	Universitas Negeri Surabaya **Faculty of Education,** **Basic Education Masters Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight				SEMESTER	Compilation Date
Language Development		8612202095		**T=2**	**P=0**	**ECTS=4.48**		3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Neni Mariana, S.Pd., M.Sc., Ph.D.

Learning model	**Project Based Learning**

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)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Study of; The concept of language development, methods (ways) to develop the ability to listen, communicate verbally, enrich vocabulary, and write with symbols that represent it.

References	**Main :**
	1. Owens Robert.E.2012. Language Development an Introduction .New Jersey: Pearson. 2. Harrison Colin.2004. Understanding Reading Development .London: Sage. 3. Crain William.2007. Teori Perkembangan Konsep dan Teori .Yogyakarta: Pustaka Pelajar. 4. Santrock Jhon W.2011. Masa Perkembangan Anak .Jakarta: Salemba. 5. Dale S Philip . 1976. Language Development Structure and Function. New York:United States of America. 6. Yulianto Bambang.2009. Perkembangan Fonologis Bahasa Anak .Surabaya: Unesa University Press. 7. Mar'at S.2009. Psikolinguistik – suatu pengantar .Bandung: Refika Aditama.
	Supporters:

Supporting lecturer	Dr. Heru Subrata, M.Si. Dr. Hendratno, M.Hum.

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	1. Students understand the course orientation 2. Students understand the lecture contract 3. Students understand the scope of the course	1. Lecture orientation 2. Lecture Contract 3. Scope of courses	**Criteria:** Follow the UNESA guidebook	Scientific Tracking and Observation PBL and Project Connectivity 2 X 50			0%
2	Students explain the goals and functions of developing children's language skills	Accuracy in explaining the goals and functions of developing children's language skills		Expository Group Assignment and Discussion 2 X 50			0%
3							0%
4							0%
5							0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							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** 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.
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.