


Module/ Course Title: Introduction to Psycholinguistic					
Module /Course code SPI62020	student workload 119 hours	Credits (credits/ ECTS) 3/4.5	Semester 4	Frequency Every Year (January)	duration 1 semester (s)
1	Types of courses Compulsory coursework	contact hours 3 CU x 50 minutes = 150 =2,5 hours per week	independent study 3 CU x 120 minutes = 360 minutes = 6 hours	class size 30	
2	Prerequisites for participation -				
3	<p>Course Description Introduction to Psycholinguistics is a part of Working Behavioural Courses or <i>Mata Kuliah Perilaku Berkarya</i> (henceforth MPB) which aims to provide insight into the definition of psycholinguistics, the history of psycholinguistics and its development, the scope of psycholinguistic studies, mind and language, first language acquisition, second language learning, language impediments, the use of psycholinguistics in language studies, language use in society, as well as language learning.</p> <p>Intended Learning Outcomes (ILO)</p> <ol style="list-style-type: none"> ILOs 2: Graduates are expected to show a responsible attitude towards work in the field of Indonesian language and literature education independently. ILOs 4: Graduates are expected to understand research methods and frameworks in the fields of Indonesian language. ILOs 5 Graduates are expected to apply critical, evaluative, and innovative thinking in the context of the implementation of science and technology in the fields of Indonesian language. ILOs 9: Graduates are expected to be able to analyze and apply theories, concepts, approaches in learning Indonesian language. <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Students are able to explain the basic concept, history, and scope of psycholinguistics Students are able to analyze the relationship of mind and language, first language acquisition, and second language learning Students are able to identify and classify the types of speech impediments in the use of language Students are able to conduct research on first language acquisition and second language learning, as well as the use of language in a society 				
4	<p>Subject aims/ Content</p> <ol style="list-style-type: none"> Week 1: Explaining the lesson plan and study contracts for the course ‘Indonesian Psycholinguistics’. Week 2: Explaining the basic concepts of psycholinguistics: psychology, linguistics, psycholinguistics, subdisciplines of psycholinguistics, and scope of psycholinguistics. Week 3: Explaining the history of psycholinguistics: the emergence and development of psycholinguistics Week 4 – 5: Explaining the scope of psycholinguistics: speech perception, comprehension, and production Week 6: Explaining the relationship between mind and language Week 7: Describing the first language acquisition and second language learning Week 8: Mid-term Examination Week 9: Describing, identifying, classifying, and analyzing speech disorders/impediments Week 10: Possessing adequate scientific understanding and insight about psycholinguistics and being able to use it in the interests of language research, language use, and language learning Week 11 – 12: Conducting mini research on psycholinguistics in various contexts of using Indonesian in the society Week 13 – 14: Presenting the results of mini research on psycholinguistics in various contexts of using Indonesian in the society Week 15: Presenting the results of mini research on language acquisition and disorders/impediments. Week 16: Final Examination 				

