



Universitas Negeri Surabaya
Faculty of Languages and Arts
Master's Program in Language and Literature Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																												
Psycholinguistics	8811102135		T=2 P=0 ECTS=4.48	1	July 18, 2024																																												
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																												
		Dr. Titik Indarti, M.Pd.																																												
Learning model	Case Studies																																																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																																										
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Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																																
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																	
References	Main : 1. Chaer, Abdul. 2003. Psikolinguistik, Kajian Teoritik . Jakarta: Rineka Cipta. 2. Dardjowidjoyo, Soendjono. 1997. 1CEcha: Perkembangan bahasa Anak Indonesia Dua Bulan-Dua Puluh Empat Bulan 1D, dalam Fellba 10 . Yogyakarta: Kanisius 3. Jay, Timothy B. 2003. The Psychology of Language . New Jersey: United State of Amerika, Prentice Hall. 4. Mar 19at, Samsuniwati. 2005. Psikolinguistik, Suatu Pengantar . Bandung: Penerbit PT. Rineka Aditama.																																																
	Supporters:																																																
Supporting lecturer	Prof. Dr. Udjang Pairin, M.Pd. Prof. Dr. Djodjok Soepardjo, M.Litt. Dr. Budinuryanta Yohanes, M.Pd. Dr. Mintowati, M.Pd. Didik Nurhadi, M.Pd., M.A., Ph.D.																																																
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	Understanding the position of Psycholinguistics in language studies 2 x 50 minutes	Can explain the position of Psycholinguistics in the study of language	Criteria: 1.1. Correct answer, correct reason (100) 2.2. Correct answer, wrong reason (60) 3.3. Wrong answer, wrong reason (20)	Lectures and questions and answers 2 X 50			0%
2	Understand the historical background of psycholinguistics	Can explain the position of Psycholinguistics in the study of language	Criteria: 1.1. Correct answer, correct reason (100) 2.2. Correct answer, wrong reason (60) 3.3. Wrong answer, wrong reason (20)	Lectures and questions and answers 2 X 50			0%
3	Understand the scope of psycholinguistic discussion	Can explain the scope of psycholinguistic discussion	Criteria: 1.1. Correct answer, correct reason (100) 2.2. Correct answer, wrong reason (60) 3.3. Wrong answer, wrong reason (20)	Lectures and questions and answers 2 X 50			0%
4	Understanding various schools in psycholinguistics	Can explain various schools in psycholinguistics	Criteria: 1.1. Correct answer, correct reason (100) 2.2. Correct answer, wrong reason (60) 3.3. Wrong answer, wrong reason (20)	Lecture and demonstration 2 X 50			0%
5	Understanding various schools in psycholinguistics (advanced material)	Can explain various schools in psycholinguistics	Criteria: 1.1. Correct answer, correct reason (100) 2.2. Correct answer, wrong reason (60) 3.3. Wrong answer, wrong reason (20)	Lecture and demonstration 2 X 50			0%
6	Understanding the development of the discipline of Psycholinguistics	Can explain the development of the discipline of psycholinguistics	Criteria: 1.1. Correct answer, correct reason (100) 2.2. Correct answer, wrong reason (60) 3.3. Wrong answer, wrong reason (20)	Presentation and discussion 2 X 50			0%
7	Understanding three psycholinguistic generational models	Can explain three models of psycholinguistic generations	Criteria: 1.1. Correct answer, correct reason (100) 2.2. Correct answer, wrong reason (60) 3.3. Wrong answer, wrong reason (20)	Presentation and discussion 2 X 50			0%

8	UTS	UTS	Criteria: 1.1. Correct answer, correct reason (100) 2.2. Correct answer, wrong reason (60) 3.3. Wrong answer, wrong reason (20)	UTS 2 X 50			0%
9	Understand the principles of stimulus and response theory	Can explain the principles of stimulus and response theory	Criteria: 1.1. Correct answer, correct reason (100) 2.2. Correct answer, wrong reason (60) 3.3. Wrong answer, wrong reason (20)	Presentation and discussion 2 X 50			0%
10	Understanding the cognitive theory of the concepts of behaviorism, Gestalt, Wertheimer, Medan Lewin, Piaget, Comsky	Explain the cognitive theory of the concept of behaviorism, Gestalt, Wertheimer, Medan Lewin, Piaget, Comsky	Criteria: 1.1. Correct answer, correct reason (100) 2.2. Correct answer, wrong reason (60) 3.3. Wrong answer, wrong reason (20)	Presentation and discussion 2 X 50			0%
11	Understand the concept of development. brain & language function, lateralization & localization theory	Explain the concept of development. brain & language function, lateralization & localization theory	Criteria: 1.1. Correct answer, correct reason (100) 2.2. Correct answer, wrong reason (60) 3.3. Wrong answer, wrong reason (20)	Presentation and discussion 2 X 50			0%
12	Understanding the B1-B2 similarity hypothesis, contrastive, Krashen hypothesis, interlanguage	Can explain the B1-B2 similarity hypothesis, contrastive, Krashen hypothesis, interlanguage	Criteria: 1.1. Correct answer, correct reason (100) 2.2. Correct answer, wrong reason (60) 3.3. Wrong answer, wrong reason (20)	Presentation and discussion 2 X 50			0%
13	Understanding the concept of language neurology: brain structure & development: lateralization theory, localization, differences in the female-male brain	Explaining the concept of linguistics neurology: brain structure & development, lateralization theory of localization, differences between the female and male brains	Criteria: 1.1. Correct answer, correct reason (100) 2.2. Correct answer, wrong reason (60) 3.3. Wrong answer, wrong reason (20)	Presentation and discussion 2 X 50			0%
14	Understand the development of aspects of phonology, morphology, pekb. language, children & their acquisition	Can explain the development of aspects of phonology, morphology, pekb. language, children & their acquisition	Criteria: 1.1. Correct answer, correct reason (100) 2.2. Correct answer, wrong reason (60) 3.3. Wrong answer, wrong reason (20)	5. Pijinization Hypothesis Presentation and discussion 2 X 50			0%

15	Understanding the reading process, language pathology, bilingualism, foreign language teaching, language teaching methods	Can explain the reading process, language pathology, bilingualism, foreign language teaching, language teaching methods	Criteria: 1.1. Correct answer, correct reason (100) 2.2. Correct answer, wrong reason (60) 3.3. Wrong answer, wrong reason (20)	Presentation and discussion 2 X 50			0%
16	UAS	UAS	Criteria: 1.1. Correct answer, correct reason (100) 2.2. Correct answer, wrong reason (60) 3.3. Wrong answer, wrong reason (20)	UAS 2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.