



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

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Deutsch III	7920604042		T=4 P=0 ECTS=6.36	5	July 18, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>
	.....		.....		Dr. Wisma Kurniawati, M.Pd.

<b>Learning model</b>	Case Studies
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<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																	
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
		P.O																																
	PO Matrix at the end of each learning stage (Sub-PO)																																	
	P.O	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="16">Week</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Week																																		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																			

**Short Course Description** Providing students with skills in German, both receptive and productive with daily themes in society, namely Holidays, New Technology, United Germany, World of Work, Nature and Weather, Vision of the City of Hope, Friendships, Feelings and Thoughts, Art, Social Concern, Life in the City, and About Money.. Comprehension of complex German speech and texts, including theory (structure and vocabulary) and language practice. 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 B1.

<b>References</b>	<b>Main :</b>	
		<ol style="list-style-type: none"> <li>1. Dengler, Stefanie et.al.. 2017. Netzwerk B1 Kursbuch. Jakarta: Katalis</li> <li>2. Dengler, Stefanie et.al.. 2017. Netzwerk B1 Arbeitsbuch. Jakarta: Katalis</li> </ol>
	<b>Supporters:</b>	

**Supporting lecturer** Dr. Wisma Kurniawati, M.Pd.  
 Yunanfathur Rahman, S.S., M.A.  
 Ajeng Dianing Kartika, 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 Deutsch III lecture rules, the agreed lecture contract, and the material and assignments that will be carried out in the Deutsch III lecture.	<ol style="list-style-type: none"> <li>1. Students are able to state the Deutsch III lecture rules</li> <li>2. Students are able to mention the lecture contract that has been agreed upon</li> <li>3. Students are able to explain in general the material and assignments that will be carried out in the Deutsch III lecture.</li> </ol>	<b>Criteria:</b> sehr gut gut befriedigend ausreichend	Communicative method Direct learning Question and answer Discussion Presentation 2 X 50			0%

2	Students are able to communicate verbally and in writing in basic German (B1) on a tourism theme.	<ol style="list-style-type: none"> <li>1. Students are able to write words and terms in German on tourist-themed photos presented by the lecturer</li> <li>2. Students are able to describe verbally one of the photos with a tourist theme presented by the lecturer in German.</li> <li>3. Students are able to mention types of tourism in the dialogue played on the CD.</li> <li>4. Students are able to write in German about their desire to travel and choose the type of tourism they want.</li> </ol>	Criteria: sehr gut gutbefriedigend ausreichend	Live Learning Discussion Questions and answers Presentation 2 X 50			0%
3	Students are able to communicate verbally and in writing in basic German (B1) on a tourism theme.	<ol style="list-style-type: none"> <li>1. Students are able to mention the type of tourism desired by the people in the dialogue in the text they read</li> <li>2. Students are able to identify sentences that use the zu infinitive in the text they read</li> <li>3. Students are able to construct sentences using the zu infinitive</li> <li>4. in writing</li> <li>5. Students are able to construct sentences using the zu infinitive in oral dialogue</li> </ol>	Criteria: sehr gut gutbefriedigend ausreichend	Live Learning Discussion Questions and answers Presentation 2 X 50			0%
4	Students are able to understand the contents of texts and dialogues about tourism themes with sub-themes at travel agency agents	<ol style="list-style-type: none"> <li>1. Students are able to state in writing information about the accommodation discussed in the dialogue played on the CD</li> <li>2. Students are able to make guesses about the accommodation options that the characters Anna and Paula will choose based on the conversations they have</li> <li>3. Students are able to create dialogue with conversation situations between customers and travel agency employees.</li> <li>4. Students are able to apply expressions about conversations between customers and travel agency employees.</li> </ol>	Criteria: sehr gut gutbefriedigend ausreichend	Live Learning Discussion Questions and answers Presentation 2 X 50			0%
5	Students are able to understand the contents of the Bewerbung (job application letter).	<ol style="list-style-type: none"> <li>1. Be able to mention the Bewerbung scheme</li> <li>2. Able to explain the contents of Bewerbung</li> <li>3. Able to identify Bewerbung keywords</li> <li>4. Able to apply pronouns adverbien orally and in writing in preparing Bewerbung</li> <li>5. Able to apply verbally and in writing Verben mit Präposition und Nebensatz.</li> </ol>	Criteria: sehr gut gutbefriedigend ausreichend	Live Learning Discussion Q&A Presentation 4 X 50			0%
6	Students are able to understand the contents of the Bewerbung (job application letter)	<ol style="list-style-type: none"> <li>1. Be able to mention the Bewerbung scheme</li> <li>2. Able to explain the contents of Bewerbung</li> <li>3. Able to identify Bewerbung keywords</li> <li>4. Able to apply pronouns adverbien orally and in writing in preparing Bewerbung</li> <li>5. Able to apply verbally and in writing Verben mit Präposition und Nebensatz</li> </ol>	Criteria: sehr gut gutbefriedigend ausreichend	Live Learning Question and Answer Discussion Presentation 4 X 50			0%

