



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Bachelor of Chinese Language Education Study Program**

**Document Code**

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
BM Reading Proficient	8820802033		T=2 P=0 ECTS=3.18	4	July 16, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Hans Yosef Tandra Dasion, B.Ed., M.TCFL.		Cicik Arista, S.Pd., M.TCSOL.	Miftachul Amri, M.Pd., M.Ed., Ph.D.	

Learning model	Case Studies
----------------	--------------

Program Learning Outcomes (PLO)	<b>PLO study program that is charged to the course</b>																																																																				
<b>PLO-8</b>	Able to speak and write (productively) in Mandarin in daily/general, academic and work contexts equivalent to HSK 4 and HSKK Intermediate																																																																				
Program Objectives (PO)																																																																					
<b>PO - 1</b>	Mastering basic linguistic concepts, Mandarin learning, Mandarin communication, Mandarin language research and Mandarin language education.																																																																				
<b>PO - 2</b>	Able to plan and manage resources in organizing classes, laboratories, schools and educational institutions related to the field of Mandarin language education and evaluate the activities carried out.																																																																				
PLO-PO Matrix																																																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-8</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">PO-2</td> <td style="padding: 5px;"></td> </tr> </table>		P.O	PLO-8	PO-1		PO-2																																																														
P.O	PLO-8																																																																				
PO-1																																																																					
PO-2																																																																					
PO Matrix at the end of each learning stage (Sub-PO)																																																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2" style="padding: 5px;">P.O</th> <th colspan="16" style="padding: 5px;">Week</th> </tr> <tr> <th style="padding: 5px;">1</th><th style="padding: 5px;">2</th><th style="padding: 5px;">3</th><th style="padding: 5px;">4</th><th style="padding: 5px;">5</th><th style="padding: 5px;">6</th><th style="padding: 5px;">7</th><th style="padding: 5px;">8</th><th style="padding: 5px;">9</th><th style="padding: 5px;">10</th><th style="padding: 5px;">11</th><th style="padding: 5px;">12</th><th style="padding: 5px;">13</th><th style="padding: 5px;">14</th><th style="padding: 5px;">15</th><th style="padding: 5px;">16</th> </tr> <tr> <td style="padding: 5px;">PO-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 style="padding: 5px;">PO-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> </table>		P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
P.O	Week																																																																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																					
PO-1																																																																					
PO-2																																																																					

Short Course Description	Course Description: In this BM Mambaca Mahir course, material will be presented in the form of discourse in both text and audiovisual form. The material that will be presented in this course contains discourse on the history of discoveries that have occurred in China, contains various cultures that exist in Chinese society, as well as the history of China's economic development. So that students have the ability to apply the information obtained in written or oral form, and students are expected to be able to express it in the form of discourse, articles or verbally.
--------------------------	---

References	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Yang Zhizhou. 2006. Chinese Course: The First Book. Beijing: Language and Culture University</li> <li>2. Yang Zhizhou. 2006. Chinese tutorial: the first volume . Beijing: Language and Culture University Press</li> <li>3. Wang Xiaoning. 2006. Experience Chinese 100 sentences: the use of expression class . Beijing: Language and Culture University Press</li> </ol> <p><b>Supporters:</b></p>
------------	--

Supporting lecturer		Hans Yosef Tandra Dasion, B.Ed., M.TCFL.					
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	Utilizing science and technology as a tool to help understand the content of teaching material for 1 semester	Explain the content or meaning of the reading in writing or orally,	<p><b>Criteria:</b> 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone of writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	Lecture, question and answer 2 X 50		<p><b>Material:</b> Reading text chapter 1 <b>Reference:</b> Yang Zhizhou. 2006. <i>Chinese Course: The First Book</i>. Beijing: Language and Culture University</p>	6%
2	Mastering Mandarin phonemes, Mandarin word forms, and Mandarin sentence grammar in readings or stories contained in reading courses at the intermediate level.	Make simple sentences consisting of S, P, O, K or complete in Mandarin with correct grammar, Explain the content or meaning of the reading in writing or orally,	<p><b>Criteria:</b> 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone of writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practice / Performance, Tests</p>	Lectures, discussions, questions and answers and assignments 2 X 50		<p><b>Material:</b> Reading text 2 chapter 1 <b>Reader:</b> Wang Xiaoning. 2006. <i>Experience Chinese 100 sentences: the use of expression class</i> . Beijing: Language and Culture University Press</p>	5%

