



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 |
|-----------------------|------------|-----------------------------------|---------------|-----|-----------|----------|------------------|
| literature psychology | 8820802093 | Compulsory Study Program Subjects | T=2 | P=0 | ECTS=3.18 | 2 | July 16, 2024 |

| AUTHORIZATION | SP Developer | Course Cluster Coordinator | Study Program Coordinator |
|---------------|--------------|----------------------------|-------------------------------------|
| | | Dr. Anas Ahmadi, M.Pd. | Miftachul Amri, M.Pd., M.Ed., Ph.D. |

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| Learning model | Case Studies |
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| Program Learning Outcomes (PLO) | PLO study program that is charged to the course | |
| | PLO-5 | Able to master basic Mandarin language concepts including pronunciation, vocabulary, grammar, meaning of words and sentences |

| Program Objectives (PO) | |
|-------------------------|--|
| PO - 1 | 5) Able to utilize knowledge of research methodology to design research on language, literature, culture (in the context of Mandarin language learning), and Mandarin language learning |
| PO - 2 | 6) Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities and cultural values in the field of Mandarin language education |
| PO - 3 | 8) Able to study the implications of developing or implementing technological science that pays attention to and applies cultural and humanistic values in Mandarin language education based on scientific rules, procedures and ethics; prepare a scientific description of the results of the study above in the form of a thesis or final assignment report, and upload it on the college website |

| PLO-PO Matrix | | | | | | | | | |
|---------------|--|-----|-------|------|--|------|--|------|--|
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>P.O</th> <th>PLO-5</th> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> </tr> </table> | P.O | PLO-5 | PO-1 | | PO-2 | | PO-3 | |
| P.O | PLO-5 | | | | | | | | |
| PO-1 | | | | | | | | | |
| PO-2 | | | | | | | | | |
| PO-3 | | | | | | | | | |

| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----|------|---|---|---|---|---|---|----|----|----|----|----|----|----|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </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> <tr> <td>PO-2</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> <tr> <td>PO-3</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 | | | | | | | | | | | | | | | | | PO-2 | | | | | | | | | | | | | | | | | PO-3 | | | | | | | | | | | | | | | | |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Short Course Description | Course Description: Study of the nature of literary psychology, literary psychological approaches and their application in preparing research designs for Chinese literary works using a literary psychological approach through face-to-face activities, training, structured assignments, independent study, and simulations to produce articles/papers to be presented in class discussions and exhibitions/titles study program work. |
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| References | Main : |
|------------|--------|

| | | <ol style="list-style-type: none"> 1. Andre Haryana ; Kritik Sastra Sebuah Pengantar ; Gramedia Pustaka Utama Jakarta ; Luxemburg, Jan Van.Pengantar Ilmu Sastra Jakarta: Gramedia. Putu Arya Tirtiwirya; Kritik Sastra Sebuah Antologi; Nusa Indah 19845. 2. Ahmadi, A. (2015) Psikologi Sastra. Surabaya: Unesa Press. 3. Ahmadi, A. (2023). Kritik dan Esai Sastra. Surabaya: delima. 4. Freud, S. (1990). Psychoanalysis. London: Norton. | | | | | |
|----------------------------|--|---|--|---|-------------------|-----------------------------------|-----------------------|
| | | Supporters: | | | | | |
| | | 1. Cash A. (2020). Psychology (3rd ed.). London: John Wiley & Sons. | | | | | |
| Supporting lecturer | | Galih Wibisono, B.A., M.Ed. | | | | | |
| 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 | Students can get to know and understand several definitions and essence of literary psychology | can recognize and understand several definitions and essence of literary psychology | Criteria: Full marks are obtained if you do all the questions correctly Form of Assessment : Participatory Activities | Lectures, questions and answers, assignments 2 X 50 | | | 10% |
| 2 | Students can get to know and understand several definitions and essence of literary psychology | can recognize and understand several definitions and essence of literary psychology | Criteria: Full marks are obtained if you do all the questions correctly Form of Assessment : Participatory Activities | Lectures, questions and answers, assignments 2 X 50 | | | 0% |
| 3 | Students can determine the boundaries of several theories in literary psychology | can establish the boundaries of several theories in literary psychology | Criteria: Full marks are obtained if you do all the questions correctly Form of Assessment : Participatory Activities | Lectures, questions and answers, assignments 2 X 50 | | | 10% |
| 4 | Students can determine the boundaries of several theories in literary psychology | can establish the boundaries of several theories in literary psychology | Criteria: Full marks are obtained if you do all the questions correctly Form of Assessment : Participatory Activities | Lectures, questions and answers, assignments 2 X 50 | | | 0% |
| 5 | Students can determine the boundaries of several theories in literary psychology | can establish the boundaries of several theories in literary psychology | Criteria: Full marks are obtained if you do all the questions correctly | Lectures, questions and answers, assignments 2 X 50 | | | 5% |
| 6 | Students can determine the boundaries of several theories in literary psychology | can establish the boundaries of several theories in literary psychology | Criteria: Full marks are obtained if you do all the questions correctly | Lectures, questions and answers, assignments 2 X 50 | | | 5% |

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|----|---|--|--|--|--|--|-----|
| 7 | Students can determine the boundaries of several theories in literary psychology | can establish the boundaries of several theories in literary psychology | Criteria: Full marks are obtained if you do all the questions correctly Form of Assessment : Participatory Activities | Lectures, questions and answers, assignments 2 X 50 | | | 5% |
| 8 | UTS | UTS | Criteria: UTS Form of Assessment : Participatory Activities | UTS 2 X 50 | | | 20% |
| 9 | Students can prepare research proposals related to the study of literary psychology | Able to make literary research proposals using Literary Psychology studies | Criteria: Full marks are obtained if you do all the questions correctly | questions and answers, group discussion 2 X 50 | | | 0% |
| 10 | Students can prepare research proposals related to the study of literary psychology | Able to make literary research proposals using Literary Psychology studies | Criteria: Full marks are obtained if you do all the questions correctly | questions and answers, group discussion 2 X 50 | | | 0% |
| 11 | Present the results of group assignments | able to make research proposals using psychological studies of literature | Criteria: Full marks are obtained if you do all the questions correctly | discussion 2 X 50 | | | 0% |
| 12 | Present the results of group assignments | able to make research proposals using psychological studies of literature | Criteria: Full marks are obtained if you do all the questions correctly | discussion 2 X 50 | | | 0% |
| 13 | Present the results of group assignments | able to make research proposals using psychological studies of literature | Criteria: Full marks are obtained if you do all the questions correctly | discussion 2 X 50 | | | 0% |
| 14 | Present the results of group assignments | able to make research proposals using psychological studies of literature | Criteria: Full marks are obtained if you do all the questions correctly | discussion 2 X 50 | | | 0% |
| 15 | Present the results of group assignments | able to make research proposals using psychological studies of literature | Criteria: Full marks are obtained if you do all the questions correctly | discussion 2 X 50 | | | 0% |
| 16 | UAS | UAS | Criteria: UAS Form of Assessment : Project Results Assessment / Product Assessment | UAS 2 X 50 | | | 45% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|---|------------|
| 1. | Participatory Activities | 45% |
| 2. | Project Results Assessment / Product Assessment | 45% |
| | | 90% |

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.