SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Mandarin Learning for Children	8820802169		T=2	P=0	ECTS=3.18	5	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
	PLO-8	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)	
	PO - 1	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	PLO-8
PO-1		

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																

Short Course Description	This course provides the concept of how to teach Mandarin to child learners. The skills taught include how to teach child learners basic Mandarin skills starting from listening, speaking, reading, writing and vocabulary skills. All skills, competencies and skills of Mandarin language teachers are presented in each meeting in an integrated manner so that students truly have competent abilities after graduating.

References	**Main :**
	1. O'Grady, William. 2005. How Children Learn Language. Cambridge University Press: Amerika Serikat. 2. Gordon, Tatiana. 2007. Teaching Young Children a Second Language. Prager: Amerika Serikat. 3. Clark, Eve. 2009. First Language Acquisition (Second Edition). Cambridge University Press: Amerika Serikat. 4. Nguyen, Kate, Stanley, Nile. 2014. Storytelling in Teaching Chinese as a Second or Foreign Language. Horizon Research Publishing: Linguistics and Literature Studies 2(1): 29-38.
	Supporters:

Supporting lecturer	Yogi Bagus Adhimas, S.Pd., M.A. Tiffany Qorie, S.S., M.TCSOL. 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	Able to master Mandarin language teaching skills for child learners	Students can master Mandarin language teaching for today's child learners.	**Criteria:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Form of Assessment** : Participatory Activities	Group discussion Lecture 2 X 50		**Material:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Bibliography:** *O'Grady, William. 2005. How Children Learn Language. Cambridge University Press: United States.*	5%
2	Able to master Mandarin language teaching skills for child learners	Students can master Mandarin language teaching for today's child learners.	**Criteria:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Form of Assessment** : Participatory Activities	Group discussion Lecture 2 X 50		**Material:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Bibliography:** *O'Grady, William. 2005. How Children Learn Language. Cambridge University Press: United States.*	5%
3	Able to master Mandarin language teaching skills for child learners	Students can master Mandarin language teaching for today's child learners.	**Criteria:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Form of Assessment** : Participatory Activities	Group discussion Lecture 2 X 50		**Material:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Bibliography:** *O'Grady, William. 2005. How Children Learn Language. Cambridge University Press: United States.*	5%

4	Able to master Mandarin language teaching skills for child learners	Students can master Mandarin language teaching for today's child learners.	**Criteria:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Form of Assessment** : Participatory Activities, Practice/Performance	Group discussion Lecture 2 X 50		**Material:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Bibliography:** *O'Grady, William. 2005. How Children Learn Language. Cambridge University Press: United States.*	5%
5	Able to master Mandarin language teaching skills for child learners	Students can master Mandarin language teaching for today's child learners.	**Criteria:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Form of Assessment** : Practice / Performance	Group discussion Lecture 2 X 50		**Material:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Bibliography:** *O'Grady, William. 2005. How Children Learn Language. Cambridge University Press: United States.*	5%
6	Able to master Mandarin language teaching skills for child learners	Students can master Mandarin language teaching for today's child learners.	**Criteria:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Group discussion Lecture 2 X 50		**Material:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Bibliography:** *O'Grady, William. 2005. How Children Learn Language. Cambridge University Press: United States.*	5%
7	Able to master Mandarin language teaching skills for child learners	Students can master Mandarin language teaching for today's child learners.	**Criteria:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Group discussion Lecture 2 X 50		**Material:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Bibliography:** *O'Grady, William. 2005. How Children Learn Language. Cambridge University Press: United States.*	5%

8	Able to master Mandarin language teaching skills for child learners	Students can master Mandarin language teaching for today's child learners.	**Criteria:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Form of Assessment** : Test	Group discussion Lecture 2 X 50		**Material:** UTS **Bibliography:** *O'Grady, William. 2005. How Children Learn Language. Cambridge University Press: United States.*	10%
9	Able to master Mandarin language teaching skills for child learners	Students can master Mandarin language teaching for today's child learners.	**Criteria:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Form of Assessment** : Portfolio Assessment	Group discussion Lecture 2 X 50		**Material:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Bibliography:** *Gordon, Tatiana. 2007. Teaching Young Children a Second Language. Prager: United States.*	5%
10	Able to master Mandarin language teaching skills for child learners	Students can master Mandarin language teaching for today's child learners.	**Criteria:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Form of Assessment** : Portfolio Assessment	Group discussion Lecture 2 X 50		**Material:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Bibliography:** *Gordon, Tatiana. 2007. Teaching Young Children a Second Language. Prager: United States.*	5%
11	Able to master Mandarin language teaching skills for child learners	Students can master Mandarin language teaching for today's child learners.	**Criteria:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Form of Assessment** : Portfolio Assessment	Group discussion Lecture 2 X 50		**Material:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Bibliography:** *Gordon, Tatiana. 2007. Teaching Young Children a Second Language. Prager: United States.*	5%

12	Able to master Mandarin language teaching skills for child learners	Students can master Mandarin language teaching for today's child learners.	**Criteria:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Form of Assessment** : Portfolio Assessment	Group discussion Lecture 2 X 50		**Material:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Bibliography:** *Gordon, Tatiana. 2007. Teaching Young Children a Second Language. Prager: United States.*	5%
13	Able to master Mandarin language teaching skills for child learners	Students can master Mandarin language teaching for today's child learners.	**Criteria:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Form of Assessment** : Participatory Activities	Group discussion Lecture 2 X 50		**Material:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Bibliography:** *Gordon, Tatiana. 2007. Teaching Young Children a Second Language. Prager: United States.*	5%
14	Able to master Mandarin language teaching skills for child learners	Students can master Mandarin language teaching for today's child learners.	**Criteria:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Form of Assessment** : Participatory Activities	Group discussion Lecture 2 X 50		**Material:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Bibliography:** *Gordon, Tatiana. 2007. Teaching Young Children a Second Language. Prager: United States.*	5%
15	Able to master Mandarin language teaching skills for child learners	Students can master Mandarin language teaching for today's child learners.	**Criteria:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Form of Assessment** : Participatory Activities	Group discussion Lecture 2 X 50		**Material:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Bibliography:** *Gordon, Tatiana. 2007. Teaching Young Children a Second Language. Prager: United States.*	5%

16	Able to master Mandarin language teaching skills for child learners	Students can master Mandarin language teaching for today's child learners.	**Criteria:** Selection and mastery of objects Determination and suitability of theory Reading and reference materials **Form of Assessment** : Test	Group discussion Lecture 2 X 50		**Material:** UAS **Bibliography:** *Gordon, Tatiana. 2007. Teaching Young Children a Second Language. Prager: United States.*	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	32.5%
2.	Project Results Assessment / Product Assessment	5%
3.	Portfolio Assessment	22.5%
4.	Practice / Performance	10%
5.	Test	30%
		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.