



Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Chinese Language Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																													
Psycholinguistics	8820802092		T=2 P=0 ECTS=3.18	3	July 16, 2024																																																													
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																																														
		Hans Yosef Tandra Dasion, B.Ed., M.TCFL.	Muhammad Farhan Masrur, S.Pd., M.TCFL	Miftachul Amri, M.Pd., M.Ed., Ph.D.																																																														
Learning model	Case Studies																																																																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																	
	PLO-8	Able to speak and write (productively) in Mandarin in daily/general, academic and work contexts equivalent to HSK 4 and HSKK Intermediate																																																																
	Program Objectives (PO)																																																																	
	PO - 1	Able to carry out planning, implementation and evaluation in Mandarin language learning, Mandarin language science, education science and research science that are oriented towards process standards using science and technology-based learning resources and Chinese language learning media.																																																																
	PLO-PO Matrix																																																																	
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="4" style="padding: 5px;">PLO-8</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td colspan="4" style="padding: 5px;"></td> </tr> </table>				P.O	PLO-8				PO-1																																																							
P.O	PLO-8																																																																	
PO-1																																																																		
PO Matrix at the end of each learning stage (Sub-PO)																																																																		
	<table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></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	Study of the nature of psycholinguistics, its history and scope, the biological and neurological foundations of language, speech perception and production, first/second/third language acquisition, language disorders, and the relationship between psycholinguistics and language learning, as well as psycholinguistic research through face-to-face activities, training, structured assignments, independent study, and simulations to produce articles/papers to be presented in class discussions and exhibitions/prodi work exhibitions.																																																																	
References	Main :																																																																	
	1. Chaer, Abdul. 2003. Psikolinguistik: Kajian Teoretik . Jakarta: Rineka Cipta. 2. Dardjowidjojo, Soenjono. 2003. Psikolinguistik: Pengantar Pemahaman Bahasa Manusia . Jakarta: Yayasan Obor Indonesia 3. Traxler, Matthew J. and Morton A. Gernsbacher (Eds). 2006. Handbook of Psycholinguistics. 2nd Edition. London: Elsevier.																																																																	
	Supporters:																																																																	
Supporting lecturer	Dr. Mintowati, M.Pd. Hans Yosef Tandra Dasion, B.Ed., M.TCFL.																																																																	
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 nature of psycholinguistics, its history and scope. Utilize science and technology as a tool to help solve problems related to the relationship between language and the biological basis of language	Explain the nature of psycholinguistics, history and scope. Utilize the internet to discuss the relationship between language and the biological basis of language.	<p>Criteria: The answers are in accordance with the material that has been studied</p> <p>Form of Assessment : Participatory Activities</p>	Lectures and questions and answersDiscussions and presentations 4 X 50		<p>Material: Understanding the nature of psycholinguistics, its history and scope. Utilizing science and technology as a tool to help solve problems related to the relationship between language and the biological basis of language.</p> <p>Reference: <i>Chaer, Abdul. 2003. Psycholinguistics: A Theoretical Study. Jakarta: Rineka Cipta.</i></p>	5%
2	Understand the nature of psycholinguistics, its history and scope. Utilize science and technology as a tool to help solve problems related to the relationship between language and the biological basis of language	Explain the nature of psycholinguistics, history and scope. Utilize the internet to discuss the relationship between language and the biological basis of language.	<p>Criteria: The answers are in accordance with the material that has been studied</p> <p>Form of Assessment : Practice / Performance</p>	Lectures and questions and answersDiscussions and presentations 4 X 50		<p>Material: Understanding the nature of psycholinguistics, its history and scope. Utilizing science and technology as a tool to help solve problems related to the relationship between language and the biological basis of language.</p> <p>Reference: <i>Chaer, Abdul. 2003. Psycholinguistics: A Theoretical Study. Jakarta: Rineka Cipta.</i></p>	5%
3	Mastering the concept of comprehension Mastering the concept of language production Utilizing science and technology to obtain articles about language comprehension and production	Explaining the concept of comprehension Analyzing the concept of production Discussing articles about comprehension and production	<p>Criteria: complete coverage, content, clear</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion and presentation 4 X 50		<p>Material: Understanding the nature of psycholinguistics, its history and scope. Utilizing science and technology as a tool to help solve problems related to the relationship between language and the biological basis of language.</p> <p>Reference: <i>Chaer, Abdul. 2003. Psycholinguistics: A Theoretical Study. Jakarta: Rineka Cipta.</i></p>	5%
4	Mastering the concept of comprehension Mastering the concept of language production Utilizing science and technology to obtain articles about language comprehension and production	Explaining the concept of comprehension Analyzing the concept of production Discussing articles about comprehension and production	<p>Criteria: complete coverage, content, clear</p> <p>Form of Assessment : Portfolio Assessment</p>	Discussion and presentation 4 X 50		<p>Material: Understanding the nature of psycholinguistics, its history and scope. Utilizing science and technology as a tool to help solve problems related to the relationship between language and the biological basis of language.</p> <p>Reader: <i>Dardjowidjojo, Soenjono. 2003. Psycholinguistics: An Introduction to Understanding Human Language. Jakarta: Indonesian Obor Foundation</i></p>	5%

