

|  | <div>Universitas Negeri Surabaya</div> <div>Fakultas Bahasa dan Seni</div> <div>Program Studi S1 Sastra Inggris</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      | <div>Kode Dokumen</div>   |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------|----------------------|--------------------------------------|---------------------------|------|-------|-------|-------|-------|--------|----|------|-----------|---|--------|---|---|---|---|--------|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <div>RENCANA PEMBELAJARAN SEMESTER</div>                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <div>MATA KULIAH (MK)</div>                                                       | <div>KODE</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <div>Rumpun MK</div>                                                                                                                                                                                                                                                                                                                                                                                         | <div>BOBOT (sks)</div>     |                |                      | <div>SEMESTER</div>                  | <div>Tgl Penyusunan</div> |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <div>Psycholinguistics</div>                                                      | <div>7920202171</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <div>Mata Kuliah Pilihan Program Studi</div>                                                                                                                                                                                                                                                                                                                                                                 | <div>T=2</div>             | <div>P=0</div> | <div>ECTS=3.18</div> | <div>5</div>                         | <div>14 Mei 2023</div>    |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <div>OTORISASI</div>                                                              | <div>Pengembang RPS</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                              | <div>Koordinator RMK</div> |                |                      | <div>Koordinator Program Studi</div> |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | <div>Adam Damanhuri, S.S., M.Hum.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                              | <div>.....</div>           |                |                      | <div>ALI MUSTOFA</div>               |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <div>Model Pembelajaran</div>                                                     | <div>Case Study</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <div>Capaian Pembelajaran (CP)</div>                                              | <div>CPL-PRODI yang dibebankan pada MK</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | <div>CPL-2</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <div>Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan</div>                                                                                                                                                                                                                                                                        |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | <div>CPL-3</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <div>Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan</div>                                                                                                                                                                                                |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | <div>CPL-5</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <div>Mampu mengaplikasikan konsep dan teori Linguistik dasar dalam Bahasa Inggris untuk merespons beragam fenomena bahasa</div>                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | <div>CPL-9</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <div>Mampu memahami dan mengaplikasikan metode penelitian, termasuk desain penelitian, analisis, dan interpretasi data di bidang bahasa/sastra</div>                                                                                                                                                                                                                                                         |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | <div>Capaian Pembelajaran Mata Kuliah (CPMK)</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | <div>CPMK - 1</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <div>being able to understand escribe the interdisciplinary nature of psycholinguistics and its relation to linguistics, psychology, and cognitive science</div>                                                                                                                                                                                                                                             |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | <div>CPMK - 2</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <div>being able to analyze the cognitive processes involved in language comprehension</div>                                                                                                                                                                                                                                                                                                                  |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | <div>CPMK - 3</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <div>being able to examine theories of language development in children</div>                                                                                                                                                                                                                                                                                                                                |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | <div>CPMK - 4</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <div>being able to evaluate recent research findings and advancements in psycholinguistics</div>                                                                                                                                                                                                                                                                                                             |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | <div>Matrik CPL - CPMK</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <table border="1"> <tr> <th>CPMK</th> <th>CPL-2</th> <th>CPL-3</th> <th>CPL-5</th> <th>CPL-9</th> </tr> <tr> <td>CPMK-1</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK-2</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK-3</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>CPMK-4</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </table> |                            |                |                      |                                      |                           | CPMK | CPL-2 | CPL-3 | CPL-5 | CPL-9 | CPMK-1 | ✓  | ✓    | ✓         | ✓ | CPMK-2 | ✓ | ✓ | ✓ | ✓ | CPMK-3 | ✓ | ✓ | ✓ | ✓ | CPMK-4 | ✓ | ✓ | ✓ | ✓ |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK                                                                              | CPL-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | CPL-3                                                                                                                                                                                                                                                                                                                                                                                                        | CPL-5                      | CPL-9          |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-1                                                                            | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ✓                                                                                                                                                                                                                                                                                                                                                                                                            | ✓                          | ✓              |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-2                                                                            | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ✓                                                                                                                                                                                                                                                                                                                                                                                                            | ✓                          | ✓              |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-3                                                                            | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ✓                                                                                                                                                                                                                                                                                                                                                                                                            | ✓                          | ✓              |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-4                                                                            | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ✓                                                                                                                                                                                                                                                                                                                                                                                                            | ✓                          | ✓              |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <div>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</div>       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | <table border="1"> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th></tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th></tr> <tr> <td>CPMK-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>CPMK-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>CPMK-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>CPMK-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    | CPMK | Minggu Ke |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      | Minggu Ke |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2                                                                                                                                                                                                                                                                                                                                                                                                            | 3                          | 4              | 5                    | 6                                    | 7                         | 8    | 9     | 10    | 11    | 12    | 13     | 14 | 15   | 16        |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-1                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-2                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-3                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-4                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <div>Deskripsi Singkat MK</div>                                                   | <div>This course provides an introduction to Psycholinguistics. Psycholinguistics is the field that studies the information processing mechanisms that govern the use of language in comprehension and production, acquisition, and representation. This course also presents historical knowledge of psycholinguistics, biological functions of language, language and cognition, language perception, production and development, which includes first-language acquisition, and second-language learning. Purposes of this course are, 1). to understand current theories of human language use, 2). to understand many of the current methodologies used to study language, and 3). to understand how language processing relates to other fields of psychology.</div>                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <div>Pustaka</div>                                                                | <div>Utama :</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                |                      |                                      |                           |      |       |       |       |       |        |    |      |           |   |        |   |   |   |   |        |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