4	<p>Teaching methods Lectures, discussion, <i>project-based learning</i></p> <p>The learning method refers to an active learning strategy carried out with active student involvement and inquiry-based collaboration. Students actively seek for various relevant reference sources, lecturers as facilitators providing stimulus and act as facilitators during the lectures. Lectures are carried out by providing several study themes such as: 1) identifying the basic concept, history, and scope of psycholinguistics, 2) problem analysis, at this point students analyse problems related to the discussion theme, for example the relationship of mind and language, first language acquisition, and second language learning, 3) presentation and discussion, in which students are given opportunities to state their opinions and discuss them together according to the theme of the study, 4) review and reflection, in which lecturer provides material reinforcements and reflections on learning activities.</p>																																
5	<p>Assessment methods The test/evaluation method is carried out through structured assignments, mid-semester examination, final semester examination, as well as class participation. The final score in this lecture is obtained through the formula or calculation below. FS = 0,10 P + 0,15 Q + 0,20 ST + 0,25 ME + 0,30 FE</p> <p>Notes: FS = Final Score P = Participation Q = Quiz ST = Structured Tasks ME = Midterm Exams FE = Final Exams</p> <ol style="list-style-type: none"> 1. Class attendance and participation: This assessment is taken from the presence and participation of students through the meetings as well as the question-and-answer sessions and discussions, starting from meeting 2-15. 2. Structured tasks: The assessment is taken from the assignments and group presentations from meeting 2-15. 3. Quiz: Quiz is organized at meeting 5 in the form of a written test. The test questions are taken from materials in meeting 2-4. 4. Midterm Examination: The examination is held at the 8th meeting in the form of a written est. The test questions are taken from materials in meeting 2-7. 5. Final Examination: This examination is held at the 16th meeting where students turn in their mini research result in the form of a collection of scientific articles. These articles are compiled based on the theory that has been discussed in meeting 2-15. <p>Assessment summary</p> <table border="1" data-bbox="212 1373 1457 1839"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Attendance and Class Participation</td> <td></td> <td>Throughout the course</td> <td>10%</td> </tr> <tr> <td>Structured Assignment 1</td> <td>Summative</td> <td>Meeting 2 - 7</td> <td>5%</td> </tr> <tr> <td>Structured Assignment 2</td> <td>Summative</td> <td>Meeting 9 - 15</td> <td>15%</td> </tr> <tr> <td>Quiz</td> <td>Summative</td> <td>Meeting 5</td> <td>15%</td> </tr> <tr> <td>Midterm Examination</td> <td>Summative</td> <td>Meeting 8</td> <td>25%</td> </tr> <tr> <td>Final Examination</td> <td>Formative</td> <td>Meeting 16</td> <td>30%</td> </tr> <tr> <td colspan="3" style="text-align: center;">TOTAL</td> <td>100%</td> </tr> </tbody> </table>	Assessment Task	Task Type	Due	Weighting	Attendance and Class Participation		Throughout the course	10%	Structured Assignment 1	Summative	Meeting 2 - 7	5%	Structured Assignment 2	Summative	Meeting 9 - 15	15%	Quiz	Summative	Meeting 5	15%	Midterm Examination	Summative	Meeting 8	25%	Final Examination	Formative	Meeting 16	30%	TOTAL			100%
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Quiz	Summative	Meeting 5	15%																														
Midterm Examination	Summative	Meeting 8	25%																														
Final Examination	Formative	Meeting 16	30%																														
TOTAL			100%																														
6	<p>This module is used in the following degree programmes as well: (Yes)</p>																																
7	<p>Responsibility for module: Dr. Eti Setiawati, M.Pd.</p>																																
8	<p>Other information: Lectures use primary references such as journals, books and learning resources as follows:</p> <ol style="list-style-type: none"> 1. Chaer, Abdul. 2009. <i>Psikolinguistik: Kajian Teoretik</i>. Jakarta: Rineka Cipta. 2. Clark, H., dan Clark, EV. 1977. <i>Psychology and Language: An Introduction to Psycholinguistics</i>. New York: Harcourt Brace Javanovich, Publishers. 3. Dardjowijojo, Soenjono. 2000. <i>Echa: Kisah Pemerolehan Bahasa Anak Indonesia</i>. Jakarta: PT Gramedia Widiasarana Indonesia. 																																


4. Dardjowidjojo, Soendjono. 2003. *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*. Jakarta: Yayasan Obor Indonesia.
5. Sudarwati, Emy, dkk. 2017. *Pengantar Psikolinguistik*. Malang: UB Press.

Appendix Task Guidelines and Rubrics 1

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE		Introduction to Psycholinguistic			
CODE	SPI 62020	CREDITS	3	SEMESTER	4
LECTURER OF THE COURSE		Dr. Eti Setiawati, M.Pd			
TASK FORM					
Summarizing materials					
COURSE LEARNING OUTCOME					
Being able to explain the basic concept, history, and scopes of psycholinguistics					
DESCRIPTION					
Students are assigned to read (books and papers) critically and summarize their knowledge on the basic concept, history, and scopes of psycholinguistics					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students critically read various literature of psycholinguistics, which describe the basic concept, history, and scopes of psycholinguistics 2. Students summarize important points from sources they have read into a mind map. 3. The summary (mind map) should be collected in Google Classroom in either PDF or Word format for a discussion in meeting 2 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Summary in the form of mind map b. Outcome: Students are able to comprehend the basic concept, history, and scopes of psycholinguistics 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy in choosing references as reading sources	Are the selected references valid and contain a description of the basic concept, history, and scopes of psycholinguistics?				
The accuracy of compiling the summary	Are students able to compose short, concise, and clear mind maps of the reading materials they have read?				
The creativity in composing discussion material	Are students creative in composing their own mind map to be engaging and interesting for the audiences? Has the mind map covered the complete materials for the discussion?				
The accuracy of developing new knowledge structure	Are students able to develop concepts on their own from various reading materials so as to form new knowledge map?				

