INFCA INFCA

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

Document Code

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			SI	EMESTE	R LEA	ARNING	G PLA	۱N		
Courses			CODE		Course Far	nily	Credit W	eight	SEMESTER	Compilation Date
Languag seminars		rning and teachir	ng 882070224	14			T=2 P=0	ECTS=3.18	5	July 16, 2024
AUTHOR	RIZAT	ION	SP Develo	per		Cours	e Cluster	Coordinator	Study Program Co	ordinator
									Dwi Imroatu Jula M.Pd	
Learning model	l	Project Based L	earning			1				
Program		PLO study prog	gram that is cha	rged to the o	ourse					
Learning		Program Objec	tives (PO)							
(PLO)		PLO-PO Matrix								
			P.O							
		PO Matrix at th	e end of each le	arning stage	(Sub-PO)					
			P.O 1	2 3 4	5 6	7 8	Week 9	.0 11 1	2 13 14 1	15 16
Short Course Descript	tion	language teachir language and lite the main problem	ng curriculum, stu erature textbooks,	dents studying and language ality of langua	j languages, teachers. Th ge, literature	language to ne purpose o and teachin	eaching m f this lectung life, as v	ethods, langua re is to develo vell as researd	ing, aspects of lang uge error analysis, la o students' ability to th and discuss them ndependently .	anguage tests, find and select
Referen	ces	Main :								
		Commun Teknik M Menulis Teaching	iikative Methodolo Ienulis Karya Ilmia Karya Ilmiah . Ja	ogy in Langua ah (Skripsi, Tes karta: Gramed . New York: C	ge Teaching sis, Disertasi, lia Pustaka Cambridge Ui	.Cambridge: Artikel, Mak Utama. Rica niversity Pre	: Cambrido alah, dan l rds, Jack.	ge University I _aporan). Jaka 2001. Approac	BL AG. Brumfit, Chris Press Dwiloka, B., R urta: Rineka Cipta. In haches and Methods Itar Menulis Karanga	iana, R. 2012. driati, E. 2002. s in Language
		Supporters:								
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Support lecturer	ing	Dra. Fahmi Wahy	vuningsih, M.Pd.							
Week-		F DO)			Form	Lear Stude	elp Learnii ning meth nt Assign stimated ti	ods, nents,	Learning materials [References]	Assessment Weight (%)
			Indicator			offline)	Jiiiii			
(1)		(2)	(3)	(4)		(5)		(6)	(7)	(8)

-	Ctudente	doliver of the	Ouitania.	14	NA A A MICH. La Service	20.1
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. Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten. W3L AG. Brumfit, Christopher. 1984. Communicative Methodology in Language Teaching .Cambridge: Cambridge: Cambridge University Press 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. Ricards, Jack. 2001. Approaches and Methods in Language Teaching. Second Edition. New York: Cambridge University Press Sarwono, J. 2010. Writing Smart Scientific Essays- The Key to Success in Scientific Writing. Yogyakarta: Andi Publishers.	10%

	Understand	Evaloino	Cuita ui a	1	Madaulal, Assasts	100/
3	Understand aspects of language teaching	Explains aspects 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	Lectures, discussions, questions and answers 2 X 50	Material: Aspects of language teaching Reference: 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 Dwiloka, B., Riana, R. 2012. Techniques for Writing Scientific Papers (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 Sarwono, J. 2010. Writing Smart Scientific EssaysThe Key to Success in Scientific Writing. Yogyakarta: Andi Publishers.	10%

Assessment, Practices / Performance R. 2012. Techniques for Witting 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 Sarwono, J. 2010. Writing Smart Scientific Essays- The Key to Success in Scientific Writing, Yogyakarta: Andi	4	Understand the language teaching curriculum	explain the language teaching curriculum	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 Forms of Assessment: Participatory Activities, Project Results Assessment / Product	SDL 2 X 50	Material: Curriculum Library: 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	6%
				Project Results Assessment / Product Assessment, Practices		Cambridge University Press Dwiloka, B., Riana, R. 2012. Techniques for Writing Scientific Papers (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 Sarwono, J. 2010. Writing Smart Scientific Essays- The Key to Success in Scientific Writing.	

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6	Understanding language tests	Explaining	Criteria:	question	Material:	4%
	language lesis	language tests	Participation during lectures and	and answer	Language Test	
		10313	presence of active	discussion	Literature: Balzer,	
			activities is carried	2 X 50	Helmut.2011.	
			out through		Wissenschaftliches	
			observation (weight		Arbeit, Ethik, Inhalt	
			5). Assignment		und Form wiss.	
			scores and		Areiten. W3L AG.	
			presentations are averaged into		Brumfit,	
			assignment scores		Christopher. 1984.	
			given a weight of 5		Communicative	
					Methodology in	
			Form of Assessment		Language	
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			Practice / Performance		.Cambridge:	
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					University Press	
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					Jakarta: Rineka	
					Cipta. Indriati, E.	
					2002. Writing	
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					Scientific Essays-	
					The Key to	
					Success in	
					Scientific Writing.	
					Yogyakarta: Andi	
					Publishers.	