3	Mastering Mandarin phonemes, Mandarin word forms, and Mandarin sentence grammar in readings or stories contained in reading courses at the intermediate level.	Make simple sentences consisting of S, P, O, K or complete in Mandarin with correct grammar, Explain the content or meaning of the reading both written and verbally, correctly	<p><b>Criteria:</b> 4: correct answer 3: the answer is generally correct, there is one aspect of writing the tone that is not correct 2: the description is generally correct, the writing of the letters is correct 1: the grammar is wrong</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Tests</p>	Lectures, discussions, questions and answers and assignments 2 X 50		<p><b>Material:</b> Reading text chapter 2 <b>Reader:</b> Wang Xiaoning. 2006. <i>Experience Chinese 100 sentences: the use of expression class</i> . Beijing: Language and Culture University Press</p>	5%
4	Mastering Mandarin phonemes, Mandarin word forms, and Mandarin sentence grammar in readings or stories contained in reading courses at the intermediate level	Make simple sentences consisting of S, P, O, K or complete in Mandarin with correct grammar, Explain the content or meaning of the reading in writing or orally	<p><b>Criteria:</b> 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone of writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	Lectures, discussions, questions and answers and assignments 2 X 50		<p><b>Material:</b> Reading text 2 chapter 2 <b>Reader:</b> Wang Xiaoning. 2006. <i>Experience Chinese 100 sentences: the use of expression class</i> . Beijing: Language and Culture University Press</p>	6%
5	Mastering Mandarin phonemes, Mandarin word forms, and Mandarin sentence grammar in readings or stories contained in reading courses at the intermediate level	Make simple sentences consisting of S, P, O, K or complete in Mandarin with correct grammar, Explain the content or meaning of the reading in writing or orally	<p><b>Criteria:</b> 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone of writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Tests</p>	Lectures, discussions, questions and answers and assignments 2 X 50		<p><b>Material:</b> Reading text chapter 3 <b>Reader:</b> Wang Xiaoning. 2006. <i>Experience Chinese 100 sentences: the use of expression class</i> . Beijing: Language and Culture University Press</p>	5%

6	Mastering Mandarin phonemes, Mandarin word forms, and Mandarin sentence grammar in readings or stories contained in reading courses at the intermediate level	Make simple sentences consisting of S, P, O, K or complete in Mandarin with correct grammar, Explain the content or meaning of the reading in writing or orally	<p><b>Criteria:</b> 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone of writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect</p> <p><b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Tests</p>	Lectures, discussions, questions and answers and assignments 2 X 50		<p><b>Material:</b> Reading text 2 chapter 3 <b>References:</b></p>	4%
7	Mastering Mandarin phonemes, Mandarin word forms, and Mandarin sentence grammar in readings or stories contained in reading courses at the intermediate level	Make simple sentences consisting of S, P, O, K or complete in Mandarin with correct grammar, Explain the content or meaning of the reading in writing or orally	<p><b>Criteria:</b> 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone of writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Tests</p>	Lectures, discussions, questions and answers and assignments 2 X 50		<p><b>Material:</b> Reading text chapter 4 <b>Reader:</b> <i>Wang Xiaoning. 2006. Experience Chinese 100 sentences: the use of expression class . Beijing: Language and Culture University Press</i></p>	10%
8	U.S.S	U.S.S	<p><b>Criteria:</b> U.S.S</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance</p>	USS 2X50		<p><b>Material:</b> Reading text 2 chapter 4 <b>Reader:</b> <i>Wang Xiaoning. 2006. Experience Chinese 100 sentences: the use of expression class . Beijing: Language and Culture University Press</i></p>	10%

