



Universitas Negeri Surabaya
Faculty of Languages and Arts
English Literature Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Psycholinguistics	7920202171	Study Program Elective Courses	T=2 P=0 ECTS=3.18	5	May 14, 2023
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator	
		Adam Damanhuri, S.S., M.Hum.	Dr. Ali Mustofa, S.S., M.Pd.	

Learning model	Case Studies																																																																																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																				
	PLO-5 Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement																																																																																																				
	PLO-6 Being able to create sound academic or non-academic works for various audiences and purposes																																																																																																				
	PLO-8 Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa																																																																																																				
	PLO-10 Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.																																																																																																				
	Program Objectives (PO)																																																																																																				
	PO - 1 being able to understand explain the interdisciplinary nature of psycholinguistics and its relation to linguistics, psychology, and cognitive science																																																																																																				
	PO - 2 being able to analyze the cognitive processes involved in language comprehension																																																																																																				
	PO - 3 being able to examine theories of language development in children																																																																																																				
	PO - 4 being able to evaluate recent research findings and advances in psycholinguistics																																																																																																				
	PLO-PO Matrix																																																																																																				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-6</td> <td>PLO-8</td> <td>PLO-10</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	P.O	PLO-5	PLO-6	PLO-8	PLO-10	PO-1					PO-2					PO-3					PO-4																																																																															
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																					
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Short Course Description This course provides an introduction to Psycholinguistics. Psycholinguistics is the field that studies the information processing mechanisms that govern the use of language in comprehension and production, acquisition, and representation. This course also presents historical knowledge of psycholinguistics, biological functions of language, language and cognition, language perception, production and development, which includes first-language acquisition, and second-language learning. Purposes of this course are, 1). to understand current theories of human language use, 2). to understand many of the current methodologies used to study language, and 3). to understand how language processing relates to other fields of psychology.

References **Main :**

1. Warren, Paul. 2013. *Introducing Psycholinguistics*. Cambridge University Press.
2. Menn, Lise. 2017. *Psycholinguistics, Introduction and Applications*. Plural Publishing.
3. Traxler, Matthew J and Morton Ann Gernsbacher. 2006. *Handbook of Psycholinguistics*. University of Wisconsin, Madison, USA.
4. Aitchison, Jean. 2011. *An Introduction to Psycholinguistics, The Articulate Mammal*. Routledge, London and New York.

	Supporters:						
Supporting lecturer	Prof. Slamet Setiawan, M.A., Ph.D. Adam Damanhuri, S.S., M.Hum.						
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)
1	to understand the basic concepts of psycholinguistics	<ol style="list-style-type: none"> The students are able to explain the definition and areas of psycholinguistics to distinguish between psycholinguistics and other linguistic fields to map how do psycholinguists do psycholinguistics 	<p>Criteria: to summarize the description, rules, and output of the course</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Discussion and QA 2 X 50		<p>Material: Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.</p> <p>References:</p>	3%
2	To understand basic Linguistics: How to describe language use and language knowledge	<ol style="list-style-type: none"> The students are able to:to explain the terminology of strategies for learning language about language, to divide and conquer levels of spoken language, to map meaningful units of languages 	<p>Criteria: Score is based on the number of discussion comprehension and the correct answers of Q & A</p> <p>Form of Assessment : Participatory Activities</p>	Discussion and Q&A 2 X 50		<p>Material: Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.</p> <p>References:</p>	4%
3	The understanding about brain and language	<ol style="list-style-type: none"> To explain a quick history about brain, To explain the information process in the human brain, To explain about brains structural and functional connectivity for language, To explain about Top-down and bottom-up processing of language networks in humans 	<p>Criteria: Score is based on the number of discussion comprehension and the correct answers of Q & A</p> <p>Form of Assessment : Participatory Activities</p>	Discussion and Q&A 2 X 50		<p>Material: Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.</p> <p>References:</p>	4%
4	To understand normal speech errors and how they occur from idea to word	<ol style="list-style-type: none"> To distinguish between normal and abnormal, To explain the basic processes of language production, To explain what to put into words and what to focus on the message level, To explain the functional levels in language production 	<p>Criteria: Score is based on the number of discussion comprehension and the correct answers of Q & A</p> <p>Form of Assessment : Participatory Activities</p>	Discussion and Q&A of case study 2 X 50		<p>Material: Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.</p> <p>References:</p>	4%