| <ol style="list-style-type: none"> <li>Warren, Paul. 2013. Introducing Psycholinguistics. Cambridge University Press.</li> <li>Menn, Lise. 2017. Psycholinguistics, Introduction and Applications. Plural Publishing.</li> <li>Traxler, Matthew J and Morton Ann Gernsbacher. 2006. Handbook of Psycholinguistics. University of Wisconsin, Madison, USA.</li> <li>Aitchison, Jean. 2011. An Introduction to Psycholinguistics, The Articulate Mammal. Routledge, London and New York.</li> </ol> |                                                                                      |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                          |                                                                                   |                 |                                                                                                                                       |                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <div>Pendukung :</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                      |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                          |                                                                                   |                 |                                                                                                                                       |                     |
| <div>Dosen Pengampu</div> <div>Prof. Slamet Setiawan, M.A., Ph.D.<br/>Adam Damanhuri, S.S., M.Hum.</div>                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                      |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                          |                                                                                   |                 |                                                                                                                                       |                     |
| Mg Ke-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                      | Penilaian                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                          | Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu ] |                 | Materi Pembelajaran [ Pustaka ]                                                                                                       | Bobot Penilaian (%) |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                      | Indikator                                                                                                                                                                                                                                                                                                                                | Kriteria & Bentuk                                                                                                                                                        | Luring (offline)                                                                  | Daring (online) |                                                                                                                                       |                     |
| (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | (2)                                                                                  | (3)                                                                                                                                                                                                                                                                                                                                      | (4)                                                                                                                                                                      | (5)                                                                               | (6)             | (7)                                                                                                                                   | (8)                 |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | to understand the basic concept of psycholinguistics                                 | <ol style="list-style-type: none"> <li>The students are able to explain the definition and areas of psycholinguistics</li> <li>to distinguish between psycholinguistics and other linguistics fields</li> <li>to map how do psycholinguists do psycholinguistics</li> </ol>                                                              | <b>Kriteria:</b><br>to summarize the description, rule, and output of the course<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Penilaian Portofolio        | Discussion and Q-A<br>2 X 50                                                      |                 | <b>Materi:</b><br>Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br><b>Pustaka:</b> | 3%                  |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | To understand basic Linguistics: How to describe language use and language knowledge | <ol style="list-style-type: none"> <li>The students are able to: to explain the terminology of strategy for learning language about language,</li> <li>to divide and conquer levels of spoken language,</li> <li>to map meaningful units of languages</li> </ol>                                                                         | <b>Kriteria:</b><br>Score is based on the number of discussion comprehension and the correct answers of Q & A<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Discussion and Q&A<br>2 X 50                                                      |                 | <b>Materi:</b><br>Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br><b>Pustaka:</b> | 4%                  |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | The understand about brain and language                                              | <ol style="list-style-type: none"> <li>To explain a quick history about brain,</li> <li>To explain the information process in the human brain,</li> <li>To explain about brains structural and functional connectivity for language,</li> <li>To explain about Top-down and bottom-up processing of language network in human</li> </ol> | <b>Kriteria:</b><br>Score is based on the number of discussion comprehension and the correct answers of Q & A<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Discussion and Q&A<br>2 X 50                                                      |                 | <b>Materi:</b><br>Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br><b>Pustaka:</b> | 4%                  |
| 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | To understand normal speech errors and how they happen from idea to word             | <ol style="list-style-type: none"> <li>To distinguish between normal and abnormal,</li> <li>To explain the basic processes of language production,</li> <li>To explain what to put into words and what to focus on the message level,</li> <li>To explain the functional level in language production</li> </ol>                         | <b>Kriteria:</b><br>Score is based on the number of discussion comprehension and the correct answers of Q & A<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Discussion and Q&A of case study<br>2 X 50                                        |                 | <b>Materi:</b><br>Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br><b>Pustaka:</b> | 4%                  |