7	Students are able to understand Jobsanzeige (job vacancy advertisements)	<ol style="list-style-type: none"> <li>1.Able to decipher the content of job vacancy advertisements using associagrams</li> <li>2.Able to match job vacancy advertisements with</li> <li>3.Able to match required qualifications with job vacancy advertisements</li> <li>4.Able to explain about Tipps für ein erfolgreiches Vorstellungsgespräch (tips for successful job interviews)</li> <li>5.Able to make conclusions about Tipps für ein erfolgreiches Vorstellungsgespräch (tips for successful job interviews)</li> </ol>	<b>Criteria:</b> Sehr gut Gut Befriedigend Ausreichend	Direct Learning Discussion Questions and answers 4 X 50			0%
8	Students are able to understand Jobsanzeige (job vacancy advertisements)	<ol style="list-style-type: none"> <li>1.Able to decipher the content of job vacancy advertisements using associagrams</li> <li>2.Able to match job vacancy advertisements with</li> <li>3.Able to match required qualifications with job vacancy advertisements</li> <li>4.Able to explain about Tipps für ein erfolgreiches Vorstellungsgespräch (tips for successful job interviews)</li> <li>5.Able to make conclusions about Tipps für ein erfolgreiches Vorstellungsgespräch (tips for successful job interviews)</li> </ol>	<b>Criteria:</b> Sehr gut Gut Befriedigend Ausreichend	Direct Learning Discussion Questions and answers 4 X 50			0%
9	Students are able to express the contents of the text correctly orally and in writing about the Umweltfreundlich theme	<ol style="list-style-type: none"> <li>1.Be able to explain Fleischkonsum in Deutschland</li> <li>2.Be able to explain Trinkwasserverbrauch in Deutschland</li> <li>3.Able to explain Gefahrene Kilometer (Zahl des Autos in Deutschland)</li> <li>4.Be able to explain Mülltrennung in Deutschland</li> <li>5.Be able to explain Papierverbrauch in Deutschland</li> <li>6.Presenting the theme of ökologischer Fußabdruck</li> <li>7.Express opinions and give reasons about the theme of Öko Duel - Umweltschutz</li> <li>8.Able to compare Umweltschutz in Deutschland und Indonesia</li> </ol>	<b>Criteria:</b> Sehr gut Gut Befriedigend Ausreichend	Live Learning Discussion Q&A 4 X 50			0%
10	Students are able to express the contents of the text correctly orally and in writing about the Umweltfreundlich theme	<ol style="list-style-type: none"> <li>1.Be able to explain Fleischkonsum in Deutschland</li> <li>2.Be able to explain Trinkwasserverbrauch in Deutschland</li> <li>3.Able to explain Gefahrene Kilometer (Zahl des Autos in Deutschland)</li> <li>4.Be able to explain Mülltrennung in Deutschland</li> <li>5.Be able to explain Papierverbrauch in Deutschland</li> <li>6.Presenting the theme of ökologischer Fußabdruck</li> <li>7.Express opinions and give reasons about the theme of Öko Duel - Umweltschutz</li> <li>8.Able to compare Umweltschutz in Deutschland und Indonesia</li> </ol>	<b>Criteria:</b> Sehr gut Gut Befriedigend Ausreichend	Live Learning Discussion Q&A 4 X 50			0%

