



**Universitas Negeri Surabaya
Faculty of Languages and Arts,
Indonesian Literature Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Psycholinguistics	7920102104	Study Program Elective Courses	T=2	P=0	ECTS=3.18	4	July 16, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Agusniar Dian Savitri; Dr. Dianita Indrawati		Prof. Dr. Kisyani Laksono, M.Hum.			Drs. Parmin, M.Hum.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																		
	PLO-6	Mastering the basic knowledge to be creative in the field of Indonesian language and literature; as well as research methods in Indonesian language and literature																																																	
	PLO-14	Able to document, store, secure and recover data to ensure validity and prevent plagiarism, as well as compiling descriptions of scientific study results in the form of a thesis, and uploading them on the Unesa page																																																	
	Program Objectives (PO)																																																		
	PO - 1	Students are able to understand the basics of language skills, the process of children's language acquisition, language disorders, and the relationship between psycholinguistics and language learning through class meetings and field observations to produce research products.																																																	
	PLO-PO Matrix																																																		
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PO Matrix at the end of each learning stage (Sub-PO)																																																			
<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>		P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																			
PO-1																																																			

Short Course Description	Developing mastery of the basics of language skills, the process of children's language acquisition, language disorders, and the relationship between psycholinguistics and language learning through class meetings and field observations to produce research products to be presented in class discussions and exhibitions/department work as well as alternative reference sources for research furthermore.
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Aitchison, Jane. 1984. <i>The Articulate Mammal: An Introduction to Psycholinguistics</i>. London: Hutchison. 2. Ardiana, Leo Idra dan Syamsul Sodiq. 2003. <i>Psikolinuistik</i>. Jakarta: Universitas Terbuka. 3. Dardjowidjojo, Soenjono. 2000. <i>Echa; Kisah Pemerolehan Bahasa</i>. Jakarta: Gramedia Widayarsana Indonesia. 4. Dardjowidjojo, Soenjono. 2003. <i>Psikolinguistik</i>. Jakarta: Yayasan Obor Indonesia. 5. Ellis, Rod. 1990. <i>Instructed Second Language Acquisition</i>. Oxford: Oxford University Press. 6. Ellis, Rod. 1985. <i>Undertsanding Second Language Acquisition</i>. Oxford: Oxford University Press. 7. Garman, Michael. 1994. <i>Psycholinguistics</i>. Cambridge: Cambridge University Press. 8. Grene, Judith. 1974. <i>Psycholinguistics: Chomsky and Psychology</i>. Ontario: Penguin Books Ltd. 9. Klein, Wolfgang. 1986. <i>Second Language Acquisition</i>. Cambridge: Cambridge University Press. 10. Krashen, Stephen D. 1981. <i>Second Language Acquisition and second Language Learning</i>. Oxford: Pergamon Press. 11. Lambert, Wallace e. 1972. <i>Language, Psychology, and Culture</i>. Stanford: Stanford University Press. 12. Malley, J. Michael & Anna Uhl Chamot. 1990. <i>Learning Strategies in Second Language Acquisition</i>.: Cambridge University Press. 13. Simanjuntak, Pangantar. 1987. <i>Pengantar Psikolinguistik Modern</i>. Kuala Lumpur: Dewan Bahasa dan Pustaka Kementerian Pelajaran Malaysia. 14. Subyakto, Sri Utari. 1992. <i>Psikolinguistik: Suatu Pengantar</i>. Jakarta: PT Gramedia.
	<p>Supporters:</p> <ol style="list-style-type: none"> 1. Beberapa artikel dan penelitian dengan topik psikolinguistik

Supporting lecturer		Dr. Dianita Indrawati, 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	Understanding the Definition of Psycholinguistics and the History of Its Development Applying the basics of the Definition of Psycholinguistics and the History of Its Development	Explain the meaning of Psycholinguistics and the history of its development	Criteria: 1.1. Explain the nature of language (score 30) 2.2. Explain the relationship between linguistics and psychology (score 30) 3.3. Explain the two schools that influenced the development of Psycholinguistics (score 40) Form of Assessment : Participatory Activities	Discussion 2 X 50		Material: understanding psycholinguistics Reader: <i>Dardjowidjojo, Soenjono. 2003. Psycholinguistics. Jakarta: Indonesian Obor Foundation.</i>	5%
2	Understanding the relationship between language and thought Applying the basics of the relationship between language and thought	Explain the relationship between language and thought	Criteria: 1.Explain one theory that explains the relationship between language and thought (score 60) 2.Explain one theory that explains the relationship between language and thought, for example (score 100)	Discussion 2 X 50			0%
3	1. Utilizing science and technology as a tool related to discussing the biological and neurological foundations of language 2. Applying the basics of the biological and neurological foundations of language 3. Making strategic decisions based on the biological and neurological foundations of language to analyze problems in Psycholinguistics related to the language process	1. Explain the biological and neurological basis of language 2. Utilize the internet to search for sources of information related to the biological and neurological basis of language 3. Analyze problems related to the biological and neurological basis of language	Criteria: Explain the flow of the human biological basis for speaking coherently and clearly	Discussion 2 X 50			0%
4	1. Utilizing science and technology as a tool related to discussing the biological and neurological foundations of language 2. Applying the basics of the biological and neurological foundations of language 3. Making strategic decisions based on the biological and neurological foundations of language to analyze problems in Psycholinguistics related to the language process	1. Explain the biological and neurological basis of language 2. Utilize the internet to search for sources of information related to the biological and neurological basis of language 3. Analyze problems related to the biological and neurological basis of language	Criteria: Explains in a coherent and clear way the flow of the human neurological basis for language	Discussion 2 X 50			0%