|   |                                                                                                                                 |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                      |                                                   |  |                                                                                                                                                                                                                                                                                                                    |     |
|---|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 5 | To understand normal speech errors and how they happen, saying words and sounds in the right order                              | 1.To explain high-speed grammar,<br>2.To map words into the right (and wrong) order of speech,<br>3.To distinguish between errors in word-making and word sounds,<br>4.To explain about multiple-source errors versus self-monitoring<br>5.To explain sentence production, from ideas to articulation | <b>Kriteria:</b><br>Score is based on the number of discussion comprehension and the correct answers of Q & A<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                             | Discussion of case and Q&A<br>2 X 50              |  | <b>Materi:</b><br>Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br><b>Pustaka:</b>                                                                                                                                                                              | 3%  |
| 6 | To understand Normal language production and comprehension, as an experimental method in psycholinguistics and neurolinguistics | 1.To explain why do people do them and how do people come up with ideas for them,<br>2.To analyze psycholinguistics experiment of ideas,<br>3.To analyze memory experiments,<br>4.To analyze language production experiments, and<br>5.To analyze language comprehension experiments                  | <b>Kriteria:</b><br>Score is based on the number of discussion comprehension and the correct answers of Q & A<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                             | Discussion of case by video and Q&A<br>2 X 50     |  | <b>Materi:</b><br>Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br><b>Pustaka:</b>                                                                                                                                                                              | 3%  |
| 7 | To Understand aphasic speech and communication, the psycholinguistics of adult acquired language disorder                       | 1.To explain why there is high cost for being slow and sounding weird,<br>2.To explain about aphasia,<br>3.To explain aphasic language production,                                                                                                                                                    | <b>Kriteria:</b><br>Score is based on the number of discussion comprehension and the correct answers of Q & A<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                             | Discussion of the case by video and Q&A<br>2 X 50 |  | <b>Materi:</b><br>Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br><b>Pustaka:</b>                                                                                                                                                                              | 3%  |
| 8 | To Evaluate previous psycholinguistics topics in written tests, and develop them through the case on the field.                 | Some correct framework of theory and critical thinking of object discussed                                                                                                                                                                                                                            | <b>Kriteria:</b><br>The score is based on the number of the correct answers of Q & A<br><br><b>Bentuk Penilaian :</b><br>Tes                                                                         | Written description for Midterm<br>2 X 50         |  | <b>Materi:</b><br>Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2019). Communication between cultures (9th ed.). Cengage Learning.<br><b>Pustaka:</b><br><br><b>Materi:</b><br>Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br><b>Pustaka:</b> | 20% |
| 9 | Evaluate the role of nature (innate abilities) and nurture (environment) in language acquisition                                | to demonstrate the effectiveness of stimulus to the language acquisition of early age children                                                                                                                                                                                                        | <b>Kriteria:</b><br>able to explaining and giving example the effectiveness of stimulus to the language acquisition of early age children<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | presentation, discussion                          |  | <b>Materi:</b><br>Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br><b>Pustaka:</b>                                                                                                                                                                              | 3%  |

