	Universitas Negeri Surabaya Faculty of Social Sciences and Law, Social Sciences Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Geography Theory	8420703012	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Case Studies**

Program Learning Outcomes (PLO)

PLO study program that is charged to the course

Program Objectives (PO)

PO - 1	Students are able to understand theories related to lithospheric dynamics.
PO - 2	Students understand theories related to population dynamics.
PO - 3	Students understand theories related to mapping.
PO - 4	Students are able to create other forms of understanding regional development theories.
PO - 5	Students are able to create other forms of understanding regional interaction theories.

PLO-PO Matrix

P.O
PO-1
PO-2
PO-3
PO-4
PO-5

PO Matrix at the end of each learning stage (Sub-PO)

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

Short Course Description	This course provides an understanding of theories that explain the dynamics of the lithosphere, population, maps and aerial photographs, regional interactions, and regional development. Lectures are carried out with lectures, discussions and assignments.
References	**Main :**

1. Bonnett, A. (2023). What is geography?. Rowman & Littlefield.
2. Robinson Arthur] . Elements of Cartography . New York: John Wiley & Sons.
3. Alzwar. M, H. Samodra, J.I. Tarigan. Pengantar Dasar Ilmu Gunung Api . Bandung: Nova
4. Barclay, George W. 1990. Teknik Analisa Kependudukan.
5. Bintarto. R, 1984. Interaksi Desa-Kota dan Permasalahannya. Jakarta: Ghalia Indonesia.
6. Katili, JA dan P. Marks. TT. Geologi. Jakarta: Departemen Urusan Research Nasional
7. Lange,O,M.Ivanova, N.Lebedeva. TT. General geology. Moscow: Foreign Languages Publishing House.
8. Lee, Everett S. 1979. Suatu Teori Migrasi. Seri terjemahan no.3. Yogyakarta: Pusat Kajian dan Studi Kependudukan, Universitas Gadjah Mada.

Supporters:	

Supporting lecturer	Prof. Dr. Ketut Prasetyo, M.S. Dr. Hendri Prastiyono, M.Pd. Dr. Nuansa Bayu Segara, S.Pd., M.Pd. Muhammad Ilyas Marzuqi, M.Pd. Dhimas Bagus Virgiawan, M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to understand theories related to lithospheric dynamics.	Able to explain endogenous processes including tectonism, volcanism and earthquakes.	**Criteria:** Formative **Form of Assessment** : Participatory Activities	Students listen to the lecturer's expository. Do questions and answers. Conduct participatory discussions. 9 X 50	Students listen to the lecturer's expository. Do questions and answers. Conduct participatory discussions.	**Material:** Endogenous Energy **Reader:** *Alzwar. M, H. Samodra, JI Tarigan. Basic Introduction to Volcano Science. Bandung: Nova*	5%
2	Students are able to understand theories related to lithospheric dynamics.	Able to explain endogenous processes including tectonism, volcanism and earthquakes.	**Criteria:** Formative **Form of Assessment** : Participatory Activities	Students listen to the lecturer's expository. Do questions and answers. Conduct participatory discussions. 9 X 50	Students listen to the lecturer's expository. Do questions and answers. Conduct participatory discussions.	**Material:** Endogenous Energy **Reader:** *Alzwar. M, H. Samodra, JI Tarigan. Basic Introduction to Volcano Science. Bandung: Nova*	5%
3	Students are able to understand theories related to lithospheric dynamics.	Able to explain exogenous forces which include weathering, erosion and deposition	**Criteria:** Formative **Form of Assessment** : Participatory Activities	Students listen to the lecturer's expository. Do questions and answers. Conduct participatory discussions. 9 X 50	Students listen to the lecturer's expository. Do questions and answers. Conduct participatory discussions.	**Material:** Endogenous Energy **Reader:** *Alzwar. M, H. Samodra, JI Tarigan. Basic Introduction to Volcano Science. Bandung: Nova* **Material:** Exogenous Energy **References:** *Bonnett, A. (2023). What is geography?. Rowman & Littlefield.*	5%

4	Students understand theories related to population dynamics.	Able to compile from various sources the theory of population growth, population density, double time	**Criteria:** formative **Form of Assessment** : Practice / Performance	Students look for information related to population theories. Students organize theories related to population theories into graphic information. 6 X 50	Students look for information related to population theories. Students organize theories related to population theories into graphic information.	**Material:** Population Theory **References:** *Barclay, George W. 1990. Population Analysis Techniques.*	5%
5	Students understand theories related to population dynamics.	Able to compile from various sources the theory of population growth, population density, double time	**Criteria:** formative **Form of Assessment** : Practice / Performance	Students look for information related to population theories. Students organize theories related to population theories into graphic information. 6 X 50	Students look for information related to population theories. Students organize theories related to population theories into graphic information.	**Material:** Population Theory **References:** *Barclay, George W. 1990. Population Analysis Techniques.*	5%
6	Students understand theories related to mapping.	Able to apply theories related to mapping theories in the form of maps.	**Criteria:** formative **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Students look for information related to mapping theories. Students apply theories related to mapping theories. 6 X 50	Students look for information related to mapping theories. Students apply theories related to mapping theories.	**Material:** Population Theory **References:** *Barclay, George W. 1990. Population Analysis Techniques.* **Material:** Map **Bibliography:** *Robinson Arthur] . Elements of Cartography. New York: John Wiley & Sons.*	5%
7	Students understand theories related to mapping.	Able to apply theories related to mapping theories in the form of maps.	**Criteria:** formative **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Students look for information related to mapping theories. Students apply theories related to mapping theories. 6 X 50	Students look for information related to mapping theories. Students apply theories related to mapping theories.	**Material:** Population Theory **References:** *Barclay, George W. 1990. Population Analysis Techniques.* **Material:** Map **Bibliography:** *Robinson Arthur] . Elements of Cartography. New York: John Wiley & Sons.*	5%

