



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

Document Code

SEMESTER LEARNING PLAN

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|--|---|---|-----------------------------------|--|----------------------------------|--|------------------------------|---|---|----|----|----|----|----|----|----|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Deutsch IV | 7920604043 | | T=4 P=0 ECTS=6.36 | 6 | July 18, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Dr. Wisma Kurniawati, M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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;">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: 50px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table> | | | | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | <p>Providing students with the ability to communicate in German, both receptively and productively with themes of daily life, includes four skills, namely listening, reading, writing and speaking. The themes studied are "Blick nach vorn", "Beziehungskisten", "von Kopf bis Fuss", "Kunstuecke", "Miteinander", "Vom Leben in Staedten". The materials studied are vocabulary, grammar and communicative expressions according to the theme studied. Lecture activities include theory and language practice in a ratio of 20:80. Material is taken from various sources according to the theme and level of language progression to be achieved. 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. Assessment includes written and oral tests as well as participation in class.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1. Dengler, Stefanie et.al.. 2017. Netzwerk Deutsch als Fremdsprache: Kursbuch B1 . Stuttgart: Ernst Klett Sprachen. 2. Dengler, Stefanie et.al.. 2017. Netzwerk Deutsch als Fremdsprache: Arbeitsbuch B1 . Stuttgart: Ernst Klett Sprachen. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Dr. Wisma Kurniawati, M.Pd. Dr. phil. Agus Ridwan, S.Pd., M.Hum. 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 1 | Students are able to understand the implementation of Deutsch IV lectures. Students are able to communicate about the theme of the future in German both written and spoken. | <ol style="list-style-type: none"> 1. Students are able to understand the objectives of the Deutsch IV lecture 2. material studied in the Deutsch IV course 3. Deutsch IV lecture system 4. Deutsch IV lecture rules 5. Deutsch IV lecture assessment system 6. carry out the pretest given by the Deutsch IV lecturer 7. use "Futur" grammar in communicating about future themes in German in writing 8. use vocabulary to communicate about future themes in German in writing 9. use communicative expressions to communicate about future themes in German in writing 10. use "Futur" grammar in communicating about future themes in German orally 11. use vocabulary to communicate about future themes in German orally 12. use communicative expressions to communicate about future themes in German orally. | Criteria: Score: range 0-100 observations: very good, good, poor | Individual work Group discussion 4 X 50 | | | 0% |
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| 2 | <p>Students are able to communicate in German on the theme "Blick nach vorn" (looking at the future) and apply vocabulary, grammar and communicative expressions according to the theme studied, both written and verbal.</p> | <ol style="list-style-type: none"> 1. Students are able to name at least one way for someone to predict the future based on experiences known and experienced in society. 2. Students are able to name six ways humans predict the future from photos and short articles provided by the lecturer 3. Students are able to rewrite key words in the articles they have read, which are related to how humans predict the future 4. Students are able to match the dialogue they hear with the photos and articles they have read, related to how humans predict the future 5. Students are able to rewrite communicative expressions in the dialogue they hear, related to the theme of how humans predict the future 6. Students are able to apply vocabulary and communicative expressions about how humans predict the future, in discussions. | <p>Criteria: score: 0-100 criteria: very good, good, not good</p> | <p>Communicative approach creating an associagram Question and answer discussion 2 X 50</p> | | | 0% |
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| 3 | Students are able to communicate in German on the theme "Blick nach vorn" (looking at the future) and apply vocabulary, grammar and communicative expressions according to the theme studied, both written and verbal. | <ol style="list-style-type: none"> 1. Students are able to name at least one way for someone in their country to predict the future based on experiences known and experienced in society. 2. Students are able to mention how humans predict the future in articles given by the lecturer 3. Students are able to rewrite key words in the articles they have read, which are related to how humans predict the future 4. Students are able to rewrite communicative expressions in articles, related to the theme of how humans predict the future 5. Students are able to rewrite the grammar of "Futur" in the article, related to the theme of how humans predict the future 6. Students are able to rewrite the vocabulary in the article, related to the theme of how humans predict the future 7. Students are able to apply vocabulary, grammar and communicative expressions about how humans predict the future, in discussions. | Criteria: 1. score: 0-100 2. criteria: very good, good, not good | Group work on speed reading and close reading Question and answer discussion 2 X 50 | | 0% |
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| 4 | Students are able to communicate in German on the theme "Blick nach vorn" (looking at the future) and apply vocabulary, grammar and communicative expressions according to the theme studied, both written and verbal. | <ol style="list-style-type: none"> 1. Students are able to mention at least one characteristic of the city of Hamburg with keywords in German 2. Students are able to state the predictions of two people in a dialogue about the future of the city of Hamburg in 2030, which are heard, related to education, housing, prices and tourism 3. Students are able to rewrite key words in the articles they have read, about the future of the city of Hamburg in 2030, which are heard, related to education, housing, prices and tourism 4. Students are able to rewrite communicative expressions in articles related to predictions about the future of the city of Hamburg 5. Students are able to rewrite the grammar of "Relativsatz" in articles, related to predictions about the future of the city of Hamburg 6. Students are able to apply vocabulary, grammar and communicative expressions about how humans predict the future, in discussions. 7. Students are able to apply vocabulary, grammar and communicative expressions to predict the future of the city where they live. | Criteria: 1. score: 0-100 2. criteria: very good, good, not good | Discussionassignment Questions and answersportfolioquiz 2 X 50 | | | 0% |
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| 5 | Students are able to communicate in German on the theme "Blick nach vorn" (looking at the future) and apply vocabulary, grammar and communicative expressions according to the theme studied. both written and verbal. | <ol style="list-style-type: none"> 1.Students are able to name at least one medium that can be used to learn German 2.Students are able to identify communicative expressions in the songs they play, related to the theme of the future 3.Students are able to match communicative expressions in the songs they play, related to the theme of the future 4.Students are able to apply vocabulary, grammar and communicative expressions about how humans predict the future, in discussions. 5.Students are able to apply vocabulary, grammar and communicative expressions to create poetry about the future | Criteria: 1.score: 0-100 2.criteria: very good, good, not good | Questions and answers for individual and group assignments, 2 X 50 portfolio discussions | | | 0% |
| 6 | Students are able to communicate in German on the theme "Beziehungskisten" (human relations) and apply vocabulary, grammar and communicative expressions according to the theme studied. both written and verbal. | Mentions places with their weather from the UN-Klimareport text | | Vorlesen Questions and answers 2 X 50 | | | 0% |
| 7 | Students are able to communicate in German on the theme "Beziehungskisten" (human relations) and apply vocabulary, grammar and communicative expressions according to the theme studied. both written and verbal. | Discussing the weather Reading articles in German magazines | | Communication Discussion Questions and answers 2 X 50 | | | 0% |
| 8 | Students are able to communicate in German on the theme "Beziehungskisten" (human relations) and apply vocabulary, grammar and communicative expressions according to the theme studied. both written and verbal. | Discuss about Pleiten - Pech – Pannen Identify information from the text Pleiten - Pech – Pannen | | Discussion Questions and answers 2 X 50 | | | 0% |
| 9 | Students are able to communicate in German on the theme "Beziehungskisten" (human relations) and apply vocabulary, grammar and communicative expressions according to the theme studied. both written and verbal. | Discuss about Pleiten - Pech – Pannen Identify information from the text Pleiten - Pech – Pannen | | Discussion Questions and answers 2 X 50 | | | 0% |

