
1	Knowing the whole process of teaching-learning for the subject		**Criteria:** - The score for each assignment is given based on the criteria depicted by the Written Composition Profile adapted from the work of Jacobs, et.al (1992) - General guide for scoring Criteria: 85 - 100 (A) 80 - 84 (A-) 75 - 79 (B) 70 - 74 (B) 65 - 69 (B-) 60 - 64 (C) 55 - 59 (C) 40 - 49 (D) <40 (E	lectures and discussions 2 X 50			0%
2	Able to describe the scope of psycholinguistics	1.to be able to define the meaning of psycholinguistics 2.to be able to describe the history of psycholinguistics 3.to be able to categorize parts of psycholingusitcs discussion		Lecturing Discussion asking-answering questions 2 X 50			0%
3							0%
4							0%
5							0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes
1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.

3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.