SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
BM Advanced Writing	8820802040		**T=2**	**P=0**	**ECTS=3.18**	3	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	Mastering the basic concepts of Mandarin education pedagogy including learning theory, Mandarin learning learning strategies, Mandarin learning planning, and learning evaluation in Mandarin.
	PO - 2	Mastering basic linguistic concepts, Mandarin learning, Mandarin communication, Mandarin language research and Mandarin language education.
	PLO-PO Matrix	

P.O	PLO-5	PLO-8
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 and writing of correspondence and short official documents, such as writing regular letters, official letters, invitation letters, permission letters, notification letters, memo writing, job application letters, advertisements and so on through assignments, discussions, and presentations in class and product work titles at the study program level.

References	**Main :**
	1. Zhao xun. 2010. Chinese writing . Beijing: Beijing University Press. 2. Wang Wei. 2007. Hanyu Xiezuo 1 . Beijing: Beijing Language University Press.
	Supporters:

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	Mastering how to make standard or official self-introductions or personal data.	able to express (orally & in writing) introduce yourself complete with existing data.	**Criteria:** 1.3: Delivery is clear and every part of the table is used. 2.2: the delivery is not clear or at most 5 parts of the table are not used, 3.1: there are 6 or more errors. **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Lectures and Training 2 X 50		**Material:** Chapter 1 **Bibliography:** *Zhao xun. 2010. Chinese writing. Beijing: Beijing University Press.*	5%
2	Mastering how to make standard or official self-introductions or personal data.	able to express (orally & in writing) introduce yourself complete with existing data.	**Criteria:** 1.3: Delivery is clear and every part of the table is used. 2.2: the delivery is not clear or at most 5 parts of the table are not used, 3.1: there are 6 or more errors. **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures and Training 2 X 50		**Material:** Chapter 1 practice **Reader:** *Zhao xun. 2010. Chinese writing. Beijing: Beijing University Press.*	5%
3	Master how to make various kinds of greeting cards.	able to express (in writing) various kinds of greeting cards well and correctly.	**Criteria:** 1.3: Delivery is clear and every part of the table is used. 2.2: the delivery is not clear or at most 5 parts of the table are not used, 3.1: there are 6 or more errors. **Form of Assessment** : Practice / Performance	Lectures and Training 2 X 50		**Material:** Chapter 2 **Bibliography:** *Zhao xun. 2010. Chinese writing. Beijing: Beijing University Press.*	5%

4	Master how to make various kinds of greeting cards.	able to express (in writing) various kinds of greeting cards well and correctly.	**Criteria:** 1.3: Delivery is clear and every part of the table is used. 2.2: the delivery is not clear or at most 5 parts of the table are not used, 3.1: there are 6 or more errors. **Form of Assessment** : Portfolio Assessment	Lectures and Training 2 X 50		**Material:** Chapter 2 practice **Reader:** *Zhao xun. 2010. Chinese writing. Beijing: Beijing University Press.*	5%
5	Utilizing science and technology and other teaching and learning media as tools to assist in mastering the preparation of self-introductions, personal data and invitation cards	1. Utilize existing programs to create attractive invitation cards. 2. Utilize the internet to complete teaching materials.	**Criteria:** 1.3: Delivery is clear and every part of the table is used. 2.2: the delivery is not clear or at most 5 parts of the table are not used, 3.1: there are 6 or more errors. **Form of Assessment** : Participatory Activities, Portfolio Assessment	Training 2 X 50		**Material:** Chapter 3 **Bibliography:** *Zhao xun. 2010. Chinese writing. Beijing: Beijing University Press.*	5%
6	Utilizing science and technology and other teaching and learning media as tools to assist in mastering the preparation of self-introductions, personal data and invitation cards	1. Utilize existing programs to create attractive invitation cards. 2. Utilize the internet to complete teaching materials.	**Criteria:** 1.3: Delivery is clear and every part of the table is used. 2.2: the delivery is not clear or at most 5 parts of the table are not used, 3.1: there are 6 or more errors. **Form of Assessment** : Participatory Activities, Practical Assessment	Training 2 X 50		**Material:** Chapter 3 practice **Reader:** *Zhao xun. 2010. Chinese writing. Beijing: Beijing University Press.*	5%
7	Mastering the official format of self-introduction, writing personal data and making various kinds of invitation cards.	Able to express (in writing) self-introduction, write personal data and make various types of invitation cards without looking at format examples.	**Criteria:** 1.3: Delivery is clear and every part of the table is used. 2.2: the delivery is not clear or at most 5 parts of the table are not used, 3.1: there are 6 or more errors. **Form of Assessment** : Participatory Activities, Practical Assessment	Games And Training 2 X 50		**Material:** Chapter 4 **Bibliography:** *Zhao xun. 2010. Chinese writing. Beijing: Beijing University Press.*	5%

