



**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 BASIC WRITING II	8820802154		T=1 P=1 ECTS=3.18	3	July 20, 2022																																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																																		
	Muhammad Farhan Masrur, S.Pd., M.TCFL.		Cicik Arista, S.Pd., M.TCSOL.	Miftachul Amri, M.Pd., M.Ed., Ph.D.																																																		
<b>Learning model</b>	Project Based Learning																																																					
<b>Program Learning Outcomes (PLO)</b>	<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																																																				
	<b>Program Objectives (PO)</b>																																																					
	<b>PO - 1</b>	analyze the structure and vocabulary of written Chinese, compose texts of various types, express thoughts and ideas well in Mandarin, improve Chinese writing skills and become more confident in communicating in writing.																																																				
	<b>PLO-PO Matrix</b>																																																					
		<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> </table>				P.O	PLO-8	PO-1																																														
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	<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" style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center; padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </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> </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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<b>Short Course Description</b>	The course "Basic Chinese Writing II" aims to develop writing skills in Mandarin at a basic level. Students will learn Chinese writing grammar, sentence structure, and the use of broader vocabulary. In addition, students will practice writing various types of text, such as letters, emails, and simple texts. This course will also place emphasis on developing writing skills with precise, clear and coherent language. Through various writing exercises, students are expected to improve their Mandarin writing skills and become more confident in expressing thoughts and concepts in writing.																																																					
<b>References</b>	<b>Main :</b>																																																					
	<ol style="list-style-type: none"> <li>1. Cai Yongqiang. 2012. Developing Chinese Intermediate Writing Course I. Beijing Language and Culture University Press</li> <li>2. Wan Ying, Li Xiaoxian, Zhou Biji. 2015. 飞跃汉语俗称系列教材 汉语读写基础. Central China Normal University Press</li> </ol>																																																					
	<b>Supporters:</b>																																																					
	<ol style="list-style-type: none"> <li>1. Jiang Liping, Yumiao, Li Lin. 2014. Standart Course HSK4. Beijing Language and Culture University Press</li> </ol>																																																					
<b>Supporting lecturer</b>	Muhammad Farhan Masrur, S.Pd., M.TCFL 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	Identify the names of strokes in Mandarin characters	Able to appreciate (spoken and written) the strokes of Mandarin characters	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. all correct</li> <li>2.2. forget some</li> <li>3.3.forgot 1 and 2 strokes</li> <li>4.4. more than 3 errors</li> </ol> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance</p>	Lecture, Discussion, Question and Answer, Writing Practice 2 X 50		<p><b>Material:</b>第8课《他买回来了很多东西》1.Vocabulary; 2.Grammar; 3. Chinese text; 4.Library Question Practice : Wan Ying, Li Xiaoxian, Zhou Biji. 2015. 飞跃汉语俗称系列教材汉语读写基础. Central China Normal University Press</p>	5%
2	Identify the names of strokes in Mandarin characters	Able to appreciate (spoken and written) the strokes of Mandarin characters	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.1. all correct</li> <li>2.2. forget some</li> <li>3.3.forgot 1 and 2 strokes</li> <li>4.4. more than 3 errors</li> </ol> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance</p>	Lecture, Discussion, Question and Answer, Writing Practice 2 X 50		<p><b>Material:</b>第8课《他买回来了很多东西》1.Vocabulary; 2.Grammar; 3. Chinese text; 4.Library Question Practice : Wan Ying, Li Xiaoxian, Zhou Biji. 2015. 飞跃汉语俗称系列教材汉语读写基础. Central China Normal University Press</p>	5%
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16	UAS	UAS	<b>Criteria:</b> UAS  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test	UAS 2 X 50		<b>Material:</b> Final Semester Exam <b>Readers:</b> Wan Ying, Li Xiaoxian, Zhou Biji. 2015. 飞跃汉语俗称系列教材 汉语读写基础. Central China Normal University Press  <b>Material:</b> Final Semester Exam <b>Reader:</b> Cai Yongqiang. 2012. Developing Chinese Intermediate Writing Course I. Beijing Language and Culture University Press	15%
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#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	17.64%
2.	Project Results Assessment / Product Assessment	17.64%
3.	Portfolio Assessment	17.64%
4.	Practical Assessment	17.64%
5.	Practice / Performance	17.64%
6.	Test	11.64%
		99.84%

#### 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 materials 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.