

		<b>Universitas Negeri Surabaya</b> <b>Faculty of Education,</b> <b>Special Education Undergraduate Study Program</b>					<b>Document Code</b>																																										
<b>SEMESTER LEARNING PLAN</b>																																																	
<b>Courses</b>		<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																									
Communication System for Deaf Children I		8620203281		T=3	P=0	ECTS=4.77	4	July 18, 2024																																									
<b>AUTHORIZATION</b>		<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																										
		.....		.....			Dr. H. Pamuji, M.Kes.																																										
<b>Learning model</b>	<b>Project Based Learning</b>																																																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																
	<b>Program Objectives (PO)</b>																																																
	<b>PLO-PO Matrix</b>																																																
		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">P.O</div>																																															
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																
	<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	16
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<b>Short Course Description</b>	The communication system course for deaf children is a course that provides understanding and knowledge, as well as experience to students through the study and discussion of the impact of deafness on communication skills, the role and function of language in human life, communication methods (manual, oral and combination methods) development total communication system, total components, speaking, reading speech, finger alphabet signs, and Indonesian language sign system																																																
<b>References</b>	<b>Main :</b>																																																
	<ol style="list-style-type: none"> <li>1. Evans. 1982. Total Communication Structure and Strategy. Washington DC. Gallaudet Colleg press.</li> <li>2. Lany Bunawan. 1996. Sistem Komunikasi Total. Jakarta.: Depdikbud</li> <li>3. Van Uden. 1986. Pengajaran Bahasa Bagi Anak Tunarungu. Jakarta: Depdikbud</li> <li>4. Depdikbud, Kamus Sistem Isyarat Bahasa Indonesia, Jakarta</li> <li>5. Adams, John W., Rohring, Pamela S. 2004. Handbook of Services for the Deaf and the Hard-of-Hearing. London: Elsevier Academic Press</li> </ol>																																																
	<b>Supporters:</b>																																																
<b>Supporting lecturer</b>	Dr. Wagino, M.Pd. Khofidotur Rofiah, S.Pd., M.Pd.																																																
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																										
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																												
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																										

1	Understand the basic concepts of deaf individuals, definition, prevalence, hearing process, measuring hearing function, types of hearing impairment, and the impact of deafness on development	- Explain the basic concepts of deaf individuals - Explain the definition of deafness - Explain the prevalence of deaf individuals - Explain the measurement of hearing function - Explain types of deafness Explain the impact of deafness on development		Discussion 3 X 50			0%
2	Understand the basic concepts of deaf individuals, definition, prevalence, hearing process, measuring hearing function, types of hearing impairment, and the impact of deafness on development	- Explain the basic concepts of deaf individuals - Explain the definition of deafness - Explain the prevalence of deaf individuals - Explain the measurement of hearing function - Explain types of deafness Explain the impact of deafness on development		Discussion 3 X 50			0%
3	Understand the basic concepts of deaf individuals, definition, prevalence, hearing process, measuring hearing function, types of hearing impairment, and the impact of deafness on development	- Explain the basic concepts of deaf individuals - Explain the definition of deafness - Explain the prevalence of deaf individuals - Explain the measurement of hearing function - Explain types of deafness Explain the impact of deafness on development		Discussion 3 X 50			0%
4	Learn about the direct experiences of individuals who grew up deaf	- Knowing the progress of an individual's deafness - Knowing the individual's adjustment process to being deaf - Explaining strategies for dealing with deafness Explaining the role of support services for deaf individuals		Case studies Discussion 3 X 50			0%

5	Understand deaf individuals' language differences and communication issues	- explains gestures, facial expressions, body language - explains types of communication between deaf individuals - explains total communication philosophy - explains Bi-Bi language philosophy explains visual communication		Discussion 3 X 50			0%
6	Understand deaf individuals' language differences and communication issues	- explains gestures, facial expressions, body language - explains types of communication between deaf individuals - explains total communication philosophy - explains Bi-Bi language philosophy explains visual communication		Discussion 3 X 50			0%
7	Understand deaf individuals' language differences and communication issues	- explains gestures, facial expressions, body language - explains types of communication between deaf individuals - explains total communication philosophy - explains Bi-Bi language philosophy explains visual communication		Discussion 3 X 50			0%
8	UTS			3 X 50			0%
9	Understand a comprehensive perspective on deafness	- explain deafness from a medical and audiological perspective - know the deaf community - understand the language of deaf people		3 X 50 Observation Discussion			0%
10	- explain communication devices for deaf individuals - explain hearing aids for deaf individuals - explain cochlear implants explain other devices for deaf individuals	- explain communication devices for deaf individuals - explain hearing aids for deaf individuals - explain cochlear implants explain other devices for deaf individuals		Discussion Practical observation 3 X 50			0%
11	- explain communication devices for deaf individuals - explain hearing aids for deaf individuals - explain cochlear implants explain other devices for deaf individuals	- explain communication devices for deaf individuals - explain hearing aids for deaf individuals - explain cochlear implants explain other devices for deaf individuals		Discussion Practical observation 3 X 50			0%

12	- explain communication devices for deaf individuals - explain hearing aids for deaf individuals - explain cochlear implants explain other devices for deaf individuals	- explain communication devices for deaf individuals - explain hearing aids for deaf individuals - explain cochlear implants explain other devices for deaf individuals		Discussion Practical observation 3 X 50			0%
13	Understand best practices in communicating with deaf individuals	- explains how to organize the environment when communicating - explains how to get attention when communicating - explains strategies for communicating in groups - explains how to communicate in the classroom explains the role of the interpreter for deaf individuals		Discussion 3 X 50			0%
14	Understand best practices in communicating with deaf individuals	- explains how to organize the environment when communicating - explains how to get attention when communicating - explains strategies for communicating in groups - explains how to communicate in the classroom explains the role of the interpreter for deaf individuals		Discussion 3 X 50			0%
15	Knowing the perspectives of professionals regarding alternative communication for deaf individuals	understand research results and professional perspectives on communication for deaf individuals		Discussion 3 X 50			0%
16							0%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
		0%

**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.