Responsibility	Do students turn in their mind maps in the right format according to the instructions?				
TIMES					
Meeting 2					
OTHERS: -					
REFERENCES					
<ol style="list-style-type: none"> 1. Chaer, Abdul. 2009. <i>Psikolinguistik: Kajian Teoretik</i>. Jakarta: Rineka Cipta. 2. Dardjowijoyo, Soenjono. 2000. <i>Echa: Kisah Pemerolehan Bahasa Anak Indonesia</i>. Jakarta: PT Gramedia Widiasarana Indonesia. 3. Dardjowidjojo, Soendjono. 2003. <i>Psikolinguistik: Pengantar Pemahaman Bahasa Manusia</i>. Jakarta: Yayasan Obor Indonesia. 4. Sudarwati, Emy, dkk. 2017. <i>Pengantar Psikolinguistik</i>. Malang: UB Press. 5. Clark, H., dan Clark, EV. 1977. <i>Psychology and Language: An Introduction to Psycholinguistics</i>. New York: Harcourt Brace Javanovich, Publishers. 					

Appendix Task Guidelines and Rubrics 2

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Introduction to Psycholinguistic				
CODE	SPI62020	CREDITS	3	SEMESTER	4
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd				
TASK FORM					
Presentation file as discussion material and video presentation					
COURSE LEARNING OUTCOME					
Being able to explain the basic concept, history, and scopes of psycholinguistics					
DESCRIPTION					
Students are assigned in groups (predetermined groups) to read scientific papers (books or articles) related to the basic concept, history, and scopes of psycholinguistics. The topics are distributed to each group fairly.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students critically read various literature of psycholinguistics which describe the basic concept, history, and scopes of psycholinguistics 2. Each group summarizes the important points from sources in the form of PPT file as well as records a video presentation that will later be shown in class 3. PPT file and video presentations are submitted in Google Classroom to be presented at the 3rd meeting 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: PPT file and video presentation b. Outcome: Students are able to explain the basic concept, history, and scopes of psycholinguistics 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy in	Are the selected references valid and contain a				

choosing references as reading sources	description of the basic concept, history, and scopes of psycholinguistics?				
The accuracy in composing PPT slides and video presentation	Are students able to compose detailed presentation material and video presentation from the readings?				
The creativity in composing discussion material	Are students creative in composing their own presentation to be engaging and interesting for the audiences? Has the presentation covered the complete materials for the discussion?				
The accuracy of developing new knowledge structure	Are students able to develop concepts on their own from various reading materials so as to form new knowledge map?				
Responsibility	Do students turn in their PPT file and video presentation recording in the right format according to the instructions?				

TIMES


Meeting 3

OTHERS: -

REFERENCES


1. Chaer, Abdul. 2009. *Psikolinguistik: Kajian Teoretik*. Jakarta: Rineka Cipta.
2. Dardjowidjojo, Soenjono. 2000. *Echa: Kisah Pemerolehan Bahasa Anak Indonesia*. Jakarta: PT Gramedia Widiasarana Indonesia.
3. Dardjowidjojo, Soendjono. 2003. *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*. Jakarta: Yayasan Obor Indonesia.
4. Sudarwati, Emy, dkk. 2017. *Pengantar Psikolinguistik*. Malang: UB Press.
5. Clark, H., dan Clark, EV. 1977. *Psychology and Language: An Introduction to Psycholinguistics*. New York: Harcourt Brace Javanovich, Publishers.

Appendix Task Guidelines and Rubrics 3

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION
STUDENT TASK GUIDELINE	
COURSE TITLE	Introduction to Psycholinguistic
CODE	SPI 62020
CREDITS	3
SEMESTER	4
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd
TASK FORM	
Quiz	
COURSE LEARNING OUTCOME	
Being able to comprehend materials from meeting 2-4	
DESCRIPTION	
Students take the quiz in written form. The materials for the quiz are taken from meeting 2-4.	
METHOD OF COMPLETION	
<ol style="list-style-type: none"> 1. Students take quizzes in the form of individual written tests 2. The quiz consists of 25 multiple choice questions 3. The quiz is carried out using Quizzis application from Google Classroom 4. The time limit to complete the quiz is 30 minutes 	


