



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																																
Language learning and teaching seminars	8820702244		T=2	P=0	ECTS=3.18	5	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																																						
		P.O																																					
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																						
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3.33%; text-align: center;">1</td> <td style="width: 3.33%; text-align: center;">2</td> <td style="width: 3.33%; text-align: center;">3</td> <td style="width: 3.33%; text-align: center;">4</td> <td style="width: 3.33%; text-align: center;">5</td> <td style="width: 3.33%; text-align: center;">6</td> <td style="width: 3.33%; text-align: center;">7</td> <td style="width: 3.33%; text-align: center;">8</td> <td style="width: 3.33%; text-align: center;">9</td> <td style="width: 3.33%; text-align: center;">10</td> <td style="width: 3.33%; text-align: center;">11</td> <td style="width: 3.33%; text-align: center;">12</td> <td style="width: 3.33%; text-align: center;">13</td> <td style="width: 3.33%; text-align: center;">14</td> <td style="width: 3.33%; text-align: center;">15</td> <td style="width: 3.33%; text-align: center;">16</td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																							
References	<p>Main :</p> <ol style="list-style-type: none"> Balzer, Helmut.2011. Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten. W3L AG. Brumfit, Christopher.1984. Kommunikative Methodology in Language Teaching .Cambridge: Cambridge University Press Dwiloka, B., Riana, R. 2012. Teknik Menulis Karya Ilmiah (Skripsi, Tesis, Disertasi, Artikel, Makalah, dan Laporan). Jakarta: Rineka Cipta. Indriati, E. 2002. Menulis Karya Ilmiah . Jakarta: Gramedia Pustaka Utama. Ricards, Jack.2001. Approachaches and Methods in Language Teaching. Second Edition . New York: Cambridge University Press Sarwono, J. 2010. Pintar Menulis Karangan Ilmiah-Kunci Sukses dalam Menulis Ilmiah . Yogyakarta: Penerbit Andi. <p>Supporters:</p>																																						
Supporting lecturer	Dra. Fahmi Wahyuningsih, M.Pd.																																						
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 scope of the course, the objectives of the lecture contract, lecture implementation policies, assessment policies and assignments that must be carried out. Seminar group division.	delivery of the scope of lectures and so on	Criteria: minimum 75% attendance Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers 2 X 50		Material: lecture contract References:	2%
2	Students can understand the basics of language teaching	Explain the foundations of language teaching	Criteria: Participation during lectures and presence of active activities is carried out through observation (weight 5). Assignment scores and presentations are averaged into assignment scores given a weight of 5 Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	PBL, 2 X 50 presentation		Material: Foundations of Language Teaching Library: Balzer, Helmut. 2011. <i>Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten.</i> W3L AG. Brumfit, Christopher. 1984. <i>Communicative Methodology in Language Teaching</i> . Cambridge: Cambridge University Press Dwiloka, B., Riana, R. 2012. <i>Techniques for Writing Scientific Papers (Theses, Theses, Dissertations, Articles, Papers and Reports)</i> . Jakarta: Rineka Cipta. Indriati, E. 2002. <i>Writing Scientific Papers</i> . Jakarta: Gramedia Pustaka Utama. Ricards, Jack. 2001. <i>Approaches and Methods in Language Teaching. Second Edition</i> . New York: Cambridge University Press Sarwono, J. 2010. <i>Writing Smart Scientific Essays-The Key to Success in Scientific Writing</i> . Yogyakarta: Andi Publishers.	10%

