	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 Writing Intermediate	8820802042		**T=2**	**P=0**	**ECTS=3.18**	2	July 16, 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**	
	PLO-5	Able to master basic Mandarin language concepts including pronunciation, vocabulary, grammar, meaning of words and sentences
	Program Objectives (PO)	
	PO - 1	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.
	PO - 2	Able to carry out planning, implementation and evaluation in Mandarin language learning, Mandarin language science, education science and research science that are oriented towards process standards using science and technology-based learning resources and Chinese language learning media.
	PLO-PO Matrix	

P.O	PLO-5
PO-1	✔
PO-2	✔

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																

Short Course Description	Course Description: Study of the basics of writing short essays with an emphasis on the use of punctuation in Mandarin and learning simple expressions to be practiced in short essays and practical writing on the theme of introducing yourself, family, friends and the environment through discussions, assignments and presentation in class.

References	**Main :**	
	1.	Referensi:Zhao Xun. 2010. Chinese writing . Beijing: Beijing University Press.Wang Wei. 2007. Hanyu Xiezuo . Beijing: Beijing Language University Press
	Supporters:	

Supporting lecturer	Muhammad Farhan Masrur, S.Pd., M.TCFL Yogi Bagus Adhimas, S.Pd., M.A.

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	Mastering vocabulary and simple sentence structure.	Able to express (orally & written) existing vocabulary into practical writing (sentences) with appropriate sentence structure (SPO).	**Criteria:** 5: all correct. 4: wrong in using vocabulary in sentences (for essays with a maximum of 3). 3: wrong in preparing SPOK (for essays with a maximum of 5) 2: more than 2 errors (sentences) and more than .5 errors (essays).)1: consider attendance, ethics, morals and the level of seriousness of students in class.. **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures and questions and answers 2 X 50		**Material:** Chapter 4 **Bibliography:** *Reference: Zhao Xun. 2010. Chinese writing. Beijing: Beijing University Press.Wang Wei. 2007. Hanyu Xiezuo . Beijing: Beijing Language University Press*	5%
2	Mastering the punctuation marks in Mandarin and how to use them correctly	able to express (written) a sentence with good and correct punctuation and sentence structure (SPO).	**Criteria:** 5: all correct. 4: wrong in using vocabulary in sentences (for essays with a maximum of 3). 3: wrong in preparing SPOK (for essays with a maximum of 5) 2: more than 2 errors (sentences) and more than .5 errors (essays).)1: consider attendance, ethics, morals and the level of seriousness of students in class.. **Form of Assessment** : Participatory Activities, Portfolio Assessment	Lectures and Questions and Answers 2 X 50		**Material:** Chapter 4 practice **Bibliography:** *Reference: Zhao Xun. 2010. Chinese writing. Beijing: Beijing University Press.Wang Wei. 2007. Hanyu Xiezuo . Beijing: Beijing Language University Press*	5%
3	Mastering vocabulary and simple sentence structure.	Able to express (oral & written) existing vocabulary into practical writing (sentences) with appropriate sentence structure.	**Criteria:** 5: all correct. 4: wrong in using vocabulary in sentences (for essays with a maximum of 3). 3: wrong in preparing SPOK (for essays with a maximum of 5) 2: more than 2 errors (sentences) and more than .5 errors (essays).)1: consider attendance, ethics, morals and the level of seriousness of students in class.. **Form of Assessment** : Portfolio Assessment	Lectures, Training and assignments 2 X 50		**Material:** Chapter 5 **Bibliography:** *Reference: Zhao Xun. 2010. Chinese writing. Beijing: Beijing University Press.Wang Wei. 2007. Hanyu Xiezuo . Beijing: Beijing Language University Press*	5%

