



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

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date													
BUILD TALK	8620202351		T=1 P=1 ECTS=3.18	2	July 17, 2024													
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator													
	1) Dr. Wagino, M.Pd.; 2) Dr. Endang Purbaningrum, M.Kes.; 3) Diah Ekasari, M.Pd.		Dr. Wagino, M.Pd.		Dr. H. Pamuji, M.Kes.													
Learning model	Project Based Learning																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																	
	PLO-5	Skilled at working independently, working together in collaborative teams, being responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing																
	Program Objectives (PO)																	
	PO - 1	Can understand speech construction																
	PLO-PO Matrix																	
		P.O	PLO-5															
	PO-1																	
PO Matrix at the end of each learning stage (Sub-PO)																		
	P.O	Week																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
	PO-1																	
Short Course Description	The Speech Development course is a course that provides understanding and knowledge, as well as experience to students through the study and discussion of basic concepts and types of speech disorders, analysis of pronunciation errors, speech disorder management programs, as well as training in planning, implementing, as well as evaluating and reporting programs build talk. Lectures are carried out using a system of presentations, discussions, project assignments and reflection.																	
References	Main :																	
	<ol style="list-style-type: none"> 1. Berry, MF and Eisensen, J. 1986. Speech Disorders. New York: Appleton Inc. 2. Hallahan, DP and Kaufman, JM. 1994. Exceptional Children . London : Prentice Hall, Inc. 3. Kirk, S., Gallagher, JJ, Coleman, MR. 2009. Educating Exceptional Children. New York: Houghton Mifflin Harcourt Publishing Company. 4. Vreede-Varekamp, LC de. 1973. Speech Therapy. Jakarta: Dewan Nasional Kesejahteraan Sosial. 5. Lanier, W. 2010. Speech Disorders. London: Gale Cengage Learning. 6. Tarmansyah. 1995. Bina Bicara . Jakarta 																	
	Supporters:																	
Supporting lecturer	Dr. Endang Purbaningrum, M.Kes. Dr. Wagino, M.Pd. Diah Ekasari, M.Pd.																	
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 theoretical concepts of speech development in general and specifically	Explains the theoretical concept of Conversation Development in general and specifically	<p>Criteria: Explains the theoretical concept of Conversation Development in general and specifically</p> <p>Form of Assessment : Participatory Activities</p>	Lecture Discussion Questions and Answers 3 X 50		<p>Material: Understanding theoretical concepts of speech development in general and specifically</p> <p>References: Vreede-Varekamp, LC de. 1973. <i>Speech Therapy</i>. Jakarta: National Council for Social Welfare.</p>	3%
2	Understand the basic concepts of types of speech disorders	<p>1.Explain the basic concepts of types of speech disorders</p> <p>2.Identify types of speech disorders</p>	<p>Criteria: Explain the basic concepts of types of speech disorders</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	LecturesDiscussionsQuestions and AnswersGiving 2 X 50 Group Presentation Assignments		<p>Material: Understanding theoretical concepts of speech development in general and specifically</p> <p>References: Kirk, S., Gallagher, JJ, Coleman, MR. 2009. <i>Educating Exceptional Children</i>. New York: Houghton Mifflin Harcourt Publishing Company.</p>	2%
3	Understand the basic concepts of types of speech disorders	<p>1.Explain the basic concepts of types of speech disorders</p> <p>2.Identify types of speech disorders</p>	<p>Criteria: Explain the basic concepts of types of speech disorders</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	LecturesDiscussionsQuestions and AnswersGiving 2 X 50 Group Presentation Assignments		<p>Material: Understanding theoretical concepts of speech development in general and specifically</p> <p>References: Kirk, S., Gallagher, JJ, Coleman, MR. 2009. <i>Educating Exceptional Children</i>. New York: Houghton Mifflin Harcourt Publishing Company.</p>	2%
4	Understand pronunciation error analysis	<p>1.Explain the basic concepts of pronunciation error analysis</p> <p>2.Identify types of pronunciation errors</p>	<p>Criteria: Identify types of speech disorders</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	LecturesDiscussionsQuestions and AnswersGiving 2 X 50 Group Presentation Assignments		<p>Material: Understanding theoretical concepts of speech development in general and specifically</p> <p>References: Vreede-Varekamp, LC de. 1973. <i>Speech Therapy</i>. Jakarta: National Council for Social Welfare.</p>	2%