8	Mastering the official format of self-introduction, writing personal data and making various kinds of invitation cards.	Able to express (in writing) self-introduction, write personal data and make various types of invitation cards without looking at format examples.	**Criteria:** 1.3: Delivery is clear and every part of the table is used. 2.2: the delivery is not clear or at most 5 parts of the table are not used, 3.1: there are 6 or more errors. **Forms of Assessment** : Participatory Activities, Practical Assessment, Practical / Performance	Games And Training 2 X 50		**Material:** Chapter 4 practice **Reader:** *Zhao xun. 2010. Chinese writing. Beijing: Beijing University Press.*	5%
9	UTS	UTS	**Criteria:** UTS **Form of Assessment** : Project Results Assessment / Product Assessment	UTS 2 X 50		**Material:** UTS **Library:**	10%
10	Mastering how to write memos and notification letters.	Able to express (written) memos and notification letters	**Criteria:** 1.5: correct formatting and writing. 2.4: incorrect format <3 or incorrect use of Chinese characters <5 or incorrect number >3 3.3: incorrect format >3 and <5 or incorrect use of Chinese characters >5 and <10 or incorrect number >6 4.2: incorrect format >5 and <7 or incorrect use of Chinese characters >10 and <15or incorrect number >9 5.1: incorrect format >7 or incorrect use of Chinese characters >15 or incorrect number >13 **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Lectures and Training 2 X 50		**Material:** Chapter 5 **Bibliography:** *Wang Wei. 2007. Hanyu Xiezuo 1 . Beijing: Beijing Language University Press.*	5%

| 11 | Mastering how to write memos and notification letters. | Able to express (written) memos and notification letters | **Criteria:**
1.5: correct formatting and writing.
2.4: incorrect format <3 or incorrect use of Chinese characters <5 or incorrect number >3
3.3: incorrect format >3 and <5 or incorrect use of Chinese characters >5 and <10 or incorrect number >6
4.2: incorrect format >5 and <7 or incorrect use of Chinese characters >10 and <15or incorrect number >9
5.1: incorrect format >7 or incorrect use of Chinese characters >15 or incorrect number >13

Form of Assessment : Portfolio Assessment | Lectures and Training 2 X 50 | | **Material:** Chapter 5 practice
Reader: *Wang Wei. 2007. Hanyu Xiezuo 1 . Beijing: Beijing Language University Press.* | 5% |

| 12 | Mastering how to write permission letters and invitation letters | able to express (in writing) permission letters and invitation letters Format for writing permission letters Format for writing invitation letters | **Criteria:**
1.5: correct formatting and writing.
2.4: incorrect format <3 or incorrect use of Chinese characters <5 or incorrect number >3
3.3: incorrect format >3 and <5 or incorrect use of Chinese characters >5 and <10 or incorrect number >6
4.2: incorrect format >5 and <7 or incorrect use of Chinese characters >10 and <15or incorrect number >9
5.1: incorrect format >7 or incorrect use of Chinese characters >15 or incorrect number >13

Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance | Paper 2 X 50 | | **Material:** Chapter 5 practice **Reader:** *Wang Wei. 2007. Hanyu Xiezuo 1 . Beijing: Beijing Language University Press.* | 5% |

| 13 | Mastering how to write permission letters and invitation letters | able to express (in writing) | **Criteria:** 1.5: correct formatting and writing. 2.4: incorrect format <3 or incorrect use of Chinese characters <5 or incorrect number >3 3.3: incorrect format >3 and <5 or incorrect use of Chinese characters >5 and <10 or incorrect number >6 4.2: incorrect format >5 and <7 or incorrect use of Chinese characters >10 and <15or incorrect number >9 5.1: incorrect format >7 or incorrect use of Chinese characters >15 or incorrect number >13

Form of Assessment : Project Results Assessment / Product Assessment | Lectures and Training 2 X 50 | | **Material:** Chapter 6 **Bibliography:** *Wang Wei. 2007. Hanyu Xiezuo 1 . Beijing: Beijing Language University Press.* | 5% |
| 14 | Mastering how to write permission letters and invitation letters | able to express (in writing) | **Criteria:** 1.5: correct formatting and writing. 2.4: incorrect format <3 or incorrect use of Chinese characters <5 or incorrect number >3 3.3: incorrect format >3 and <5 or incorrect use of Chinese characters >5 and <10 or incorrect number >6 4.2: incorrect format >5 and <7 or incorrect use of Chinese characters >10 and <15or incorrect number >9 5.1: incorrect format >7 or incorrect use of Chinese characters >15 or incorrect number >13

Form of Assessment : Project Results Assessment / Product Assessment | Lectures and Training 2 X 50 | | **Material:** Chapter 6 practice **Reader:** *Wang Wei. 2007. Hanyu Xiezuo 1 . Beijing: Beijing Language University Press.* | 4% |

15	Utilizing science and technology and other teaching and learning media as tools to assist in mastering the preparation of official letters.	Utilize existing programs to create official letters.	**Criteria:** 1.5: correct formatting and writing. 2.4: incorrect format <3 or incorrect use of Chinese characters <5 or incorrect number >3 3.3: incorrect format >3 and <5 or incorrect use of Chinese characters >5 and <10 or incorrect number >6 4.2: incorrect format >5 and <7 or incorrect use of Chinese characters >10 and <15or incorrect number >9 5.1: incorrect format >7 or incorrect use of Chinese characters >15 or incorrect number >13 **Form of Assessment** : Portfolio Assessment, Practice / Performance	Training 2 X 50		**Material:** Chapter 7 **Bibliography:** *Wang Wei. 2007. Hanyu Xiezuo 1 . Beijing: Beijing Language University Press.*	5%
16	Utilizing science and technology and other teaching and learning media as tools to assist in mastering the preparation of official letters.	Utilize existing programs to create official letters.	**Criteria:** 1.5: correct formatting and writing. 2.4: incorrect format <3 or incorrect use of Chinese characters <5 or incorrect number >3 3.3: incorrect format >3 and <5 or incorrect use of Chinese characters >5 and <10 or incorrect number >6 4.2: incorrect format >5 and <7 or incorrect use of Chinese characters >10 and <15or incorrect number >9 5.1: incorrect format >7 or incorrect use of Chinese characters >15 or incorrect number >13 **Form of Assessment** : Test	Training 2 X 50		**Material:** UAS **Reader:** *Wang Wei. 2007. Hanyu Xiezuo 1 . Beijing: Beijing Language University Press.*	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	13.34%
2.	Project Results Assessment / Product Assessment	28.17%
3.	Portfolio Assessment	17.5%
4.	Practical Assessment	6.67%
5.	Practice / Performance	13.34%
6.	Test	20%
		99.02%

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.