4	Utilizing science and technology and other teaching and learning media as a tool in mastering the preparation of an essay or practical text.	1.1. Utilize a Chinese character typing program on a computer as a medium for writing Chinese characters 2.2. Utilize the internet to search for complete data on teaching materials.	**Criteria:** 5: all correct. 4: wrong in using vocabulary in sentences (for essays with a maximum of 3). 3: wrong in preparing SPOK (for essays with a maximum of 5) 2: more than 2 errors (sentences) and more than .5 errors (essays).)1: consider attendance, ethics, morals and the level of seriousness of students in class. **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures and Training 2 X 50		**Material:** Chapter 5 practice **Bibliography:** *Reference: Zhao Xun. 2010. Chinese writing. Beijing: Beijing University Press.Wang Wei. 2007. Hanyu Xiezuo . Beijing: Beijing Language University Press*	5%
5	Utilizing science and technology and other teaching and learning media as a tool in mastering the preparation of an essay or practical text.	1.1. Utilize a Chinese character typing program on a computer as a medium for writing Chinese characters 2.2. Utilize the internet to search for complete data on teaching materials.	**Criteria:** 5: all correct. 4: wrong in using vocabulary in sentences (for essays with a maximum of 3). 3: wrong in preparing SPOK (for essays with a maximum of 5) 2: more than 2 errors (sentences) and more than .5 errors (essays).)1: consider attendance, ethics, morals and the level of seriousness of students in class. **Form of Assessment** : Practice / Performance	Lectures and Training 2 X 50		**Material:** Chapter 6 **Bibliography:** *Reference: Zhao Xun. 2010. Chinese writing. Beijing: Beijing University Press.Wang Wei. 2007. Hanyu Xiezuo . Beijing: Beijing Language University Press*	5%
6	Utilizing science and technology and other teaching and learning media as a tool in mastering the preparation of an essay or practical text.	1.1. Utilize a Chinese character typing program on a computer as a medium for writing Chinese characters 2.2. Utilize the internet to search for complete data on teaching materials.	**Criteria:** 5: all correct. 4: wrong in using vocabulary in sentences (for essays with a maximum of 3). 3: wrong in preparing SPOK (for essays with a maximum of 5) 2: more than 2 errors (sentences) and more than .5 errors (essays).)1: consider attendance, ethics, morals and the level of seriousness of students in class. **Form of Assessment** : Participatory Activities, Portfolio Assessment	Lectures and Training 2 X 50		**Material:** Chapter 6 practice **Bibliography:** *Reference: Zhao Xun. 2010. Chinese writing. Beijing: Beijing University Press.Wang Wei. 2007. Hanyu Xiezuo . Beijing: Beijing Language University Press*	5%

7	Utilizing science and technology and other teaching and learning media as a tool in mastering the preparation of an essay or practical text.	1.1. Utilize a Chinese character typing program on a computer as a medium for writing Chinese characters 2.2. Utilize the internet to search for complete data on teaching materials.	**Criteria:** 5: all correct. 4: wrong in using vocabulary in sentences (for essays with a maximum of 3). 3: wrong in preparing SPOK (for essays with a maximum of 5) 2: more than 2 errors (sentences) and more than .5 errors (essays).)1: consider attendance, ethics, morals and the level of seriousness of students in class. **Form of Assessment** : Participatory Activities, Portfolio Assessment	Lectures and Training 2 X 50		**Material:** Chapter 7 **Bibliography:** *Reference: Zhao Xun. 2010. Chinese writing. Beijing: Beijing University Press.Wang Wei. 2007. Hanyu Xiezuo . Beijing: Beijing Language University Press*	5%
8	Utilizing science and technology and other teaching and learning media as a tool in mastering the preparation of an essay or practical text.	1.1. Utilize a Chinese character typing program on a computer as a medium for writing Chinese characters 2.2. Utilize the internet to search for complete data on teaching materials.	**Criteria:** 5: all correct. 4: wrong in using vocabulary in sentences (for essays with a maximum of 3). 3: wrong in preparing SPOK (for essays with a maximum of 5) 2: more than 2 errors (sentences) and more than .5 errors (essays).)1: consider attendance, ethics, morals and the level of seriousness of students in class. **Form of Assessment** : Participatory Activities, Portfolio Assessment	Lectures and Training 2 X 50		**Material:** Chapter 7 practice **Bibliography:** *Reference: Zhao Xun. 2010. Chinese writing. Beijing: Beijing University Press.Wang Wei. 2007. Hanyu Xiezuo . Beijing: Beijing Language University Press*	5%
9	U.S.S	U.S.S	**Criteria:** U.S.S **Form of Assessment** : Test	USS 2X50		**Material:** UTS **Bibliography:** *Reference: Zhao Xun. 2010. Chinese writing. Beijing: Beijing University Press.Wang Wei. 2007. Hanyu Xiezuo . Beijing: Beijing Language University Press*	10%