OUTCOMES
a. Object: written test b. Outcome: Students are able to comprehend materials from meeting 2-4
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING
The quiz score is obtained by calculating the number of correct answers which are then multiplied by 4
TIMES
Meeting 5
OTHERS: -
REFERENCES
1. Chaer, Abdul. 2009. <i>Psikolinguistik: Kajian Teoretik</i> . Jakarta: Rineka Cipta. 2. Dardjowijoyo, Soenjono. 2000. <i>Echa: Kisah Pemerolehan Bahasa Anak Indonesia</i> . Jakarta: PT Gramedia Widiasarana Indonesia. 3. Dardjowidjojo, Soendjono. 2003. <i>Psikolinguistik: Pengantar Pemahaman Bahasa Manusia</i> . Jakarta: Yayasan Obor Indonesia. 4. Sudarwati, Emy, dkk. 2017. <i>Pengantar Psikolinguistik</i> . Malang: UB Press. 5. Clark, H., dan Clark, EV. 1977. <i>Psychology and Language: An Introduction to Psycholinguistics</i> . New York: Harcourt Brace Javanovich, Publishers.

Appendix Task Guidelines and Rubrics 4

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE TITLE	Introduction to Psycholinguistic				
CODE	SPI62020	CREDITS	3	SEMESTER	4
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd				
TASK FORM					
Midterm Examination					
COURSE LEARNING OUTCOME					
Being able to comprehend materials from meeting 2-7					
DESCRIPTION					
Students take the midterm examination in written form. The questions are taken from meeting 2-7.					
METHOD OF COMPLETION					
1) Students take the examination in the form of individual written tests 2) The examination consists of 30 multiple choice questions 3) The examination is carried out using Quizzis application from Google Classroom The time limit to complete the quiz is 60 minutes					
4. OUTCOMES					
a. Object: written test Outcome: Students are able to comprehend materials from meeting 2-7					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
Midterm examination score is obtained by calculating the number of correct answers:					
1. For true and false section (10), correct answers are multiplied by 4 2. For multiple choice questions (20), correct answers are multiplied by 3					

TIMES
Meeting 8
OTHERS: -
REFERENCES
<ol style="list-style-type: none"> 1. Chaer, Abdul. 2009. <i>Psikolinguistik: Kajian Teoretik</i>. Jakarta: Rineka Cipta. 2. Dardjowijoyo, Soenjono. 2000. <i>Echa: Kisah Pemerolehan Bahasa Anak Indonesia</i>. Jakarta: PT Gramedia Widiasarana Indonesia. 3. Dardjowidjojo, Soendjono. 2003. <i>Psikolinguistik: Pengantar Pemahaman Bahasa Manusia</i>. Jakarta: Yayasan Obor Indonesia. 4. Sudarwati, Emy, dkk. 2017. <i>Pengantar Psikolinguistik</i>. Malang: UB Press. 5. Clark, H., dan Clark, EV. 1977. <i>Psychology and Language: An Introduction to Psycholinguistics</i>. New York: Harcourt Brace Javanovich, Publishers.

Appendix Task Guidelines and Rubrics 5

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION		
STUDENT TASK GUIDELINE			
COURSE TITLE	Introduction to Psycholinguistic		
CODE	SPI62020	CREDITS	3
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd		
TASK FORM			
Article review from five scientific papers on psycholinguistics			
COURSE LEARNING OUTCOME			
Students assigned in their predetermined groups are able to choose the suitable articles related to any topics of psycholinguistics			
DESCRIPTION			
Students review articles according to their interest in psycholinguistic studies which will be selected by taking into account the research problems, data and data sources, related theories, research methods, and research objectives			
METHOD OF COMPLETION			
<ol style="list-style-type: none"> 1. Students collect reviews of articles related to the future mini research carried out in detail starting from the research problems, data and data sources, related theories, research methods, and research objectives in their respective groups 2. The review results of each group are submitted in Google Classroom 			
OUTCOMES			
<ol style="list-style-type: none"> a. Object: The review of the scientific articles related to the future mini research b. Outcome: Students are able to comprehend the mini research plan and application of theory discussed in meeting 2-9 			
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING			
ASPECT	DESCRIPTOR	Performance Achievement Score	

		1	2	3	4
The accuracy in choosing references as reading sources	Are the selected articles valid and contain descriptions of the object of mini research that the students have chosen as their topic?				
The accuracy of compiling articles into a review paper	Are students able to compile in detail the results of a review of the reading materials?				
The creativity in composing discussion material	Do students show creativity in reviewing the articles where they cover all the content explaining their research plans?				
The accuracy of developing new knowledge structure	Are students able to develop concepts on their own from various reading materials so as to form new knowledge map?				
Responsibility	Do students make and collect the review in the right format according to the instructions?				

