



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

Document Code

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																																	
Bm Listening to the Basics	8820802043		T=2	P=0	ECTS=3.18	1	July 16, 2024																																																	
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																		
		Hans Yosef Tandra Dasion, B.Ed., M.TCFL.	Cicik Arista, S.Pd., M.TCSOL.			Miftachul Amri, M.Pd., M.Ed., Ph.D.																																																		
<b>Learning model</b>	<b>Case Studies</b>																																																							
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																							
	<b>PLO-5</b>	Able to master basic Mandarin language concepts including pronunciation, vocabulary, grammar, meaning of words and sentences																																																						
	<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																																																						
	<b>Program Objectives (PO)</b>																																																							
	<b>PO - 1</b>	Able to listen to Mandarin receptively and productively in daily/general, academic and work contexts																																																						
	<b>PLO-PO Matrix</b>																																																							
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-8</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						P.O	PLO-5	PLO-8					PO-1																																									
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PO-1																																																								
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																								
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>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> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																								
PO-1																																																								
<b>Short Course Description</b>	Course Description: Study of the basics of Chinese phonemes, form and sentence structure through class meeting activities to listen to Mandarin with simple themes to be discussed in class discussions.																																																							
<b>References</b>	<b>Main :</b>																																																							
	1. Qiu Jun. 2010. Upper Elementary Listening and Speaking I . Beijing: Beijing Language and Culture University Press. Compact Disk Qiu Jun. 2010. Upper Elementary Listening and Speaking I . Beijing: Beijing Language and Culture University Press.																																																							
	<b>Supporters:</b>																																																							
<b>Supporting lecturer</b>	Galih Wibisono, B.A., M.Ed. Muhammad Farhan Masrur, S.Pd., M.TCFL Hans Yosef Tandra Dasion, B.Ed., M.TCFL.																																																							
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																																	
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																																			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																	

1	Retell orally the story/conversation heard	<ol style="list-style-type: none"> <li>1.Understanding learning regulations</li> <li>2.Understand the content of the text</li> <li>3.Answer the questions correctly.</li> <li>4.Retell orally</li> </ol>	<p><b>Criteria:</b>  4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect</p> <p><b>Form of Assessment :</b>  Participatory Activities</p>	Small group discussions, questions and answers, 2 X 50 presentations		<p><b>Material:</b>  Chapter 1  <b>Bibliography:</b>  <i>Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press. Compact Disk</i>  <i>Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press.</i></p>	5%
2	Retell orally the story/conversation heard	<ol style="list-style-type: none"> <li>1.Understanding learning regulations</li> <li>2.Understand the content of the text</li> <li>3.Answer the questions correctly.</li> <li>4.Retell orally</li> </ol>	<p><b>Criteria:</b>  4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect</p> <p><b>Form of Assessment :</b>  Practice / Performance</p>	Small group discussions, questions and answers, 2 X 50 presentations		<p><b>Material:</b>  Chapter 1 practice  <b>Reader:</b> <i>Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press. Compact Disk</i>  <i>Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press.</i></p>	5%
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4	Retell orally the story/conversation heard	<ol style="list-style-type: none"> <li>1.Understanding learning regulations</li> <li>2.Understand the content of the text</li> <li>3.Answer the questions correctly.</li> <li>4.Retell orally</li> </ol>	<p><b>Criteria:</b>  4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect</p> <p><b>Form of Assessment :</b>  Participatory Activities, Practice/Performance</p>	Small group discussions, questions and answers, 2 X 50 presentations		<p><b>Material:</b>  Chapter 2 practice  <b>Reader:</b> <i>Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press. Compact Disk Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press.</i></p>	5%
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8	U.S.S	U.S.S	<p><b>Criteria:</b>  U.S.S</p> <p><b>Form of Assessment :</b>  Test</p>	USS 2X50		<p><b>Material:</b> UTS  <b>Reader:</b> <i>Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press. Compact Disk</i>  <i>Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press.</i></p>	15%
9	Retell orally the story/conversation heard	<ol style="list-style-type: none"> <li>1.Understand the contents of messages requesting orders from dormitory owners and students attached to announcements</li> <li>2.Describe the problems of living alone and living with friends</li> <li>3.Retell orally</li> </ol>	<p><b>Criteria:</b>  4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect</p> <p><b>Form of Assessment :</b>  Project Results Assessment / Product Assessment</p>	Discussion and questions and answers 2 X 50		<p><b>Material:</b>  Chapter 5  <b>Bibliography:</b>  <i>Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press. Compact Disk</i>  <i>Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press.</i></p>	5%

10	Retell orally the story/conversation heard	<p>1.Understand the contents of messages requesting orders from dormitory owners and students attached to announcements</p> <p>2.Describe the problems of living alone and living with friends</p> <p>3.Retell orally</p>	<p><b>Criteria:</b> 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Discussion and questions and answers 2 X 50		<p><b>Material:</b> Chapter 5 practice <b>Reader:</b> <i>Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press. Compact Disk Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press.</i></p>	5%
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12	Retell orally the story/conversation heard	<p>1.Understand the contents of messages requesting orders from dormitory owners and students attached to announcements</p> <p>2.Describe the problems of living alone and living with friends</p> <p>3.Retell orally</p>	<p><b>Criteria:</b> 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect</p> <p><b>Form of Assessment :</b> Portfolio Assessment, Practical Assessment</p>	Discussion and questions and answers 2 X 50		<p><b>Material:</b> Chapter 6 practice <b>Reader:</b> <i>Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press. Compact Disk Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press.</i></p>	5%

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14	Retell orally the story/conversation heard	<p>1.Understand the contents of messages requesting orders from dormitory owners and students attached to announcements</p> <p>2.Describe the problems of living alone and living with friends</p> <p>3.Retell orally</p>	<p><b>Criteria:</b> 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect</p> <p><b>Form of Assessment :</b> Practical Assessment</p>	Discussion and questions and answers 2 X 50		<p><b>Material:</b> Chapter 7 practice <b>Reader:</b> <i>Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press. Compact Disk Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press.</i></p>	5%
15	Retell orally the story/conversation heard	<p>1.Understand the contents of messages requesting orders from dormitory owners and students attached to announcements</p> <p>2.Describe the problems of living alone and living with friends</p> <p>3.Retell orally</p>	<p><b>Criteria:</b> 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Discussion and questions and answers 2 X 50		<p><b>Material:</b> Chapter 8 <b>Bibliography:</b> <i>Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press. Compact Disk Qiu Jun. 2010. Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press.</i></p>	5%

16	UAS	UAS	<b>Criteria:</b> UAS  <b>Form of Assessment :</b> Test	UAS 2 X 50		<b>Material:</b> UAS <b>Reader:</b> Qiu Jun. 2010. <i>Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press.</i> Compact Disk Qiu Jun. 2010. <i>Upper Elementary Listening and Speaking I. Beijing: Beijing Language and Culture University Press.</i>	15%
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#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	12.5%
3.	Portfolio Assessment	10%
4.	Practical Assessment	12.5%
5.	Practice / Performance	25%
6.	Test	30%
		100%

#### Notes

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