10	Mastering how to compose a short essay.	Able to express (written) a short essay with the correct sentence structure.	**Criteria:** 5: all correct. 4: wrong in using vocabulary in sentences (for essays with a maximum of 3). 3: wrong in preparing SPOK (for essays with a maximum of 5) 2: more than 2 errors (sentences) and more than .5 errors (essays).)1: consider attendance, ethics, morals and the level of seriousness of students in class.. **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, Games and Training 2 X 50		**Material:** Chapter 8 **Bibliography:** *Reference: Zhao Xun. 2010. Chinese writing. Beijing: Beijing University Press.Wang Wei. 2007. Hanyu Xiezuo . Beijing: Beijing Language University Press*	5%
11	Mastering how to compose a short essay.	Able to express (written) a short essay with the correct sentence structure.	**Criteria:** 5: all correct. 4: wrong in using vocabulary in sentences (for essays with a maximum of 3). 3: wrong in preparing SPOK (for essays with a maximum of 5) 2: more than 2 errors (sentences) and more than .5 errors (essays).)1: consider attendance, ethics, morals and the level of seriousness of students in class.. **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, Games and Training 2 X 50		**Material:** Chapter 8 practice **Bibliography:** *Reference: Zhao Xun. 2010. Chinese writing. Beijing: Beijing University Press.Wang Wei. 2007. Hanyu Xiezuo . Beijing: Beijing Language University Press*	5%
12	Mastering how to compose a short essay.	Able to express (written) a short essay with the correct sentence structure.	**Criteria:** 5: all correct. 4: wrong in using vocabulary in sentences (for essays with a maximum of 3). 3: wrong in preparing SPOK (for essays with a maximum of 5) 2: more than 2 errors (sentences) and more than .5 errors (essays).)1: consider attendance, ethics, morals and the level of seriousness of students in class.. **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, Games and Training 2 X 50		**Material:** Chapter 9 **Bibliography:** *Reference: Zhao Xun. 2010. Chinese writing. Beijing: Beijing University Press.Wang Wei. 2007. Hanyu Xiezuo . Beijing: Beijing Language University Press*	5%

13	Master how to compose a simple essay with a complete format.	able to design a simple (written) essay using good and correct format and sentence structure.	**Criteria:** 5: all correct. 4: wrong in using vocabulary in sentences (for essays with a maximum of 3). 3: wrong in preparing SPOK (for essays with a maximum of 5) 2: more than 2 errors (sentences) and more than .5 errors (essays).)1: consider attendance, ethics, morals and the level of seriousness of students in class.. **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, games and training 2 X 50		**Material:** Chapter 9 practice **Bibliography:** *Reference: Zhao Xun. 2010. Chinese writing. Beijing: Beijing University Press.Wang Wei. 2007. Hanyu Xiezuo . Beijing: Beijing Language University Press*	5%
14	Master how to compose a simple essay with a complete format.	able to design a simple (written) essay using good and correct format and sentence structure.	**Criteria:** 5: all correct. 4: wrong in using vocabulary in sentences (for essays with a maximum of 3). 3: wrong in preparing SPOK (for essays with a maximum of 5) 2: more than 2 errors (sentences) and more than .5 errors (essays).)1: consider attendance, ethics, morals and the level of seriousness of students in class.. **Form of Assessment** : Portfolio Assessment	Lectures, games and training 2 X 50		**Material:** Chapter 10 **Bibliography:** *Reference: Zhao Xun. 2010. Chinese writing. Beijing: Beijing University Press.Wang Wei. 2007. Hanyu Xiezuo . Beijing: Beijing Language University Press*	5%
15	Master how to compose a simple essay with a complete format.	able to design a simple (written) essay using good and correct format and sentence structure.	**Criteria:** 5: all correct. 4: wrong in using vocabulary in sentences (for essays with a maximum of 3). 3: wrong in preparing SPOK (for essays with a maximum of 5) 2: more than 2 errors (sentences) and more than .5 errors (essays).)1: consider attendance, ethics, morals and the level of seriousness of students in class.. **Form of Assessment** : Portfolio Assessment	Lectures, games and training 2 X 50		**Material:** Chapter 10 practice **Bibliography:** *Reference: Zhao Xun. 2010. Chinese writing. Beijing: Beijing University Press.Wang Wei. 2007. Hanyu Xiezuo . Beijing: Beijing Language University Press*	5%

| 16 | UAS | UAS | **Criteria:** UAS

 Form of Assessment : Project Results Assessment / Product Assessment | UAS 2 X 50 | | **Material:** UAS **Bibliography:** *Reference: Zhao Xun. 2010. Chinese writing. Beijing: Beijing University Press.Wang Wei. 2007. Hanyu Xiezuo . Beijing: Beijing Language University Press* | 20% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	45%
3.	Portfolio Assessment	25%
4.	Practice / Performance	5%
5.	Test	10%
		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** 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.
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.