3	Understand aspects of language teaching	Explains aspects of language teaching	<p>Criteria: Participation during lectures and presence of active activities is carried out through observation (weight 5). Assignment scores and presentations are averaged into assignment scores given a weight of 5</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers 2 X 50		<p>Material: Aspects of language teaching Reference: Balzer, Helmut. 2011. <i>Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss.</i> Areiten. W3L AG. Brumfit, Christopher. 1984. <i>Communicative Methodology in Language Teaching</i>. Cambridge University Press Dwiloka, B., Riana, R. 2012. <i>Techniques for Writing Scientific Papers (Theses, Theses, Dissertations, Articles, Papers and Reports)</i>. Jakarta: Rineka Cipta. Indriati, E. 2002. <i>Writing Scientific Papers</i>. Jakarta: Gramedia Pustaka Utama. Ricards, Jack. 2001. <i>Approaches and Methods in Language Teaching. Second Edition</i>. New York: Cambridge University Press Sarwono, J. 2010. <i>Writing Smart Scientific Essays-The Key to Success in Scientific Writing</i>. Yogyakarta: Andi Publishers.</p>	10%
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4	Understand the language teaching curriculum	explain the language teaching curriculum	<p>Criteria: Participation during lectures and presence of active activities is carried out through observation (weight 5). Assignment scores and presentations are averaged into assignment scores given a weight of 5</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	SDL 2 X 50		<p>Material: Curriculum Library: Balzer, Helmut.2011. <i>Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Arbeiten.</i> W3L AG. Brumfit, Christopher. 1984. <i>Communicative Methodology in Language Teaching</i>. Cambridge University Press Dwiloka, B., Riana, R. 2012. <i>Techniques for Writing Scientific Papers (Theses, Theses, Dissertations, Articles, Papers and Reports)</i>. Jakarta: Rineka Cipta. Indriati, E. 2002. <i>Writing Scientific Papers</i>. Jakarta: Gramedia Pustaka Utama. Ricards, Jack. 2001. <i>Approaches and Methods in Language Teaching</i>. Second Edition. New York: Cambridge University Press Sarwono, J. 2010. <i>Writing Smart Scientific Essays-The Key to Success in Scientific Writing</i>. Yogyakarta: Andi Publishers.</p>	6%
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5	Understand language teaching methods	Explain language teaching methods	<p>Criteria: Participation during lectures and attendance at active activities is carried out through observation (weight 5). Assignment scores and presentations are averaged into assignment scores given a weight of 5</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	presentation 2 X 50		<p>Material: Language Teaching Methods</p> <p>References: Balzer, Helmut. 2011. <i>Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss.</i> Areiten. W3L AG. Brumfit, Christopher. 1984. <i>Communicative Methodology in Language Teaching</i>. Cambridge University Press Dwiloka, B., Riana, R. 2012. <i>Techniques for Writing Scientific Papers (Theses, Theses, Dissertations, Articles, Papers and Reports)</i>. Jakarta: Rineka Cipta. Indriati, E. 2002. <i>Writing Scientific Papers</i>. Jakarta: Gramedia Pustaka Utama. Ricards, Jack. 2001. <i>Approaches and Methods in Language Teaching. Second Edition</i>. New York: Cambridge University Press Sarwono, J. 2010. <i>Writing Smart Scientific Essays-The Key to Success in Scientific Writing</i>. Yogyakarta: Andi Publishers.</p>	10%
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6	Understanding language tests	Explaining language tests	<p>Criteria: Participation during lectures and presence of active activities is carried out through observation (weight 5). Assignment scores and presentations are averaged into assignment scores given a weight of 5</p> <p>Form of Assessment : Practice / Performance</p>	question and answer discussion 2 X 50		<p>Material: Language Test Literature: Balzer, Helmut.2011. <i>Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten.</i> W3L AG. Brumfit, Christopher. 1984. <i>Communicative Methodology in Language Teaching</i>.Cambridge University Press Dwijloka, B., Riana, R. 2012. <i>Techniques for Writing Scientific Papers (Theses, Theses, Dissertations, Articles, Papers and Reports).</i> Jakarta: Rineka Cipta. Indriati, E. 2002. <i>Writing Scientific Papers.</i> Jakarta: Gramedia Pustaka Utama. Ricards, Jack. 2001. <i>Approaches and Methods in Language Teaching. Second Edition.</i> New York: Cambridge University Press Sarwono, J. 2010. <i>Writing Smart Scientific Essays-The Key to Success in Scientific Writing.</i> Yogyakarta: Andi Publishers.</p>	4%