5	Discusses the concept of first/second/third language acquisition and learning. Utilizes science and technology to search for data about the acquisition/learning of Mandarin as a first/second/third language	Explaining the concept of first language acquisition Discussing the concept of second/third language learning Analyzing data on the acquisition of Mandarin as a first/second/third language	Criteria: accuracy, accuracy, and systematicity of data analysis tasks. Form of Assessment : Portfolio Assessment	Based on 8 X 50 problem solving		Material: Understanding the nature of psycholinguistics, its history and scope. Utilizing science and technology as a tool to help solve problems related to the relationship between language and the biological basis of language. Reader: <i>Dardjowidjojo, Soenjono. 2003. Psycholinguistics: An Introduction to Understanding Human Language. Jakarta: Indonesian Obor Foundation</i>	5%
6	Discusses the concept of first/second/third language acquisition and learning. Utilizes science and technology to search for data about the acquisition/learning of Mandarin as a first/second/third language	Explaining the concept of first language acquisition Discussing the concept of second/third language learning Analyzing data on the acquisition of Mandarin as a first/second/third language	Criteria: accuracy, accuracy, and systematicity of data analysis tasks. Form of Assessment : Portfolio Assessment	Based on 8 X 50 problem solving		Material: Understanding the nature of psycholinguistics, its history and scope. Utilizing science and technology as a tool to help solve problems related to the relationship between language and the biological basis of language. Reader: <i>Dardjowidjojo, Soenjono. 2003. Psycholinguistics: An Introduction to Understanding Human Language. Jakarta: Indonesian Obor Foundation</i>	5%
7	Discusses the concept of first/second/third language acquisition and learning. Utilizes science and technology to search for data about the acquisition/learning of Mandarin as a first/second/third language	Explaining the concept of first language acquisition Discussing the concept of second/third language learning Analyzing data on the acquisition of Mandarin as a first/second/third language	Criteria: accuracy, accuracy, and systematicity of data analysis tasks. Form of Assessment : Portfolio Assessment	Based on 8 X 50 problem solving		Material: Understanding the nature of psycholinguistics, its history and scope. Utilizing science and technology as a tool to help solve problems related to the relationship between language and the biological basis of language. Reader: <i>Dardjowidjojo, Soenjono. 2003. Psycholinguistics: An Introduction to Understanding Human Language. Jakarta: Indonesian Obor Foundation</i>	5%

8	Discusses the concept of first/second/third language acquisition and learning. Utilizes science and technology to search for data about the acquisition/learning of Mandarin as a first/second/third language	Explaining the concept of first language acquisition Discussing the concept of second/third language learning Analyzing data on the acquisition of Mandarin as a first/second/third language	Criteria: accuracy, accuracy, and systematicity of data analysis tasks. Form of Assessment : Practical Assessment	Discussion and presentation 8 X 50		Material: Understanding the nature of psycholinguistics, its history and scope. Utilizing science and technology as a tool to help solve problems related to the relationship between language and the biological basis of language. Reader: <i>Dardjowidjojo, Soenjono. 2003. Psycholinguistics: An Introduction to Understanding Human Language. Jakarta: Indonesian Obor Foundation</i>	5%
9	Able to do UTS assignments	Able to do UTS assignments	Criteria: accuracy, accuracy, presentation of analysis results Form of Assessment : Project Results Assessment / Product Assessment	Written test 2 X 50		Material: UTS Reader: <i>Dardjowidjojo, Soenjono. 2003. Psycholinguistics: An Introduction to Understanding Human Language. Jakarta: Indonesian Obor Foundation</i>	10%
10	Discussing the nature and types of language disorders. Making strategic decisions based on the results of collecting articles on psycholinguistic research	Mastering the nature and types of language disorders. Collecting articles on psycholinguistic research	Criteria: precise and correct Form of Assessment : Participatory Activities	Discussion and presentation 6 X 50		Material: Understanding the nature of psycholinguistics, its history and scope. Utilizing science and technology as a tool to help solve problems related to the relationship between language and the biological basis of language. Reader: <i>Dardjowidjojo, Soenjono. 2003. Psycholinguistics: An Introduction to Understanding Human Language. Jakarta: Indonesian Obor Foundation</i>	5%
11	Discussing the nature and types of language disorders. Making strategic decisions based on the results of collecting articles on psycholinguistic research	Mastering the nature and types of language disorders. Collecting articles on psycholinguistic research	Criteria: precise and correct Form of Assessment : Participatory Activities	Discussion and presentation 6 X 50		Material: Understanding the nature of psycholinguistics, its history and scope. Utilizing science and technology as a tool to help solve problems related to the relationship between language and the biological basis of language. Reader: <i>Dardjowidjojo, Soenjono. 2003. Psycholinguistics: An Introduction to Understanding Human Language. Jakarta: Indonesian Obor Foundation</i>	5%

