



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

Document Code

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																
Shinri Gengogaku	8811102165		T=2	P=0	ECTS=4.48	1	July 18, 2024																																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																	
	.....		.....			Dr. Titik Indarti, M.Pd.																																	
<b>Learning model</b>	Case Studies																																						
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		P.O																																					
<b>Short Course Description</b>	Study of the functional relationship between language and society to improve language analysis skills and its application in Indonesian language learning at school by utilizing science and technology based on a responsible attitude. This course is presented with a system of assignments, practice, discussions and presentations, as well as reflection.																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 15%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">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																							
<b>References</b>	<b>Main :</b>																																						
	<ol style="list-style-type: none"> <li>1. Chaer, Abdul. 2003. Psikolinguistik, Kajian Teoritik . Jakarta: Rineka Cipta.</li> <li>2. Dardjowidjoyo, Soendjono. 1997. 1CEcha: Perkembangan bahasa Anak Indonesia Dua Bulan-Dua Puluh Empat Bulan 1D, dalam Fellba 10 . Yogyakarta: Kanisius</li> <li>3. Jay, Timothy B. 2003. The Psychology of Language . New Jersey: United State of Amerika, Prentice Hall.</li> <li>4. Mar 19at, Samsuniwati. 2005. Psikolinguistik, Suatu Pengantar . Bandung: Penerbit PT. Rineka Aditama.</li> </ol>																																						
	<b>Supporters:</b>																																						
<b>Supporting lecturer</b>	Prof. Dr. Djodjok Soepardjo, M.Litt. Didik Nurhadi, M.Pd., M.A., Ph.D.																																						
<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	Understanding the position of Psycholinguistics in language studies 2 x 50 minutes	Can explain the position of Psycholinguistics in the study of language	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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 between the female and male brain	Explaining the concept of linguistics neurology: brain structure & development, lateralization theory of localization, differences between the female and male brains	<b>Criteria:</b> 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, pek. language, children & their acquisition	Can explain the development of aspects of phonology, morphology, pek. language, children & their acquisition	<b>Criteria:</b> 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	<b>Criteria:</b> 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	<b>Criteria:</b> 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.