TIMES


Meeting 10

OTHERS: -

REFERENCES

1. Chaer, Abdul. 2009. *Psikolinguistik: Kajian Teoretik*. Jakarta: Rineka Cipta.
2. Dardjowijoyo, Soenjono. 2000. *Echa: Kisah Pemerolehan Bahasa Anak Indonesia*. Jakarta: PT Gramedia Widiasarana Indonesia.
3. Dardjowidjojo, Soendjono. 2003. *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*. Jakarta: Yayasan Obor Indonesia.
4. Sudarwati, Emy, dkk. 2017. *Pengantar Psikolinguistik*. Malang: UB Press.
5. Clark, H., dan Clark, EV. 1977. *Psychology and Language: An Introduction to Psycholinguistics*. New York: Harcourt Brace Javanovich, Publishers.

Appendix Task Guidelines and Rubrics 6

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Introduction to Psycholinguistic				
CODE	SPI62020	CREDITS	3	SEMESTER	4
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd				
TASK FORM					
Composing the Introduction Chapter of a Mini Research					
COURSE LEARNING OUTCOME					
Students in their predetermined groups prepare for the Introduction Chapter of their Mini Research (Background, Research Problems, Research Objectives, and Literature Review) appropriately according to the research plan					
DESCRIPTION					

Students are able to prepare the Introduction Chapter of their Mini Research (Background, Research Problems, Research Objectives, and Literature Review) appropriately according to the research plan

METHOD OF COMPLETION

1. Students in their predetermined groups turn in the Introduction Chapter of their Mini Research (Background, Research Problems, Research Objectives, and Literature Review) appropriately according to the research plan
2. The Introduction Chapter is submitted in Google Classroom

OUTCOMES

- a. Object: The Introduction Chapter of a mini research
- b. Outcome: Students are able to design the Introduction Chapter of a mini research according to the research plan

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of compiling the introductory chapter of the mini research	Are students able to compose the introductory chapter of the mini research in detail according to the research plan?				
The comprehensiveness in writing the introductory chapter	Are students able to fully complete the introductory chapter?				
The accuracy of language choice according to the academic style	Are students able to write the introductory chapter using academic-style language?				
Responsibility	Are students able to finish and turn in the introduction chapter according to the instructions?				

TIMES


Meeting 11

OTHERS: -

REFERENCES


1. Chaer, Abdul. 2009. *Psikolinguistik: Kajian Teoretik*. Jakarta: Rineka Cipta.
2. Dardjowidjojo, Soenjono. 2000. *Echa: Kisah Pemerolehan Bahasa Anak Indonesia*. Jakarta: PT Gramedia Widiasarana Indonesia.
3. Dardjowidjojo, Soendjono. 2003. *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*. Jakarta: Yayasan Obor Indonesia.
4. Sudarwati, Emy, dkk. 2017. *Pengantar Psikolinguistik*. Malang: UB Press.
5. Clark, H., dan Clark, EV. 1977. *Psychology and Language: An Introduction to Psycholinguistics*. New York: Harcourt Brace Javanovich, Publishers.

Appendix Task Guidelines and Rubrics 7

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Introduction to Psycholinguistic				
CODE	SPI62020	CREDITS	3	SEMESTER	4
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd				
TASK FORM					
Composing the Methods and Results and Discussion Chapters of a mini research					
COURSE LEARNING OUTCOME					
Students in their predetermined groups prepare for the Methods as well as Results and Discussion Chapters appropriately according to the research plan					
DESCRIPTION					
Students are able to compose the Methods and Results and Discussion Chapters of a mini research					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students in their predetermined groups turn in the Methods and Results and Discussions Chapters of their Mini Research appropriately according to the research plan Both the Methods and Results and Discussions Chapters are submitted in the Google Classroom 					
OUTCOMES					
a. Object: The Methods and Results and Discussions Chapters					
b. Outcome: Students are able to compose and complete the Methods and Results and Discussion Chapters of a mini research					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of composing the methods and results and discussions chapters	Are students able to compose the methods and results and discussions chapters of the mini research in detail according to the research plan?				
The eligibility and comprehensiveness in writing the methods and results and discussion chapters	Are students able to fully complete the methods and results and discussions chapters?				
The accuracy of language choice according to the academic style	Are students able to write the methods and results and discussions chapters using academic-style language?				
Responsibility	Are students able to finish and turn in the methods and results and discussions chapters according to the instructions?				
TIMES					
Meeting 12					