5	Understand pronunciation error analysis	1.Explain the basic concepts of pronunciation error analysis 2.Identify types of pronunciation errors	Criteria: Identify types of speech disorders Form of Assessment : Participatory Activities, Portfolio Assessment	Lecture Discussion Questions and Answers Giving 3 X 50 Group Presentation Assignments		Material: Understanding theoretical concepts of speech development in general and specifically References: <i>Vreede-Varekamp, LC de. 1973. Speech Therapy. Jakarta: National Council for Social Welfare.</i>	2%
6	Understand the basic concepts of speech disorder treatment programs	1.Explain the basic concepts of speech disorder management programs 2.Identify speech disorder treatment program procedures	Criteria: Explain the basic concepts of pronunciation error analysis Form of Assessment : Participatory Activities, Portfolio Assessment	LecturesDiscussionsQuestions and AnswersGiving 2 X 50 Group Presentation Assignments		Material: Understanding theoretical concepts of speech development in general and specifically References: <i>Lanier, W. 2010. Speech Disorders. London: Gale Change Learning.</i>	2%
7	Understand the basic concepts of speech disorder treatment programs	1.Explain the basic concepts of speech disorder management programs 2.Identify speech disorder treatment program procedures	Criteria: Explain the basic concepts of pronunciation error analysis Form of Assessment : Participatory Activities, Portfolio Assessment	LecturesDiscussionsQuestions and AnswersGiving 2 X 50 Group Presentation Assignments		Material: Understanding theoretical concepts of speech development in general and specifically Reader: <i>Tarmansyah. 1995. Building Talk. Jakarta</i>	2%
8	UTS	UTS	Criteria: Score 0 - 100 Form of Assessment : Test	UTS 3 X 50		Material: Material 1-7 References: <i>Kirk, S., Gallagher, JJ, Coleman, MR. 2009. Educating Exceptional Children. New York: Houghton Mifflin Harcourt Publishing Company.</i>	10%
9	Understand and carry out planning of speech development programs	Implement speech development program planning based on 13 principles and procedures in speech development	Criteria: Explain the basic concepts of speech disorder management programs Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	LecturesQuestions and Answers Giving 3 X 50 Project Assignments		Material: Understanding theoretical concepts of speech development in general and specifically References: <i>Kirk, S., Gallagher, JJ, Coleman, MR. 2009. Educating Exceptional Children. New York: Houghton Mifflin Harcourt Publishing Company.</i>	5%

10	Understand and carry out planning of speech development programs	Implement speech development program planning based on 13 principles and procedures in speech development	<p>Criteria: Explain the basic concepts of speech disorder management programs</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	LecturesQuestions and Answers Giving 2 X 50 Project Assignments		<p>Material: Understanding theoretical concepts of speech development in general and specifically Reader: <i>Tarmansyah. 1995. Building Talk. Jakarta</i></p>	5%
11	Understand and carry out a speech development program based on the 13 principles and procedures in speech development	Implementing a speech development program based on 13 principles and procedures in speech development	<p>Criteria: Identify speech disorder treatment program procedures</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	LecturesQuestions and AnswersDiscussionsGiving 2 X 50 Project Assignments		<p>Material: Understanding theoretical concepts of speech development in general and specifically References: <i>Vreede-Varekamp, LC de. 1973. Speech Therapy. Jakarta: National Council for Social Welfare.</i></p>	10%
12	Understand and carry out a speech development program based on the 13 principles and procedures in speech development	Implementing a speech development program based on 13 principles and procedures in speech development	<p>Criteria: Identify speech disorder treatment program procedures</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	LecturesQuestions and AnswersDiscussionsGiving 2 X 50 Project Assignments		<p>Material: Understanding theoretical concepts of speech development in general and specifically References: <i>Kirk, S., Gallagher, JJ, Coleman, MR. 2009. Educating Exceptional Children. New York: Houghton Mifflin Harcourt Publishing Company.</i></p>	10%
13	Understand and carry out a speech development program based on the 13 principles and procedures in speech development	Implementing a speech development program based on 13 principles and procedures in speech development	<p>Criteria: Identify speech disorder treatment program procedures</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	LecturesQuestions and AnswersDiscussionsGiving 2 X 50 Project Assignments		<p>Material: Understanding theoretical concepts of speech development in general and specifically References: <i>Vreede-Varekamp, LC de. 1973. Speech Therapy. Jakarta: National Council for Social Welfare.</i></p>	10%
14	Understand and carry out assessments and reporting on speech development programs	Implement assessment and reporting of the speech development program based on 13 principles and procedures in speech development	<p>Criteria: Implement assessment and reporting of the speaking coaching program based on 13 principles and procedures in speaking coaching</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	LecturesQuestions and AnswersGranting 3 X 50 Project Assignments		<p>Material: Understanding theoretical concepts of speech development in general and specifically References: <i>Vreede-Varekamp, LC de. 1973. Speech Therapy. Jakarta: National Council for Social Welfare.</i></p>	10%

15	Understand and carry out assessments and reporting on speech development programs	Implement assessment and reporting of the speech development program based on 13 principles and procedures in speech development	Criteria: Implement assessment and reporting of the speaking coaching program based on 13 principles and procedures in speaking coaching Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment	Lectures Questions and Answers Granting 3 X 50 Project Assignments		Material: Understanding theoretical concepts of speech development in general and specifically References: Vreede-Varekamp, LC de. 1973. <i>Speech Therapy</i> . Jakarta: National Council for Social Welfare.	10%
16	UAS	UAS	Criteria: Score 0 - 100 Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	UAS 3 X 50		Material: material 1 to the end Reference: Lanier, W. 2010. <i>Speech Disorders</i> . London: Gale Change Learning.	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	9%
2.	Project Results Assessment / Product Assessment	45.33%
3.	Portfolio Assessment	22.33%
4.	Practical Assessment	8.33%
5.	Test	15%
		99.99%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.