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7	Students are able to master language learning students and language teachers	explains about students learning languages and language teachers	<p>Criteria: Participation during lectures and attendance at active activities is carried out through observation (weight 5). Assignment scores and presentations are averaged into assignment scores given a weight of 5</p> <p>Form of Assessment : Practice / Performance</p>	Presentation 2 X 50		<p>Material: students studying languages and language teachers References: Balzer, Helmut.2011. <i>Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten</i>. W3L AG. Brumfit, Christopher. 1984. <i>Communicative Methodology in Language Teaching</i>.Cambridge: Cambridge University Press Dwiloka, B., Riana, R. 2012. <i>Techniques for Writing Scientific Papers (Theses, Theses, Dissertations, Articles, Papers and Reports)</i>. Jakarta: Rineka Cipta. Indriati, E. 2002. <i>Writing Scientific Papers</i>. Jakarta: Gramedia Pustaka Utama. Ricards, Jack. 2001. <i>Approaches and Methods in Language Teaching</i>. Second Edition. New York: Cambridge University Press Sarwono, J. 2010. <i>Writing Smart Scientific Essays-The Key to Success in Scientific Writing</i>. Yogyakarta: Andi Publishers.</p>	4%
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8	Doing UTS questions	Answer questions about UTS	Criteria: 1. Essay questions: each point weighs 10 2. multiple choice questions: weight of each point 5 Form of Assessment : Test	assignment 2 X 50		Material: UTS Library: Balzer, Helmut. 2011. <i>Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Arbeiten.</i> W3L AG. Brumfit, Christopher. 1984. <i>Communicative Methodology in Language Teaching</i> . Cambridge: Cambridge University Press Dwiloka, B., Riana, R. 2012. <i>Techniques for Writing Scientific Papers (Theses, Theses, Dissertations, Articles, Papers and Reports)</i> . Jakarta: Rineka Cipta. Indriati, E. 2002. <i>Writing Scientific Papers</i> . Jakarta: Gramedia Pustaka Utama. Ricards, Jack. 2001. <i>Approaches and Methods in Language Teaching. Second Edition</i> . New York: Cambridge University Press Sarwono, J. 2010. <i>Writing Smart Scientific Essays- The Key to Success in Scientific Writing</i> . Yogyakarta: Andi Publishers.	10%
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9	Able to organize ideas/thoughts and arguments in the form of proposals/papers and communicate them in class discussions.	prepare papers as a group	Criteria: 1.active discussion 2.courage to express an opinion 3.accuracy of understanding 4.AD value range	working on a 2 X 50 project		Material: discussion of the paper References: <i>Balzer, Helmut. 2011. Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten. W3L AG. Brumfit, Christopher. 1984. Communicative Methodology in Language Teaching .Cambridge: Cambridge University Press</i> <i>Dwiloka, B., Riana, R. 2012. Techniques for Writing Scientific Papers (Theses, Theses, Dissertations, Articles, Papers and Reports). Jakarta: Rineka Cipta. Indriati, E. 2002. Writing Scientific Papers. Jakarta: Gramedia Pustaka Utama.</i> <i>Ricards, Jack. 2001. Approaches and Methods in Language Teaching. Second Edition. New York: Cambridge University Press</i> <i>Sarwono, J. 2010. Writing Smart Scientific Essays-The Key to Success in Scientific Writing. Yogyakarta: Andi Publishers.</i>	5%
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10	Able to organize ideas/thoughts and arguments in the form of proposals/papers and communicate them in class discussions.	Completeness of individual paper components	<p>Criteria:</p> <ol style="list-style-type: none"> 1.mastery of analytical accuracy 2.delivery of material 3.performance 4.AD value range <p>Form of Assessment : Participatory Activities</p>	discussion, presentation 2 X 50		<p>Material: assignment to write a paper/proposal</p> <p>References: Balzer, Helmut.2011. <i>Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten</i>. W3L AG. Brumfit, Christopher. 1984. <i>Communicative Methodology in Language Teaching</i>.Cambridge: Cambridge University Press Dwiloka, B., Riana, R. 2012. <i>Techniques for Writing Scientific Papers (Theses, Theses, Dissertations, Articles, Papers and Reports)</i>. Jakarta: Rineka Cipta. Indriati, E. 2002. <i>Writing Scientific Papers</i>. Jakarta: Gramedia Pustaka Utama. Ricards, Jack. 2001. <i>Approaches and Methods in Language Teaching</i>. Second Edition. New York: Cambridge University Press Sarwono, J. 2010. <i>Writing Smart Scientific Essays-The Key to Success in Scientific Writing</i>. Yogyakarta: Andi Publishers.</p>	1%