OTHERS: -
REFERENCES 1. Chaer, Abdul. 2009. <i>Psikolinguistik: Kajian Teoretik</i> . Jakarta: Rineka Cipta. 2. Dardjowijoyo, Soenjono. 2000. <i>Echa: Kisah Pemerolehan Bahasa Anak Indonesia</i> . Jakarta: PT Gramedia Widiasarana Indonesia. 3. Dardjowidjojo, Soendjono. 2003. <i>Psikolinguistik: Pengantar Pemahaman Bahasa Manusia</i> . Jakarta: Yayasan Obor Indonesia. 4. Sudarwati, Emy, dkk. 2017. <i>Pengantar Psikolinguistik</i> . Malang: UB Press. 5. Clark, H., dan Clark, EV. 1977. <i>Psychology and Language: An Introduction to Psycholinguistics</i> . New York: Harcourt Brace Javanovich, Publishers.

Appendix Task Guidelines and Rubrics 8

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE TITLE	Introduction to Psycholinguistic				
CODE	SPI 62020	CREDITS	3	SEMESTER	4
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd				
TASK FORM					
Composing the Conclusion (Conclusion and Suggestions) and Reference Chapters of a mini research					
COURSE LEARNING OUTCOME					
Students in their predetermined groups prepare the Conclusion (Conclusion and Suggestions) and Reference Chapters appropriately according to the research plan					
DESCRIPTION					
Students are able to compose the Conclusion (Conclusion and Suggestions) and Reference Chapters of a mini research					
METHOD OF COMPLETION					
1. Students in their predetermined groups turn in the Conclusion (Conclusion and Suggestions) and Reference Chapters of their Mini Research appropriately according to the research plan 2. Both the Conclusion (Conclusion and Suggestions) and Reference Chapters are submitted in the Google Classroom					
OUTCOMES					
a. Object: The Conclusion (Conclusion and Suggestions) and Reference Chapters					
b. Outcome: Students are able to compose and complete The Conclusion (Conclusion and Suggestions) and Reference Chapters of a mini research					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of composing the conclusion chapters	Are students able to compose the conclusion (conclusion and suggestions) and reference chapters of the mini research in detail according to the research plan?				
The eligibility and comprehensiveness in	Are students able to fully complete the conclusion (conclusion and suggestions) and reference				

writing the conclusion chapters	chapters?				
The accuracy of language choice according to the academic style	Are students able to write the conclusion (conclusion and suggestions) and reference chapters using academic-style language?				
Responsibility	Are students able to finish and turn in the conclusion (conclusion and suggestions) and reference chapters according to the instructions?				

TIMES


Meeting 13

OTHERS: -

REFERENCES

1. Chaer, Abdul. 2009. *Psikolinguistik: Kajian Teoretik*. Jakarta: Rineka Cipta.
2. Dardjowijoyo, Soenjono. 2000. *Echa: Kisah Pemerolehan Bahasa Anak Indonesia*. Jakarta: PT Gramedia Widiasarana Indonesia.
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Appendix Task Guidelines and Rubrics 9

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE TITLE	Introduction to Psycholinguistic				
CODE	SPI 62020	CREDITS	3	SEMESTER	4
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd				
TASK FORM					
Final Examination					
COURSE LEARNING OUTCOME					
Students in their predetermined groups are able to compose a report of the mini research which have been successfully carried out in accordance with the selected theories following the journal template style that they have chosen.					
DESCRIPTION					
Students are able to complete a scientific article containing the Introduction (background, research problems, research objectives, literature review), Methods, Results and Discussion, and Conclusion (Conclusions and Suggestions), as well as a Reference chapter following the journal template style that they have chosen.					
METHOD OF COMPLETION					
1. Every group submits the scientific article containing the Introduction (background, research problems, research objectives, literature review), Methods, Results and Discussion, and Conclusion (Conclusions and Suggestions), as well as a Reference chapter following the journal template style that they have chosen.					

2. The scientific article is submitted in the Google Classroom

OUTCOMES

a. Object: A complete scientific article of a mini research

b. Outcome: Students are able to compose and complete a scientific article of psycholinguistics

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy in selecting and relating data, theories, and methods in a scientific article	Are students meticulous in selecting and relating data, theories, and methods in a scientific article as a result of a mini research which has been carried out in accordance with the journal template style that they have chosen?				
The accuracy in compiling scientific articles	Are students able to compile suitable scientific articles in detail according to the research plan?				
The accuracy of language choice according to the academic style	Are students able to write a scientific article using academic-style language?				
Responsibility	Are students able to finish and turn in the scientific article according to the instructions?				

TIMES

Meeting 16

OTHERS: -

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