



**Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																									
Cognition and Emotion	7320102019		T=2	P=0	ECTS=3.18	1	July 18, 2024																																									
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																										
				Yohana Wuri Satwika, S.Psi., M.Psi.																																										
Learning model	Case Studies																																															
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		P.O																																														
	PO Matrix at the end of each learning stage (Sub-PO)																																															
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																
Short Course Description	This course examines definitions, basic concepts in the process of cognition and emotion, theories of cognition and emotion, as well as the mental processes that underlie them.																																															
References	Main :																																															
	<ol style="list-style-type: none"> 1. King, L.A. 2017. The science of psychology: an appreciative view 4th ed. New York: McGraw-Hill 2. Solso, R.L., Maclin, O.H., Maclin, M.K. 2013. Cognitive Psychology 8th ed. Harlow: Pearson Education Limited 3. De Houwer, J., Hermans, D. 2010. Cognition and Emotion: Reviews of current research and theories. Hove and New York: Psychology Press 																																															
	Supporters:																																															
Supporting lecturer	Siti Ina Savira, S.Psi., M.EdCp.																																															
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	Understand the concepts of cognition, cognition, methods and research in cognitive psychology	Can explain the concepts of cognition, cognition, methods, and research in cognitive psychology	Criteria: Can explain the concepts of cognition, cognition, methods, and research in cognitive psychology	Small group discussion, Case study, Contextual instruction 2 X 50			0%																																									

2	Understand the concepts of cognition, cognition, methods and research in cognitive psychology	Can explain the concepts of cognition, cognition, methods, and research in cognitive psychology	Criteria: Can explain the concepts of cognition, cognition, methods, and research in cognitive psychology	Small group discussion, Case study, Contextual instruction 2 X 50			0%
3	Understand the concepts of sensation, perception and attention and the processes that influence them	Can explain the concepts of sensation, perception, and attention as well as the processes that influence them	Criteria: Can explain the concepts of sensation, perception, and attention as well as the processes that influence them	Contextual instruction Small group discussion case study 2 X 50			0%
4	Understanding memory models and short-term memory	1.Can explain memory models 2.Explain about and short term memory	Criteria: Can explain memory models. Explain about short-term memory	Contextual instruction Small group discussion 2 X 50			0%
5	Understand memory theories and long-term memory	Can explain memory theories and long-term memory	Criteria: Can explain memory theories and long-term memory	Contextual instruction Small group discussion 2 X 50			0%
6	Understand the process of forgetting and remembering	Can explain the process of forgetting and remembering	Criteria: Can explain the process of forgetting and remembering	contextual learning small group discussion 2 X 50			0%
7	Material review	Get the material that was discussed at meetings 1-6	Criteria: Get the material that was discussed at meetings 1-6	Test 2 X 50			0%
8	UTS	Can answer UTS questions	Criteria: Can answer UTS questions	Written test 2 X 50			0%
9	Understand the mental processes underlying thought processes and consciousness	1.Can explain the definition of thinking Can state the framework of consciousness 2.Can explain the definition of consciousness 3.Can explain the relationship between thinking and attention and consciousness	Criteria: Can explain the definition of thinking Can state the framework of consciousness Can explain the definition of consciousness Can explain the relationship between thinking and attention and consciousness	Contextual instruction Discussion 2 X 50			0%
10	Understand the components of language formation and the underlying cognitive processes	1.Can name language components and explain them 2.Can explain the cognitive mechanisms of language formation	Criteria: Can name language components and explain them Can explain the cognitive mechanisms of language formation	Contextual instruction Small group discussion 2 X 50			0%

11	Understanding the development of cognition across the life span	<ol style="list-style-type: none"> 1.Can explain cognitive development 2.Can explain the development of the nervous system 3.Can explain the development of cognitive abilities 4.Can explain cognition and aging 	Criteria: Can explain about cognitive development Can explain about the development of the nervous system Can explain about the development of cognitive abilities Can explain about cognition and aging	Contextual instruction Small group discussion 2 X 50			0%
12	Understand the mental processes underlying problem solving, creativity, and human intelligence	<ol style="list-style-type: none"> 1.Can explain the problem solving process and the underlying mental processes 2.Can explain the concept of creativity and the mental processes that underlie it 3.Can explain the concept of intelligence and the mental processes that underlie it 	Criteria: Can explain the problem solving process and the mental processes that underlie it Can explain the concept of creativity and the mental processes that underlie it Can explain the concept of intelligence and the mental processes that underlie it	Contextual instruction Small group discussion 2 X 50			0%
13	Understand the mental processes underlying concept formation, logic, and decision making	<ol style="list-style-type: none"> 1.Can explain the formation of concepts and the underlying mental processes 2.Can explain the underlying logic and mental processes 3.Can explain decision making and the mental processes underlying it 	Criteria: Can explain the formation of concepts and the mental processes that underlie them Can explain the logic and mental processes that underlie them Can explain decision making and the mental processes that underlie them	Contextual instruction small group discussion 2 X 50			0%
14	Understand the definition, components and functions of emotions. Understand emotional theories and their relationship to cognitive processes	<ol style="list-style-type: none"> 1.Can explain the definition, components and functions of emotions 2.Can explain emotional theories and their relationship to cognitive processes 	Criteria: Can explain the definition, components and functions of emotions. Can explain emotional theories and their relationship to cognitive processes	Contextual instruction small group discussion 2 X 50			0%
15	Understand the relationship between affect, memory, and cognition and their influence on social behavior and decision making	Can explain the relationship between affect, memory, and cognition and their influence on social behavior	Criteria: Can explain the relationship between affect, memory, and cognition and their influence on social behavior	Contextual instruction small group discussion case studies 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
----	------------	------------

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.