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11	Able to organize ideas/thoughts and arguments in the form of proposals/papers and communicate them in class discussions.	prepare papers as a group	<p>Criteria:</p> <ol style="list-style-type: none"> 1.active discussion 2.courage to express an opinion 3.accuracy of understanding 4.performance 5.grade range A - D, referring to the assessment guidelines <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	discussion, presentation 2 X 50		<p>Material: presentation of thoughts and arguments in the form of a proposal.</p> <p>Reference: <i>Balzer, Helmut. 2011. Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten. W3L AG. Brumfit, Christopher. 1984. Communicative Methodology in Language Teaching .Cambridge University Press</i> <i>Dwiloka, B., Riana, R. 2012. Techniques for Writing Scientific Papers (Theses, Theses, Dissertations, Articles, Papers and Reports). Jakarta: Rineka Cipta. Indriati, E. 2002. Writing Scientific Papers. Jakarta: Gramedia Pustaka Utama.</i> <i>Ricards, Jack. 2001. Approaches and Methods in Language Teaching. Second Edition. New York: Cambridge University Press</i> <i>Sarwono, J. 2010. Writing Smart Scientific Essays-The Key to Success in Scientific Writing. Yogyakarta: Andi Publishers.</i></p>	5%
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12	Able to organize ideas/thoughts and arguments in the form of proposals/papers and communicate them in class discussions.	prepare papers as a group	<p>Criteria:</p> <ol style="list-style-type: none"> 1.active discussion 2.courage to express an opinion 3.accuracy of understanding 4.performance 5.grade range A - D, referring to the assessment guidelines <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	discussion, question and answer 2 X 50		<p>Material: results of thoughts and arguments in the form of a proposal.</p> <p>Reference: Balzer, Helmut. 2011. <i>Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten.</i> W3L AG. Brumfit, Christopher. 1984. <i>Communicative Methodology in Language Teaching</i>. Cambridge University Press Dwiloka, B., Riana, R. 2012. <i>Techniques for Writing Scientific Papers (Theses, Theses, Dissertations, Articles, Papers and Reports).</i> Jakarta: Rineka Cipta. Indriati, E. 2002. <i>Writing Scientific Papers.</i> Jakarta: Gramedia Pustaka Utama. Ricards, Jack. 2001. <i>Approaches and Methods in Language Teaching. Second Edition.</i> New York: Cambridge University Press Sarwono, J. 2010. <i>Writing Smart Scientific Essays-The Key to Success in Scientific Writing.</i> Yogyakarta: Andi Publishers.</p>	5%
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13	Able to organize ideas/thoughts and arguments in the form of proposals/papers and communicate them in class discussions.	prepare papers as a group	<p>Criteria:</p> <ol style="list-style-type: none"> 1.active discussion 2.courage to express an opinion 3.accuracy of understanding 4.performance 5.grade range A - D, referring to the assessment guidelines <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	discussion, question and answer 2 X 50		<p>Material: results of thoughts and arguments in the form of a proposal. Reference: Balzer, Helmut. 2011. <i>Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten. W3L AG. Brumfit, Christopher. 1984. Communicative Methodology in Language Teaching .Cambridge: Cambridge University Press</i> Dwiloka, B., Riana, R. 2012. <i>Techniques for Writing Scientific Papers (Theses, Theses, Dissertations, Articles, Papers and Reports). Jakarta: Rineka Cipta. Indriati, E. 2002. Writing Scientific Papers. Jakarta: Gramedia Pustaka Utama. Ricards, Jack. 2001. Approaches and Methods in Language Teaching. Second Edition. New York: Cambridge University Press</i> Sarwono, J. 2010. <i>Writing Smart Scientific Essays-The Key to Success in Scientific Writing. Yogyakarta: Andi Publishers.</i></p>	5%
