

		Universitas Negeri Surabaya Faculty of Languages and Arts German Language Education Undergraduate Study Program					Document Code																																											
		SEMESTER LEARNING PLAN																																																
Courses		CODE	Course Family	Credit Weight		SEMESTER	Compilation Date																																											
Correspondence		8820702064		T=2	P=0	ECTS=3.18	7	July 16, 2024																																										
AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator																																												
			Dwi Imroatu Julaikah, S.Pd., M.Pd.																																												
Learning model	Project Based Learning																																																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																	
	Program Objectives (PO)																																																	
	PLO-PO Matrix																																																	
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; height: 20px;"></td> <td colspan="16" style="text-align: center;">P.O</td> </tr> </table>								P.O																																								
	P.O																																																	
	PO Matrix at the end of each learning stage (Sub-PO)																																																	
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;"></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>																	Week																																
	Week																																																	
Short Course Description	This course aims to provide knowledge and skills in writing in German in the form of narratives, course descriptions and arguments. Lecture activities include 30 theory and 70 practical activities. Lecture activities include training in writing simple news about daily events, descriptive writing about an entity, process and function in German. Assessment of this course includes: structured assignments, mid-semester exams, and final semester exams.																																																	
References	Main :																																																	
	1. Sauer, Jutta. 2012. Praxishandbuch Korrespondenz: Professionell, kundenorientiert und abwechslungsreich formulieren. Wiesbaden: Gabler Verlag 2. Hovermann, Claudia, Hovermann, Eike. 2012. Das große Buch der Musterbriefe. Humboldt: Schlüterschen Verlagsgesellschaft mbH & Co. KG																																																	
	Supporters:																																																	
Supporting lecturer	Dwi Imroatu Julaikah, S.Pd., M.Pd. Tri Edliani Lestari, S.S., M.Hum.																																																	
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 understand the importance of correspondence						0%																																											

2	Students are able to describe and determine how to make their correspondence deemed necessary by others						0%
3	Students are able to clarify the meaning of their correspondence						0%
4	Students are able to determine what a reader-oriented letter should look like						0%
5	Students are able to compose Brief-type: Anfragen						0%
6	Students are able to compile a Brief-type: Absagen						0%
7	Students are able to compose Brief-type: Angebote						0%
8	UTS						0%
9	Students are able to compose Brief-type: Beschwerde						0%
10	Students are able to compile a Brief-type: Dankesbriefe						0%
11	Students are able to compose Brief-type: Einladungen						0%
12	Students are able to compile a Brief-type: Entschuldigungsbriefe						0%
13	Students are able to compile a Brief-type: Glueckwunschbriefe						0%
14	Students are able to compile a Brief-type: Hotelreservierungen						0%
15	Students are able to prepare a Brief-type: Terminzusagen und -bestaetigungen						0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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 material 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.

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.