



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**German Language Education Undergraduate Study Program**

Document Code

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																											
Deutsch IV	8820704036		T=4 P=0 ECTS=6.36	6	July 18, 2024																																											
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																												
	.....		.....	Dwi Imroatu Julaikah, S.Pd., M.Pd.																																												
<b>Learning model</b>	<b>Case Studies</b>																																															
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																															
	<b>Program Objectives (PO)</b>																																															
	<b>PLO-PO Matrix</b>																																															
		P.O																																														
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																															
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 10%;"></td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>															Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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<b>Short Course Description</b>	German language student training, both receptive and productive with everyday themes in society. Understanding complex German speech and texts, and still on concrete topics. Lecture activities include theory (structure and vocabulary) and language practice in a ratio of 20:80. For enrichment, material is taken from other sources whose level of language progressivity is equivalent to the reference book used. Lectures are carried out in an integrated manner using a communicative approach, with the aim that students are able to speak German comprehensively. In practical activities, students work independently, in pairs and in groups. Students practice German at German level B2. Assessment includes written and oral tests as well as participation in class.																																															
<b>References</b>	<b>Main :</b>																																															
	1. Hermann Funk. 2010. Studio D B1. Berlin: Cornelson Verlag. 2. Hermann Funk. 2011. Studio D Die Mittelstufe B2/1. Berlin: Cornelson Verlag.																																															
	<b>Supporters:</b>																																															
<b>Supporting lecturer</b>	Dra. Fahmi Wahyuningsih, M.Pd. Drs. Ari Pujosusanto, M.Pd. 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	Understand the discourse about Deutschlands groesste Stadt	Find or identify information from text/discourse Deutschlands groesste Stadt Make questions freely about		Group work 2 X 50			0%																																									
2	Understanding the Unfallversicherung discourse	Identifying information from Unfallversicherung text/discourse Making questions and answering questions about Unfallversicherung		Communication, Question and answer 2 X 50			0%																																									

3	Understanding the discourse about the Schule in Deutschland	Identify information from the text/discourse of the Schule in Deutschland. Make questions and answer questions about the Schule in Deutschland		Vorlesen group work Questions and answers 2 X 50			0%
4	Understanding the text about Berufe an der Schule	Identifying information from the text Berufe an der Schule Composing interrogative sentences about Berufe an der Schule		Discussion Questions and answers 2 X 50			0%
5	Understand the text about Unwetter or Klima-katastrofe	Make question and answer sentences in groups regarding Unwetter or Klima-katastrofe material		Question and answer in groups of 2 X 50			0%
6	Understand the discourse about the UN-Klimareport	Mentions places with their weather from the UN-Klimareport text		Vorlesen Questions and answers 2 X 50			0%
7	Understand discourse/articles in German magazines	Discussing the weather Reading articles in German magazines		Communication Discussion Questions and answers 2 X 50			0%
8	Understand the discourse about Pleiten - Pech – Pannen	Discuss about Pleiten - Pech – Pannen Identify information from the text Pleiten - Pech – Pannen		Discussion Questions and answers 2 X 50			0%
9	Understand the discourse about Pleiten - Pech – Pannen	Discuss about Pleiten - Pech – Pannen Identify information from the text Pleiten - Pech – Pannen		Discussion Questions and answers 2 X 50			0%
10	Understand the discourse on Info-Broschuere, Zeitschrift; Andere Laender - Andere Sitten	Identifying information from texts: Info-Broschuere, Zeitschrift; Andere Laender - Andere Sitten Compose interrogative sentences about the theme		Assoziogramm Group discussion 2 X 50			0%
11	Understand discourse about Kindheit, Jugend, Alter	Identify information from the text Kindheit, Jugend, Alter Compose interrogative sentences about the theme		Group discussion 2 X 50			0%
12	Understanding the discourse on Die blauen und die grauen Tage (Roman)	Identifying information from the text Die blauen und die grauen Tage (Roman) Composing interrogative sentences about the theme		Questions and answers Lecture 2 X 50			0%
13	Understand the discourse about DA-CH als Aus- und Einwanderungslaender	Identify information from the text DA-CH als Aus- und Einwanderungslaender		Questions and answers 2 X 50			0%
14	Understanding discourse about Filmbeschreibung: Solino, Interview, Rezept, Statistics, ausgewanderte Wörter	Identifying information from texts: Filmbeschreibung: Solino, Interview, Rezept, Statistics, ausgewanderte Wörter Composing interrogative sentences about the theme		Group discussion Question and answer 2 X 50			0%
15	Understanding the discourse about "Wir sind Europa"	Identify information from the text "Wir sind Europa"		discussion and Q&A 2 X 50			0%
16				2 X 50			0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.