14	Able to organize ideas/thoughts and arguments in the form of proposals/papers and communicate them in class discussions.	suitability of individual paper components	<p>Criteria:</p> <ol style="list-style-type: none"> 1.active discussion 2.courage to express an opinion 3.accuracy of understanding 4.performance 5.grade range A - D, referring to the assessment guidelines <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	discussion, question and answer 2 X 50		<p>Material: results of thoughts and arguments in the form of a proposal. Reference: Balzer, Helmut. 2011. <i>Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten. W3L AG. Brumfit, Christopher. 1984. Communicative Methodology in Language Teaching .Cambridge: Cambridge University Press</i> Dwiloka, B., Riana, R. 2012. <i>Techniques for Writing Scientific Papers (Theses, Theses, Dissertations, Articles, Papers and Reports). Jakarta: Rineka Cipta. Indriati, E. 2002. Writing Scientific Papers. Jakarta: Gramedia Pustaka Utama. Ricards, Jack. 2001. Approaches and Methods in Language Teaching. Second Edition. New York: Cambridge</i></p>	10%

						<p>University Press Sarwono, J. 2010. <i>Writing Smart Scientific Essays-The Key to Success in Scientific Writing</i>. Yogyakarta: Andi Publishers.</p> <p>Material: results of thoughts and arguments in the form of a proposal.</p> <p>Reference: Balzer, Helmut. 2011. <i>Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten</i>. W3L AG. Brumfit, Christopher. 1984. <i>Communicative Methodology in Language Teaching</i>. Cambridge: Cambridge University Press Dwiloka, B., Riana, R. 2012. <i>Techniques for Writing Scientific Papers (Theses, Theses, Dissertations, Articles, Papers and Reports)</i>. Jakarta: Rineka Cipta. Indriati, E. 2002. <i>Writing Scientific Papers</i>. Jakarta: Gramedia Pustaka Utama. Ricards, Jack. 2001. <i>Approaches and Methods in Language Teaching</i>. Second Edition. New York: Cambridge University Press Sarwono, J. 2010. <i>Writing Smart Scientific Essays-The Key to Success in Scientific Writing</i>. Yogyakarta: Andi Publishers.</p>	
15	Able to organize ideas/thoughts and arguments in the form of proposals/papers and communicate them in class discussions.		<p>Criteria:</p> <ol style="list-style-type: none"> 1.active discussion 2.courage to express an opinion 3.accuracy of understanding 4.performance 5.grade range A - D, referring to the assessment guidelines <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	discussion, question and answer 2 X 50		<p>Material: results of thoughts and arguments in the form of a proposal.</p> <p>Reference: Balzer, Helmut. 2011. <i>Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten</i>. W3L AG. Brumfit, Christopher. 1984. <i>Communicative Methodology in Language Teaching</i>. Cambridge: Cambridge University Press Dwiloka, B., Riana, R. 2012. <i>Techniques for Writing Scientific Papers (Theses, Theses, Dissertations, Articles, Papers and Reports)</i>. Jakarta: Rineka Cipta. Indriati, E. 2002. <i>Writing Scientific Papers</i>. Jakarta: Gramedia</p>	10%

						<p>Pustaka Utama. Ricards, Jack. 2001. <i>Approaches and Methods in Language Teaching</i>. Second Edition. New York: Cambridge University Press</p> <p>Sarwono, J. 2010. <i>Writing Smart Scientific Essays- The Key to Success in Scientific Writing</i>. Yogyakarta: Andi Publishers.</p> <hr/> <p>Material: results of thoughts and arguments in the form of a proposal. Reference: Balzer, Helmut. 2011. <i>Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten</i>. W3L AG. Brumfit, Christopher. 1984. <i>Communicative Methodology in Language Teaching</i>. Cambridge: Cambridge University Press</p> <p>Dwiloka, B., Riana, R. 2012. <i>Techniques for Writing Scientific Papers (Theses, Theses, Dissertations, Articles, Papers and Reports)</i>. Jakarta: Rineka Cipta.</p> <p>Indriati, E. 2002. <i>Writing Scientific Papers</i>. Jakarta: Gramedia Pustaka Utama.</p> <p>Ricards, Jack. 2001. <i>Approaches and Methods in Language Teaching</i>. Second Edition. New York: Cambridge University Press</p> <p>Sarwono, J. 2010. <i>Writing Smart Scientific Essays- The Key to Success in Scientific Writing</i>. Yogyakarta: Andi Publishers.</p>	
16			<p>Form of Assessment : Project Results Assessment / Product Assessment</p>	product assessment		<p>Material: UAS Literature:</p>	8%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	55%
3.	Practice / Performance	15%
4.	Test	15%
		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.