5	To understand normal speech errors and how they happen, saying words and sounds in the right order	<ol style="list-style-type: none"> 1.To explain high-speed grammar, 2.To map words into the right (and wrong) order of speech, 3.To distinguish between errors in word-making and word sounds, 4.To explain about multiple-source errors versus self-monitoring 5.To explain sentence production, from ideas to articulation 	<p>Criteria: Score is based on the number of discussion comprehension and the correct answers of Q & A</p> <p>Form of Assessment : Participatory Activities</p>	Discussion of cases and Q&A 2 X 50		<p>Material: Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.</p> <p>References:</p>	3%
6	To understand Normal language production and comprehension, as an experimental method in psycholinguistics and neurolinguistics	<ol style="list-style-type: none"> 1.To explain why do people do them and how do people come up with ideas for them, 2.To analyze psycholinguistics experiments of ideas, 3.To analyze memory experiments, 4.To analyze language production experiments, and 5.To analyze language comprehension experiments 	<p>Criteria: Score is based on the number of discussion comprehension and the correct answers of Q & A</p> <p>Form of Assessment : Participatory Activities</p>	Discussion of cases by video and Q&A 2 X 50		<p>Material: Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.</p> <p>References:</p>	3%
7	To Understand aphasic speech and communication, the psycholinguistics of adult acquired language disorder	<ol style="list-style-type: none"> 1.To explain why there is a high cost for being slow and sounding weird, 2.To explain about aphasia, 3.To explain aphasic language production, 	<p>Criteria: Score is based on the number of discussion comprehension and the correct answers of Q & A</p> <p>Form of Assessment : Participatory Activities</p>	Discussion of the case by video and Q&A 2 X 50		<p>Material: Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.</p> <p>References:</p>	3%
8	To Evaluate previous psycholinguistics topics in written tests, and develop them through the case in the field.	Some correct framework of theory and critical thinking of objects discussed	<p>Criteria: The score is based on the number of correct answers of Q & A</p> <p>Form of Assessment : Test</p>	Written description for Midterm 2 X 50		<p>Material: Samovar, LA, Porter, RE, McDaniel, ER, & Roy, CS (2019). Communication between cultures (9th ed.). Cengage Learning.</p> <p>References:</p> <hr/> <p>Material: Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.</p> <p>References:</p>	20%
9	Evaluate the role of nature (innate abilities) and nurture (environment) in language acquisition	to demonstrate the effectiveness of stimulus to the language acquisition of early age children	<p>Criteria: able to explain and give an example of the effectiveness of stimulus to the language acquisition of early age children</p> <p>Form of Assessment : Participatory Activities</p>	presentations, discussions		<p>Material: Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.</p> <p>References:</p>	3%

10	Identify common language disorders (eg, aphasia, dyslexia) and their causes	to Identify common language disorders (eg, aphasia, dyslexia) and their causes	<p>Criteria: to identify, give examples, explain common language disorders</p> <p>Form of Assessment : Participatory Activities</p>	presentations, discussions		<p>Material: Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.</p> <p>References: <i>Menn, Lise. 2017. Psycholinguistics, Introduction and Applications. Plural Publishing.</i></p>	4%
11	Discuss assessment and intervention strategies for individuals with language disorders	able to demonstrate children with developmental language disorders beyond English	<p>Criteria: able to demonstrate children with developmental language disorders beyond English</p> <p>Form of Assessment : Participatory Activities</p>	presentations, discussions		<p>Material: Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.</p> <p>References: <i>Traxler, Matthew J and Morton Ann Gernsbacher. 2006. Handbook of Psycholinguistics. University of Wisconsin, Madison, USA.</i></p>	4%
12	Apply psycholinguistic principles to real-world scenarios, such as language teaching, machine translation, and speech recognition	able to evaluate applying psycholinguistic principles to real-world scenarios, such as language teaching, machine translation, and speech recognition	<p>Criteria: able to demonstrate applying psycholinguistic principles to real-world scenarios, such as language teaching, machine translation, and speech recognition</p> <p>Form of Assessment : Participatory Activities</p>	presentations, discussions		<p>Material: Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.</p> <p>Reference: <i>Aitchison, Jean. 2011. An Introduction to Psycholinguistics, The Articulate Mammal. Routledge, London and New York.</i></p>	3%
13	Develop critical thinking and analytical skills through the evaluation of psycholinguistic research	able to explain the development of critical thinking and analytical skills through the evaluation of psycholinguistic research	<p>Criteria: able to reflect the development of critical thinking and analytical skills through the evaluation of psycholinguistic research</p> <p>Form of Assessment : Participatory Activities</p>	presentations, discussions		<p>Material: Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.</p> <p>Reference: <i>Warren, Paul. 2013. Introducing Psycholinguistics. Cambridge University Press.</i></p>	4%
14	Enhance written and oral communication skills through class discussions, presentations, and assignments	to demonstrate how to enhance written and oral communication skills through class discussions, presentations, and assignments	<p>Criteria: to demonstrate how to enhance written and oral communication skills through class discussions, presentations, and assignments</p> <p>Form of Assessment : Participatory Activities</p>	presentations, discussions		<p>Material: Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.</p> <p>Reference: <i>Aitchison, Jean. 2011. An Introduction to Psycholinguistics, The Articulate Mammal. Routledge, London and New York.</i></p>	4%

15	Gain a deeper appreciation for the complexity of human language and its cognitive underpinnings	to demonstrate the appreciation for the complexity of human language	Criteria: to demonstrate the appreciation for the complexity of human language Form of Assessment : Participatory Activities	presentations, discussions		Material: Aitchison, J. (2012). <i>Words in the mind: An introduction to the mental lexicon</i> . Wiley-Blackwell. References: <i>Traxler, Matthew J and Morton Ann Gernsbacher. 2006. Handbook of Psycholinguistics. University of Wisconsin, Madison, USA.</i>	4%
16	To Evaluate previous psycholinguistics topics in written tests, and develop them through the case in the field.	Some correct framework of theory and critical thinking of objects discussed	Criteria: The score is based on the number of correct answers of Q & A Form of Assessment : Test	written test of final exam		Material: Aitchison, J. (2012). <i>Words in the mind: An introduction to the mental lexicon</i> . Wiley-Blackwell. References:	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	48.5%
2.	Portfolio Assessment	1.5%
3.	Test	50%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.