	1		I			
7	Students are able to master language learning students and language teachers	explains about students learning languages and language teachers	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 Form of Assessment: Practice / Performance	Presentation 2 X 50	Material: students studying languages and language teachers References: Balzer, Helmut.2011. Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten. W3L AG. Brumfit, Christopher. 1984. Communicative Methodology in Language Teaching. Cambridge:	4%

			ı		T T		
8 Dqu	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	Li Hi WW Ai ui Ai	laterial: UTS ibrary: Balzer, ielmut.2011. //issenschaftliches rbeit, Ethik, Inhalt ind Form wiss. reiten. W3L AG. rumfit, rhristopher. 1984. ommunicative lethodology in language eaching Cambridge: lambridge:	10%

9	Able to organize	nrenare	Criteria:		Material:	5%
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: Balzer, Helmut.2011. Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten. W3L AG. Brumfit, Christopher. 1984. Communicative Methodology in Language Teaching .Cambridge: Cambridge: Cambridge: Cambridge: Cambridge: University Press 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. Ricards, Jack. 2001. Approaches and Methods in Language Teaching. Second Edition. New York: Cambridge University Press Sarwono, J. 2010. Writing Smart Scientific Essays- The Key to Success in Scientific Writing. Yogyakarta: Andi Publishers.	5%

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10	Able to organize ideas/thoughts and	Completeness of individual	Criteria:	discussion,	Material:	1%
	arguments in the	paper	1.mastery of	presentation	assignment to	
	form of	components	analytical	2 X 50	write a	
	proposals/papers	componento	accuracy		paper/proposal	
	and communicate		2.delivery of		References:	
	them in class		material		Balzer,	
	discussions.		3.performance		Helmut.2011.	
			4.AD value range		Wissenschaftliches	
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			Participatory Activities		Brumfit,	
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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	Criteria: 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 Form of Assessment: Project Results Assessment / Product Assessment	discussion, question and answer 2 X 50	Material: results of thoughts and arguments in the form of a proposal. Reference: Balzer, Helmut. 2011. Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten. W3L AG. Brumfit, Christopher. 1984. Communicative Methodology in Language Teaching .Cambridge: Cambridge:	5%
	Able to organize ideas/thoughts and arguments in the form of proposals/papers and communicate them in class discussions.	suitability of individual paper components	Criteria: 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 Form of Assessment: Project Results Assessment / Product Assessment	discussion, question and answer 2 X 50	Material: results of thoughts and arguments in the form of a proposal. Reference: Balzer, Helmut. 2011. Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten. W3L AG. Brumfit, Christopher. 1984. Communicative Methodology in Language Teaching .Cambridge: Cambridge:	10%

				S V S S Y Y F S S S S	University Press Sarwono, J. 2010. Writing Smart Scientific Essays- The Key to Success in Scientific Writing. Yogyakarta: Andi Publishers. Material: results of houghts and arguments in the form of a proposal. Reference: Balzer, Helmut. 2011. Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten. W3L AG. Brumfit, Christopher. 1984. Communicative Methodology in Language Teaching Cambridge: Cambridge: Cambridge: University Press 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. Ricards, Jack. 2001. Approaches and Methods in Language Teaching. Second Edition. New York: Cambridge University Press Sarwono, J. 2010. Writing Smart	
15	Able to organize ideas/thoughts and arguments in the form of proposals/papers and communicate them in class discussions.	Criteria: 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 Form of Assessment : Project Results Assessment / Product Assessment, Test	discussion, question and answer 2 X 50	S S S S S S S S S S S S S S S S S S S	The Key to Success in Scientific Writing. Yogyakarta: Andi Publishers. Material: results of houghts and arguments in the form of a proposal. Reference: Balzer, Helmut. 2011. Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten. W3L AG. Brumfit, Christopher. 1984. Communicative Methodology in Language Teaching Cambridge: Cambridg	10%

10			Form of Assessment: Project Results Assessment / Product Assessment	assessment		Material: UAS Literature:	0 %0
16			Form of Assessment	product		Pustaka Utama. Ricards, Jack. 2001. Approaches and Methods in Language Teaching. Second Edition. New York: Cambridge University Press Sarwono, J. 2010. Writing Smart Scientific Essays-The Key to Success in Scientific Writing. Yogyakarta: Andi Publishers. Material: results of thoughts and arguments in the form of a proposal. Reference: Balzer, Helmut. 2011. Wissenschaftliches Arbeit, Ethik, Inhalt und Form wiss. Areiten. W3L AG. Brumfit, Christopher. 1984. Communicative Methodology in Language Teaching .Cambridge: Cambridge: Cambridg	8%
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Evaluation Percentage Recap: Project Based Learning

LVU	iiiig	
No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	55%
3.	Practice / Performance	15%
4.	Test	15%
		100%

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.
- 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.
- 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.
- 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.