



**Universitas Negeri Surabaya  
Faculty of Languages and Arts  
German Literature 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>																																																												
Schreiben 3	7920603223		T=3 P=0 ECTS=4.77	3	August 27, 2023																																																												
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																																												
		Dr. Wisma Kurniawati, M.Pd.	Dr. phil. Agus Ridwan, M.Hum.		Dr. Wisma Kurniawati, M.Pd.																																																												
<b>Learning model</b>	Case Studies																																																																
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																																																
	Program Objectives (PO)																																																																
	PO - 1	Students are skilled in German language in the aspect of writing with Niveaustufe A2 reproductively and productively at the level of written communication with the themes: 1) Was machen Sie beruflich, 2) Ganz schon mobil, 3) Gelernt ist gelernt, 4) Sportlich, sportlich, 5) Zusammen leben, 6) Gute Unterhaltung, 7) Wie die Zeit vergeht, 18) Typisch, oder?, 9) Gute Reise, 10) Das ist alles practicum, supported by grammar, vocabulary and Redemittel (communicative expressions), so that students are able to apply them in everyday life -day and can foster an attitude of respect for one's own culture and an attitude of empathy towards foreign cultures which ultimately results in students having humanist competence.																																																															
	PLO-PO Matrix																																																																
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PO Matrix at the end of each learning stage (Sub-PO)																																																																	
	<table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: center;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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<b>Short Course Description</b>	This course provides provision of German language skills in the aspect of writing with Niveaustufe A2 in a reproductive and productive manner at the level of written communication with the themes: 1) Was machen Sie beruflich, 2) Ganz schon mobil, 3) Gelernt ist gelernt, 4) Sportlich, sportlich, 5) Zusammen leben, 6) Gute Unterhaltung, 7) Wie die Zeit vergeht, 18) Typisch, oder?, 9) Gute Reise, 10) Das ist alles practicum, supported by grammar, vocabulary and Redemittel (communicative expressions), so that students able to apply it in everyday life and can foster an attitude of respect for one's own culture and an attitude of empathy towards foreign cultures which ultimately results in students having humanist competence. Lectures are held offline/online. Assessment is carried out through activity in lectures, structured assignments, UTS and UAS.																																																																
<b>References</b>	<b>Main :</b>																																																																
	<ol style="list-style-type: none"> <li>1. Dengler, Stefanie, dkk. 2019. Netzwerk Kursbuch A2. Stuttgart: Ernst Klett Sprachen.</li> <li>2. Dengler, Stefanie, dkk. 2019. Netzwerk Arbeitsbuch A2. Stuttgart: Ernst Klett Sprachen.</li> <li>3. Dengler, Stefanie, dkk. 2022. Netzwerk Kursbuch B1. Stuttgart: Ernst Klett Sprachen.</li> <li>4. Dengler, Stefanie, dkk. 2022. Netzwerk Arbeitsbuch B1. Stuttgart: Ernst Klett Sprachen.</li> </ol>																																																																
	<b>Supporters:</b>																																																																
<b>Supporting lecturer</b>	Dra. Raden Roro Dyah Woroharsi Parnaningroem, M.Pd. Dr. Wisma Kurniawati, M.Pd.																																																																
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time ]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																																										
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																																												
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																										

