



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																																																			
Creative Writing	8820802180	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	April 4, 2022																																																			
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																				
		Yogi Bagus Adhimas, S.Pd., M.A.	Tiffany Qorie, S.S., M.TCSOL.			Miftachul Amri, M.Pd., M.Ed., Ph.D.																																																				
Learning model	Case Studies																																																									
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																									
	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	Mastering writing in various forms/types of writing																																																								
	PLO-PO Matrix																																																									
		<table border="1" style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="width: 50px; text-align: center;">P.O</td> <td colspan="6" style="text-align: center;">PLO-8</td> </tr> <tr> <td style="text-align: center;">PO-1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						P.O	PLO-8						PO-1																																											
	P.O	PLO-8																																																								
PO-1																																																										
PO Matrix at the end of each learning stage (Sub-PO)																																																										
	<table border="1" style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="width: 50px; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: center;">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> <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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PO-1																																																										
Short Course Description	The word creative itself can be interpreted as the ability to produce work that has the nature of novelty. Of course, the modernity in question cannot be separated from the structuralism that formed it. So the basis emphasized in "creative writing" here is to encourage students to be able to unleash their creative powers as fully as possible using their own intelligence and imagination. What is further expected from this course is that students can write original and with character. Of course, aspects about inspiring or entertaining readers are also part of the assessment contained in it. However, it should also be understood that the creative work in question is not always about literary imagery, but also includes non-fiction works. The expected writing can be in the realm of writing literary fiction, factual news, or a combination of images and data.																																																									
References	Main :																																																									
	<ol style="list-style-type: none"> 1. 2018. Menulis Kreatif: Teori dan Praktik. Gresik: Graniti. 2. 2015. Psikologi Menulis. Yogyakarta: Ombak. 																																																									
	Supporters:																																																									
	<ol style="list-style-type: none"> 1. 2020. Menulis Kreatif dan Berpikir Filosofis. Jakarta: Kepustakaan Populer Gramedia. 																																																									
Supporting lecturer	Yogi Bagus Adhimas, S.Pd., M.A. 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	Students are able to explain the meaning, function, purpose and benefits of creative writing. Students are able to understand the most important capital of being a creative writer	<ol style="list-style-type: none"> 1. Describe the meaning of creative writing 2. Explain the function of creative writing 3. Explain the purpose of creative writing 4. Explain the benefits of creative writing 5. Explain the relationship between creative writing and Mandarin language skills 6. Understanding the most important capital of being a creative writer 	Criteria: Inquiry Form of Assessment : Participatory Activities	Lectures, Assignments, Discussions 2 X 50		Material: Writing Library: 2018. <i>Creative Writing: Theory and Practice.</i> <i>Gresik: Granite.</i>	4%
2	Able to write as a form of practice in sharpening the sharpness of imagination, increasing the richness of language vocabulary, cultivating sensitivity of taste, understanding the flow of environmental observations, Able to explain creative processes in the stages of writing during writing	<ol style="list-style-type: none"> 1. Showing the results of his creative work 2. Explain the richness of the diction used 3. Explain the capture of taste sensitivity 4. Describes the capture of the flow from environmental observations 5. Describes the stages of the creative process when writing 	Criteria: Inquiry Form of Assessment : Participatory Activities	Anger, Assignment, Discussion 2 X 50		Material: Writing Library: 2018. <i>Creative Writing: Theory and Practice.</i> <i>Gresik: Granite.</i>	5%
3	Able to explain the components that make up a story in a short story, novel, reportage. Able to write a short story or reportage	<ol style="list-style-type: none"> 1. Explain the components that make up a story, in short stories, novels, reportage 2. Write short stories or reports 	Criteria: Inquiry Form of Assessment : Participatory Activities	Lectures, Assignments, Discussions 2 X 50		Material: Writing Library: 2018. <i>Creative Writing: Theory and Practice.</i> <i>Gresik: Granite.</i>	5%
4	Able to explain the meaning of poetic experiences; Able to understand the relationship in the poetry writing process; Able to explain the elements of poetry	<ol style="list-style-type: none"> 1. Describes his poetic experiences 2. Explain its relationship to the process of writing poetry 3. Explain the elements in composing poetry 4. Analyze his poetic experience with the results of his poetry 	Criteria: Inquiry Form of Assessment : Participatory Activities	Lectures, Assignments, Discussions 2 X 50		Material: Writing Library: 2018. <i>Creative Writing: Theory and Practice.</i> <i>Gresik: Granite.</i>	5%