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| 10 | Students are able to communicate in German on the theme "von Kopf bis Fuss" (from head to toe) and apply vocabulary, grammar and communicative expressions according to the theme studied. both written and verbal. | 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 | Students are able to communicate in German on the theme "von Kopf bis Fuss" (from head to toe) and apply vocabulary, grammar and communicative expressions according to the theme studied. both written and verbal. | Identify information from the text Kindheit, Jugend, Alter Compose interrogative sentences about the theme | | Group discussion 2 X 50 | | | 0% |
| 12 | Students are able to communicate in German on the theme "von Kopf bis Fuss" (from head to toe) and apply vocabulary, grammar and communicative expressions according to the theme studied. both written and verbal. | 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 | Students are able to communicate in German on the theme "von Kopf bis Fuss" (from head to toe) and apply vocabulary, grammar and communicative expressions according to the theme studied. both written and verbal. | Identify information from the text DA-CH als Aus- und Einwanderungslaender | | Questions and answers 2 X 50 | | | 0% |
| 14 | Students are able to communicate in German on the theme "von Kopf bis Fuss" (from head to toe) and apply vocabulary, grammar and communicative expressions according to the theme studied. both written and verbal. | 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 | UTS Students are able to communicate in German on the theme "von Kopf bis Fuss" (from head to toe) and apply vocabulary, grammar and communicative expressions according to the theme studied. both written and verbal. | Identify information from the text "Wir sind Europa" | | discussion and Q&A 2 X 50 | | | 0% |
| 16 | UTS Students are able to communicate in German on the theme "von Kopf bis Fuss" (from head to toe) and apply vocabulary, grammar and communicative expressions according to the theme studied. both written and verbal. | | | 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.