11	Students are able to understand the contents of the text correctly orally and in writing regarding the theme of using paper	<ol style="list-style-type: none"> <li>1.Able to compose questions based on Papier text – ohne geht es nicht</li> <li>2.Able to apply Material wear and n-Declination forms in compiling texts about personal experiences related to environmental conservation</li> <li>3.Able to apply compound sentence forms in composing texts about personal experiences related to environmental conservation</li> </ol>	<b>Criteria:</b> Sehr gutGutBefriedigendAusreichend	Live LearningDiscussionQ&A 4 X 50			0%
12	Students are able to understand the contents of the text correctly orally and in writing regarding the theme of using paper.	<ol style="list-style-type: none"> <li>1.Able to compose questions based on Papier text – ohne geht es nicht</li> <li>2.Able to apply Material wear and n-Declination forms in compiling texts about personal experiences related to environmental conservation</li> <li>3.Able to apply compound sentence forms in composing texts about personal experiences related to environmental conservation</li> </ol>	<b>Criteria:</b> Sehr gutGutBefriedigendAusreichend	Live LearningDiscussionQ&A 4 X 50			0%
13	Students are able to understand the weather in Germany	<ol style="list-style-type: none"> <li>1.Be able to explain the weather in Germany</li> <li>2.Able to compare the differences in weather in Germany and Indonesia</li> <li>3.Be able to describe in text the reaction of German society to weather changes</li> <li>4.Be able to explain Wortfamilie from nouns in the context of weather</li> <li>5.Able to explain the actions taken by the German people to preserve the environment; Guerilla Gardening</li> <li>6.Able to provide comments related to Guerilla Gardening</li> <li>7.Able to mention and analyze environmental conservation actions in Germany other than Guerilla Gardening</li> </ol>	<b>Criteria:</b> Sehr gutGutBefriedigendAusreichend	Direct LearningDiscussionQuestions and answers 2 X 50			0%
14	Students are able to understand the weather in Germany	<ol style="list-style-type: none"> <li>1.Be able to explain the weather in Germany</li> <li>2.Able to compare the differences in weather in Germany and Indonesia</li> <li>3.Be able to describe in text the reaction of German society to weather changes</li> <li>4.Be able to explain Wortfamilie from nouns in the context of weather</li> <li>5.Able to explain the actions taken by the German people to preserve the environment; Guerilla Gardening</li> <li>6.Able to provide comments related to Guerilla Gardening</li> <li>7.Able to mention and analyze environmental conservation actions in Germany other than Guerilla Gardening</li> </ol>	<b>Criteria:</b> Sehr gutGutBefriedigendAusreichend	Live LearningDiscussionQ&A 4 X 50			0%

15	Students are able to express the contents of the text correctly orally and in writing about the theme Blick nach vorn.	<ol style="list-style-type: none"> <li>1. Able to explain orally and in writing how to foresee the future (den Kaffeesatz lesen, aus der Hand lesen, der Glückskeks, die Bauernregel, das Bleigießen, das Horoskop)</li> <li>2. Able to describe visions of the future that apply in the area where you live</li> <li>3. Able to prepare new year headlines/plans in writing</li> <li>4. Able to apply Futur I in preparing the Zukunftprognosen text</li> <li>5. Able to apply Relativsatz mit Relativpronomen im Dativ in compiling texts with the theme neu in der Firma</li> </ol>	<b>Criteria:</b> Sehr gut Gut Befriedigend Ausreichend	Live Learning Discussion Q&A 4 X 50			0%
16	Students are able to understand Unfallversicherung.	<ol style="list-style-type: none"> <li>1. Students can identify information from Unfallversicherung text or discourse.</li> <li>2. Students can compose questions about the Unfallversicherung problem.</li> <li>3. Students can answer questions with correct sentence patterns about Unfallversicherung.</li> </ol>	<b>Criteria:</b> Sehr gut Gut Befriedigend Ausreichend	Communicative approach Question and answer Discussion Inquiry Approach 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.