9	Understand the content of the reading material, write Chinese letters in the correct order and strokes	Able to read correctly (fayin and tone) in a short news passage	<p><b>Criteria:</b> 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone of writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	Lectures, discussions, questions and answers and assignments 2 X 50		<p><b>Material:</b> UTS <b>Reader:</b> <i>Wang Xiaoning. 2006. Experience Chinese 100 sentences: the use of expression class . Beijing: Language and Culture University Press</i></p>	6%
10	Understand the content of the reading material, write Chinese letters in the correct order and strokes	Able to read correctly (fayin and tone) in a short news passage	<p><b>Criteria:</b> 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone of writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Lectures, discussions, questions and answers and assignments 2 X 50		<p><b>Material:</b> Reading text chapter 5 <b>Reader:</b> <i>Wang Xiaoning. 2006. Experience Chinese 100 sentences: the use of expression class . Beijing: Language and Culture University Press</i></p>	5%
11	Understand the content of the reading material, write Chinese letters in the correct order and strokes	Able to read correctly (fayin and tone) in a short news passage	<p><b>Criteria:</b> 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone of writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	Lectures, discussions, questions and answers and assignments 2 X 50		<p><b>Material:</b> Reading text 2 chapter 5 <b>Reader:</b> <i>Wang Xiaoning. 2006. Experience Chinese 100 sentences: the use of expression class . Beijing: Language and Culture University Press</i></p>	5%

12	Understand the content of the reading material, write Chinese letters in the correct order and strokes	Able to read correctly (fayin and tone) in a short news passage	<p><b>Criteria:</b> 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone of writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Tests</p>	Lectures, discussions, questions and answers and assignments 2 X 50		<p><b>Material:</b> Reading text chapter 6 <b>Reader:</b> <i>Wang Xiaoning. 2006. Experience Chinese 100 sentences: the use of expression class . Beijing: Language and Culture University Press</i></p>	4%
13	Understand the content of the reading material, write Chinese letters in the correct order and strokes	Able to read correctly (fayin and tone) in a short news passage	<p><b>Criteria:</b> 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone of writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	Lectures, discussions, questions and answers and assignments 2 X 50		<p><b>Material:</b> Reading text 2 chapter 6 <b>Reference:</b> <i>Wang Xiaoning. 2006. Experience Chinese 100 sentences: the use of expression class . Beijing: Language and Culture University Press</i></p>	6%
14	Understand the content of the reading material, write Chinese letters in the correct order and strokes	Able to read correctly (fayin and tone) in a short news passage	<p><b>Criteria:</b> 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone of writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Lectures, discussions, questions and answers and assignments 2 X 50		<p><b>Material:</b> Reading text chapter 7 <b>Reader:</b> <i>Wang Xiaoning. 2006. Experience Chinese 100 sentences: the use of expression class . Beijing: Language and Culture University Press</i></p>	8%

15	Understand the content of the reading material, write Chinese letters in the correct order and strokes	Able to read correctly (fayin and tone) in a short news passage	<p><b>Criteria:</b> 4: the answer is correct 3: the answer is generally correct, there is one aspect of the tone of writing that is incorrect 2: the description is generally correct, the writing of the letters is correct 1: the grammar is incorrect</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	Lectures, discussions, questions and answers and assignments 2 X 50		<p><b>Material:</b> Reading text 2 chapter 7 <b>Reader:</b> Wang Xiaoning. 2006. <i>Experience Chinese 100 sentences: the use of expression class . Beijing: Language and Culture University Press</i></p>	6%
16	UAS	UAS	<p><b>Criteria:</b> UAS</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	UAS 2 X 50		<p><b>Material:</b> UAS <b>Reader:</b> Wang Xiaoning. 2006. <i>Experience Chinese 100 sentences: the use of expression class . Beijing: Language and Culture University Press</i></p>	9%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	18.93%
2.	Project Results Assessment / Product Assessment	18.6%
3.	Portfolio Assessment	17.6%
4.	Practical Assessment	16.66%
5.	Practice / Performance	11.93%
6.	Test	16.26%
		99.98%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.

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.