|    |                                                                                                                                   |                                                                                                                                                       |                                                                                                                                                                                                                                         |                          |  |                                                                                                                                                                                                                                                                              |    |
|----|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 10 | Identify common language disorders (e.g., aphasia, dyslexia) and their causes                                                     | to Identify common language disorders (e.g., aphasia, dyslexia) and their causes                                                                      | <b>Kriteria:</b><br>to identify, giving examples, explain common language disorders<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                                                                                          | presentation, discussion |  | <b>Materi:</b><br>Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br><br><b>Pustaka:</b> Menn, Lise. 2017. <i>Psycholinguistics, Introduction and Applications</i> . Plural Publishing.                                     | 4% |
| 11 | Discuss assessment and intervention strategies for individuals with language disorders                                            | able to demonstrate children with developmental language disorders beyond English                                                                     | <b>Kriteria:</b><br>able to demonstrate children with developmental language disorders beyond English<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                                                                        | presentation, discussion |  | <b>Materi:</b><br>Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br><br><b>Pustaka:</b> Traxler, Matthew J and Morton Ann Gernsbacher. 2006. <i>Handbook of Psycholinguistics</i> . University of Wisconsin, Madison, USA. | 4% |
| 12 | Apply psycholinguistic principles to real-world scenarios, such as language teaching, machine translation, and speech recognition | able to evaluate applying psycholinguistic principles to real-world scenarios, such as language teaching, machine translation, and speech recognition | <b>Kriteria:</b><br>able to demonstrate applying psycholinguistic principles to real-world scenarios, such as language teaching, machine translation, and speech recognition<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | presentation, discussion |  | <b>Materi:</b><br>Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br><br><b>Pustaka:</b><br>Aitchison, Jean. 2011. <i>An Introduction to Psycholinguistics, The Articulate Mammal</i> . Routledge, London and New York.     | 3% |
| 13 | Develop critical thinking and analytical skills through the evaluation of psycholinguistic research                               | able to explain the development of critical thinking and analytical skills through the evaluation of psycholinguistic research                        | <b>Kriteria:</b><br>able to reflect the development of critical thinking and analytical skills through the evaluation of psycholinguistic research<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                           | presentation, discussion |  | <b>Materi:</b><br>Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br><br><b>Pustaka:</b><br>Warren, Paul. 2013. <i>Introducing Psycholinguistics</i> . Cambridge University Press.                                          | 4% |
| 14 | Enhance written and oral communication skills through class discussions, presentations, and assignments                           | to demonstrate how to enhance written and oral communication skills through class discussions, presentations, and assignments                         | <b>Kriteria:</b><br>to demonstrate how to enhance written and oral communication skills through class discussions, presentations, and assignments<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                            | presentation, discussion |  | <b>Materi:</b><br>Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br><br><b>Pustaka:</b><br>Aitchison, Jean. 2011. <i>An Introduction to Psycholinguistics, The Articulate Mammal</i> . Routledge, London and New York.     | 4% |

|    |                                                                                                                 |                                                                            |                                                                                                                                                     |                            |  |                                                                                                                                                                                                                                                                      |     |
|----|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 15 | Gain a deeper appreciation for the complexity of human language and its cognitive underpinnings                 | to demonstrate the appreciation for the complexity of human language       | <b>Kriteria:</b><br>to demonstrate the appreciation for the complexity of human language<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | presentation, discussion   |  | <b>Materi:</b><br>Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br><br><b>Pustaka:</b> Traxler, Matthew J and Morton Ann Gernsbacher. 2006. Handbook of Psycholinguistics. University of Wisconsin, Madison, USA. | 4%  |
| 16 | To Evaluate previous psycholinguistics topics in written tests, and develop them through the case on the field. | Some correct framework of theory and critical thinking of object discussed | <b>Kriteria:</b><br>The score is based on the number of the correct answers of Q & A<br><br><b>Bentuk Penilaian :</b><br>Tes                        | written test of final exam |  | <b>Materi:</b><br>Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br><br><b>Pustaka:</b>                                                                                                                            | 30% |

#### Rekap Persentase Evaluasi : Case Study

| No | Evaluasi               | Persentase |
|----|------------------------|------------|
| 1. | Aktifitas Partisipatif | 48.5%      |
| 2. | Penilaian Portofolio   | 1.5%       |
| 3. | Tes                    | 50%        |
|    |                        | 100%       |

#### Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 6 Maret 2024

Koordinator Program Studi S1  
Sastra Inggris



ALI MUSTOFA  
NIDN 0014067509

UPM Program Studi S1 Sastra  
Inggris



NIDN 0023069001



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