5	Able to understand mass media publication methods	Students are able to publish the results of their writing to the mass media	Criteria: Inquiry Form of Assessment : Participatory Activities	Lectures, Assignments, Discussions 2 X 50		Material: Writing Library: 2018. <i>Creative Writing: Theory and Practice. Gresik: Granite.</i>	4%
6	Able to explain the elements that make up writing in a feature rubric; Able to explain the elements that make up writing in an opinion rubric	1.Explain the constituent elements in a piece of writing in the feature rubric 2.Explain the constituent elements of a piece of writing in the opinion rubric	Criteria: Inquiry Form of Assessment : Participatory Activities	Lectures, Assignments, Discussions 2 X 50		Material: Writing Library: 2018. <i>Creative Writing: Theory and Practice. Gresik: Granite.</i>	5%
7	Able to write according to feature rules; Able to write according to opinion rules	1.Produce articles in feature form 2.Explaining the relationship between the feature writing and the social conditions raised 3.Produce writing in the form of opinions 4.Explain the relationship between the opinion piece and the problem raised	Criteria: Inquiry Form of Assessment : Participatory Activities	Lectures, Assignments, Discussions 2 X 50		Material: Writing Library: 2018. <i>Creative Writing: Theory and Practice. Gresik: Granite.</i>	5%
8	UTS	UTS	Criteria: UTS Form of Assessment : Participatory Activities	UTS 2 X 50		Material: UTS Library: 2018. <i>Creative Writing: Theory and Practice. Gresik: Granite.</i>	10%
9	The process of writing and mass media publication	The process of writing and mass media publication	Criteria: The process of writing and mass media publication Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Writing process and mass media publication 2 X 50		Material: Writing Library: 2018. <i>Creative Writing: Theory and Practice. Gresik: Granite.</i>	6%
10	The process of writing and mass media publication	The process of writing and mass media publication	Criteria: The process of writing and mass media publication Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Writing process and mass media publication 2 X 50		Material: Writing Library: 2018. <i>Creative Writing: Theory and Practice. Gresik: Granite.</i>	6%

11	The process of writing and mass media publication	The process of writing and mass media publication	<p>Criteria: The process of writing and mass media publication</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Writing process and mass media publication 2 X 50		<p>Material: Writing Library: 2018. <i>Creative Writing: Theory and Practice.</i> Gresik: Granite.</p>	6%
12	The process of writing and mass media publication	The process of writing and mass media publication	<p>Criteria: The process of writing and mass media publication</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Writing process and mass media publication 2 X 50		<p>Material: Writing Library: 2018. <i>Creative Writing: Theory and Practice.</i> Gresik: Granite.</p>	6%
13	The process of writing and mass media publication	The process of writing and mass media publication	<p>Criteria: The process of writing and mass media publication</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Writing process and mass media publication 2 X 50		<p>Material: Writing Library: 2018. <i>Creative Writing: Theory and Practice.</i> Gresik: Granite.</p>	6%
14	The process of writing and mass media publication	The process of writing and mass media publication	<p>Criteria: The process of writing and mass media publication</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Writing process and mass media publication 2 X 50		<p>Material: Writing Library: 2018. <i>Creative Writing: Theory and Practice.</i> Gresik: Granite.</p>	6%
15	The process of writing and mass media publication	The process of writing and mass media publication	<p>Criteria: The process of writing and mass media publication</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Writing process and mass media publication 2 X 50		<p>Material: Writing Library: 2018. <i>Creative Writing: Theory and Practice.</i> Gresik: Granite.</p>	6%
16	Publication of writings in mass media, journals, etc	Publication of writings in mass media, journals, etc	<p>Criteria: Publication of writings in mass media, journals, etc</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	UAS	UAS	<p>Material: UAS Library: 2018. <i>Creative Writing: Theory and Practice.</i> Gresik: Granite.</p>	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	64.5%
2.	Project Results Assessment / Product Assessment	21.5%
3.	Portfolio Assessment	14%
		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.