8	Students understand theories related to mapping.	Able to apply theories related to mapping theories in the form of maps.	**Criteria:** formative **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Students look for information related to mapping theories. Students apply theories related to mapping theories. 6 X 50	Students look for information related to mapping theories. Students apply theories related to mapping theories.	**Material:** Population Theory **References:** *Barclay, George W. 1990. Population Analysis Techniques.* **Material:** Map **Bibliography:** *Robinson Arthur] . Elements of Cartography. New York: John Wiley & Sons.*	10%
9	Students are able to create theories related to the hydrosphere.	Able to create work related to hydrosphere layer theories in visual form.	**Criteria:** formative **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Students look for information related to hydrosphere layer theories. Students create work related to hydrosphere layer theories in visual form. 3 X 50	Students look for information related to hydrosphere layer theories. Students create work related to hydrosphere layer theories in visual form. 3 X 50	**Material:** hydrosphere **References:** *Bonnett, A. (2023). What is geography?. Rowman & Littlefield.*	5%
10	Students are able to create theories related to the hydrosphere.	Able to create work related to hydrosphere layer theories in visual form.	**Criteria:** formative **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Students look for information related to hydrosphere layer theories. Students create work related to hydrosphere layer theories in visual form. 3 X 50	Students look for information related to hydrosphere layer theories. Students create work related to hydrosphere layer theories in visual form. 3 X 50	**Material:** hydrosphere **References:** *Bonnett, A. (2023). What is geography?. Rowman & Littlefield.*	5%
11	Students are able to create other forms of understanding regional interaction theories.	Able to create work related to regional interaction theories in visual form.	**Criteria:** formative **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Students look for information related to regional interaction theories. Students create work related to regional interaction theories in visual form. 3 X 50	Students look for information related to regional interaction theories. Students create work related to regional interaction theories in visual form. 3 X 50	**Material:** hydrosphere **References:** *Bonnett, A. (2023). What is geography?. Rowman & Littlefield.*	5%
12	Students are able to create other forms of understanding regional interaction theories.	Able to create work related to regional interaction theories in visual form.	**Criteria:** formative **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Students look for information related to regional interaction theories. Students create work related to regional interaction theories in visual form. 3 X 50	Students look for information related to regional interaction theories. Students create work related to regional interaction theories in visual form. 3 X 50	**Material:** hydrosphere **References:** *Bonnett, A. (2023). What is geography?. Rowman & Littlefield.*	5%

13	Students are able to create other forms of understanding regional interaction theories.	Able to create work related to regional development theories in visual form.	**Criteria:** formative **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Students look for information related to regional development theories. Students create works related to regional development theories in visual form. 3 X 50	Students look for information related to regional development theories. Students create works related to regional development theories in visual form. 3 X 50	**Material:** hydrosphere **References:** *Bonnett, A. (2023). What is geography?. Rowman & Littlefield.*	5%
14	Students are able to create other forms of understanding regional development theories.	Able to create work related to regional development theories in visual form.	**Criteria:** formative **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Students look for information related to regional development theories. Students create works related to regional development theories in visual form. 3 X 50	Students look for information related to regional development theories. Students create works related to regional development theories in visual form. 3 X 50	**Material:** hydrosphere **References:** *Bonnett, A. (2023). What is geography?. Rowman & Littlefield.*	5%
15	Students are able to create other forms of understanding theories of economic and human development.	Able to create works related to economic and human development theories in visual form.	**Criteria:** formative **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Students look for information related to economic and human development theories. Students create works related to economic and human development in visual form. 3 X 50	Students look for information related to economic and human development theories. Students create works related to economic and human development in visual form. 3 X 50	**Material:** hydrosphere **References:** *Bonnett, A. (2023). What is geography?. Rowman & Littlefield.*	5%
16	Students are able to create other forms of understanding theories of economic and human development.	Able to create works related to economic and human development theories in visual form.	**Criteria:** formative **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Students look for information related to economic and human development theories. Students create works related to economic and human development in visual form. 3 X 50	Students look for information related to economic and human development theories. Students create works related to economic and human development in visual form. 3 X 50	**Material:** hydrosphere **References:** *Bonnett, A. (2023). What is geography?. Rowman & Littlefield.*	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	37.5%
3.	Practice / Performance	47.5%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.

2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.