5	1. Utilizing science and technology as a tool to help solve problems in Psycholinguistics related to receptive and productive language processes 2. Applying the basics of language processes 3. Making strategic decisions based on the basics of language processes to analyze problems in related Psycholinguistics	1. Explain the nature of language and the language process: receptive and productive 2. Utilize the internet to find sources of information related to the language process 3. Analyze problems related to the language process	Criteria: Explain the productive language process	Discussion and performance assessment 2 X 50			0%
6	1. Utilizing science and technology as a tool to help solve problems in Psycholinguistics related to receptive and productive language processes 2. Applying the basics of language processes 3. Making strategic decisions based on the basics of language processes to analyze problems in related Psycholinguistics	1. Explain the nature of language and the language process: receptive and productive 2. Utilize the internet to find sources of information related to the language process 3. Analyze problems related to the language process	Criteria: Explain and describe in detail the receptive language process	Discussion and Work Assessment 2 X 50			0%
7	1. Utilizing science and technology as a tool to help understand the first language and its acquisition stages 2. Mastering the concepts of first language and first language acquisition 3. Making strategic decisions based on the basics of language acquisition to analyze problems in first language acquisition	Understand and explain the Stages of First Language Acquisition	Criteria: Identify and describe cases in children's first language acquisition	Performance and Product Assessment 2 X 50			0%
8	1. Utilizing science and technology as a tool to help understand the first material up to the material before the UTS 2. Mastering the concepts in the first material up to the material before the UTS 3. Making strategic decisions based on the basics of language acquisition to analyze problems in first language acquisition	Understand and explain the first material up to the material before UTS	Criteria: UTS assessment criteria	Performance and Product Assessment 2 X 50			0%
9	1. Utilizing science and technology as a tool to help understand the first language and its acquisition stages 2. Mastering the concepts of first language and first language acquisition 3. Making strategic decisions based on the basics of language acquisition to analyze problems in first language acquisition	Understand and explain the Stages of First Language Acquisition	Criteria: identify and analyze cases of first language acquisition in children well and logically	Performance and Product Assessment 2 X 50			0%

10	1. Utilizing science and technology as a tool to help understand second languages and second language acquisition 2. Mastering second language concepts, factors that influence second language acquisition, and acquisition strategies 3. Able to be responsible for the results of discussions about second language acquisition	Understand and explain Second Language Acquisition	Criteria: case report of second language acquisition in logical and systematic children	Discussion 2 X 50			0%
11	1. Utilizing science and technology as a tool to help understand second languages and second language acquisition 2. Mastering second language concepts, factors that influence second language acquisition, and acquisition strategies 3. Able to be responsible for the results of discussions about second language acquisition	Understand and explain Second Language Acquisition	Criteria: case reports of second language acquisition in children are arranged systematically and logically	Discussion 2 X 50			0%
12	1. Understand language disorders 2. Master the concept of language disorders and its types 3. Able to be responsible for simple research reports related to language disorders	Understanding and explaining language disorders (Language disorders)	Criteria: A small book containing an example of language disorders accompanied by theoretical analysis and interesting illustrations	Product assessment 2 X 50			0%
13	1. Understand language disorders 2. Master the concept of language disorders and its types 3. Able to be responsible for simple research reports related to language disorders	Understand and explain language disorders	Criteria: Report cases of language disorders due to language disorders well, systematically and logically	Product assessment 2 X 50			0%
14	1. Understand language disorders 2. Master the concept of language disorders and its types 3. Able to be responsible for simple research reports related to language disorders	Understanding and explaining language disorders (Speech disorders)	Criteria: Analyze cases of language disorders due to speech disorders caused by other groups properly and discuss them until finding a way to solve the problem	Group Discussion 2 X 50			0%
15	1. Utilizing science and technology as a tool to help understand language learning theory and combining it with language acquisition 2. Mastering the concept of language learning, factors that influence language learning and differentiating it from language acquisition 3. Able to be responsible for the results of discussions about language learning	Understand and explain language learning theory	Criteria: Explain precisely the difference between language learning and language acquisition from a psycholinguistic point of view	Discussion 2 X 50			0%
16	Master all the concepts and theories in the material from the first meeting to the 15th meeting	Understand all the material from the first meeting to the 15th meeting	Criteria: Able to do UAS questions well	Test 2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	5%
		5%

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.