12	Discussing the nature and types of language disorders. Making strategic decisions based on the results of collecting articles on psycholinguistic research	Mastering the nature and types of language disorders. Collecting articles on psycholinguistic research	Criteria: precise and correct Form of Assessment : Participatory Activities	Discussion and presentation 6 X 50		Material: Understanding the nature of psycholinguistics, its history and scope. Utilizing science and technology as a tool to help solve problems related to the relationship between language and the biological basis of language. References: <i>Traxler, Matthew J. and Morton A. Gernsbacher (Eds). 2006. Hanbook of Psycholinguistics. 2nd Edition. London: Elsevier.</i>	5%
13	Discussing the nature and types of language disorders. Making strategic decisions based on the results of collecting articles on psycholinguistic research	Mastering the nature and types of language disorders. Collecting articles on psycholinguistic research	Criteria: precise and correct Form of Assessment : Practical Assessment	Discussion and presentation 6 X 50		Material: Understanding the nature of psycholinguistics, its history and scope. Utilizing science and technology as a tool to help solve problems related to the relationship between language and the biological basis of language. References: <i>Traxler, Matthew J. and Morton A. Gernsbacher (Eds). 2006. Hanbook of Psycholinguistics. 2nd Edition. London: Elsevier.</i>	5%
14	Discussing the nature and types of language disorders. Making strategic decisions based on the results of collecting articles on psycholinguistic research	Mastering the nature and types of language disorders. Collecting articles on psycholinguistic research	Criteria: precise and correct Form of Assessment : Portfolio Assessment	Discussion and presentation 6 X 50		Material: Understanding the nature of psycholinguistics, its history and scope. Utilizing science and technology as a tool to help solve problems related to the relationship between language and the biological basis of language. References: <i>Traxler, Matthew J. and Morton A. Gernsbacher (Eds). 2006. Hanbook of Psycholinguistics. 2nd Edition. London: Elsevier.</i>	5%

15	Discussing the nature and types of language disorders. Making strategic decisions based on the results of collecting articles on psycholinguistic research	Mastering the nature and types of language disorders. Collecting articles on psycholinguistic research	Criteria: precise and correct Form of Assessment : Project Results Assessment / Product Assessment	Discussion and presentation 6 X 50		Material: Understanding the nature of psycholinguistics, its history and scope. Utilizing science and technology as a tool to help solve problems related to the relationship between language and the biological basis of language. References: <i>Traxler, Matthew J. and Morton A. Gernsbacher (Eds). 2006. Hanbook of Psycholinguistics. 2nd Edition. London: Elsevier.</i>	5%
16	Discussing the nature and types of language disorders. Making strategic decisions based on the results of collecting articles on psycholinguistic research	Mastering the nature and types of language disorders. Collecting articles on psycholinguistic research	Criteria: precise and correct Form of Assessment : Project Results Assessment / Product Assessment, Test	Discussion and presentation 6 X 50		Material: Understanding the nature of psycholinguistics, its history and scope. Utilizing science and technology as a tool to help solve problems related to the relationship between language and the biological basis of language. References: <i>Traxler, Matthew J. and Morton A. Gernsbacher (Eds). 2006. Hanbook of Psycholinguistics. 2nd Edition. London: Elsevier.</i>	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	30%
3.	Portfolio Assessment	25%
4.	Practical Assessment	10%
5.	Practice / Performance	5%
6.	Test	10%
		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.