1	<p>1.Students are able to understand the objectives of the Schreiben 3 lecture and understand the requirements to achieve the objectives of the Schreiben 3 lecture.</p> <p>2.Students are able to explain general things orally based on the mindmap in the Berufe theme that has been created, including past and present types of work, various activities in the world of work, as well as equipment used in German.</p>	<p>1.Students can explain the objectives of the Schreiben 3 lecture</p> <p>2.explains the conditions for achieving the objectives of the Schreiben 3 lecture</p> <p>3.mention the types of work shown in the video you watch</p> <p>4.imitate sentences or expressions in German to express profession.</p> <p>5.create a written mindmap on the Berufe theme, covering past and present types of work, various activities in the world of work, as well as tools used in German.</p> <p>6.explain general things orally based on the mindmap in the Berufe theme that has been created, including past and present types of work, various activities in the world of work, as well as equipment used in German.</p>	<p><b>Criteria:</b> Sehr gut; Gut; Befriedigend; Ausreichend; ungenuegend</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance</p>	<p>Communicative approach: watching work-themed videos, discussions, questions and answers, group work and individual study, presentation of work results 3 X 50</p>		<p><b>Material:</b> Chapter 5 <b>Bibliography:</b> <i>Dengler, Stefanie, et al. 2019. Netzwerk Kursbuch A2. Stuttgart: Ernst Klett Sprachen.</i></p> <hr/> <p><b>Material:</b> Chapter 5 <b>Bibliography:</b> <i>Dengler, Stefanie, et al. 2019. Netzwerk Arbeitsbuch A2. Stuttgart: Ernst Klett Sprachen.</i></p>	5%
2	<p>1.Students are able to explain general things in writing about future work in a mindmap with relevant keywords, various activities, and equipment used in German.</p> <p>2.Students are able to express in writing about the work they want to take on as well as the various activities and equipment used in German using sentences that use prepositions followed by Dativ and Akkusativ cases, correctly.</p>	<p>1.Students are able to write global themes in texts about future work, which are read, in German.</p> <p>2.Students are able to identify future jobs, various activities, and equipment used in the German texts they read.</p> <p>3.Students are able to attach titles to texts about future work, various activities, and equipment used in the German texts they read.</p> <p>4.Students are able to express in writing about the work they want to take on as well as the various activities and equipment used in German using sentences that use prepositions followed by Dativ and Akkusativ cases, correctly.</p>	<p><b>Criteria:</b> Sehr gut; Gut; Befriedigend; Ausreichend; ungenuegend</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance</p>	<p>Communicative approach: reading texts on the theme of future work, discussions, questions and answers, group work and individual study, presentation of work results. 3 X 50</p>		<p><b>Material:</b> Chapter 5 <b>Bibliography:</b> <i>Dengler, Stefanie, et al. 2019. Netzwerk Kursbuch A2. Stuttgart: Ernst Klett Sprachen.</i></p> <hr/> <p><b>Material:</b> Chapter 5 <b>Bibliography:</b> <i>Dengler, Stefanie, et al. 2019. Netzwerk Arbeitsbuch A2. Stuttgart: Ernst Klett Sprachen.</i></p>	5%

3	Students are able to communicate in written German on the theme Große und kleine Gefühle (Feelings), understand important vocabulary, grammar and communicative expressions that are appropriate to this theme, and apply them in communication.	<ol style="list-style-type: none"> <li>1. Students are able to describe in German one of the seven events or celebrations in the theme Große und kleine Gefühle based on the photos and vocabulary displayed in the collage</li> <li>2. make a comparison of events in German-speaking countries shown in seven photos displayed by the lecturer and events or celebrations in Indonesia, in German</li> <li>3. apply important vocabulary in the Große und kleine Gefühle theme to tell an event or celebration from a photo provided by the lecturer in German</li> <li>4. apply important vocabulary in the Große und kleine Gefühle theme to make comparisons between events or celebrations in photos with events or celebrations in Indonesia in German</li> <li>5. telling a written story in German about a celebration in Indonesia using important vocabulary, grammar and communicative expressions that suit the theme.</li> </ol>	<b>Criteria:</b> Sehr gut Gut Befriedigend Ausreichend	composing Communicative approach Discussion Questions and answers 3 X 50			0%
4	Students are able to communicate in written German on the theme Große und kleine Gefühle (Feelings), understand important vocabulary, grammar and communicative expressions that are appropriate to this theme, and apply them in communication.	<ol style="list-style-type: none"> <li>1. Students are able to name the types of activities and challenges undertaken by young people today to get out of daily routine and boredom.</li> <li>2. mention important information in the text read, including the person described in the short German language text in blocks, the region visited, and their feelings or opinions about that region</li> <li>3. give a title in German to each paragraph in the text you read</li> <li>4. create a blog containing stories about personal experiences while abroad or out of town with adjectives, communicative expressions and sentence grammar with the connector "wenn" in German</li> </ol>	<b>Criteria:</b> sehr gut gut befriedigend ausreichend	Communicative approach Discussion Question and answer make a short essay according to the theme and context 3 X 50			0%

5	<p>Students are able to communicate in written German on the theme Was machen Sie beruflich? (What do you do), understand important vocabulary, grammar and communicative expressions that suit the theme, and apply them in communication.</p>	<ol style="list-style-type: none"> <li>1. Students are able to identify the main ideas in German texts on the theme of their desired job.</li> <li>2. Write down information about the person's name, internships attended, activities at work, and reasons for changing jobs in the text you read.</li> <li>3. write at least 5 professions in German correctly</li> <li>4. write down 3 activities carried out in a particular profession or job in the selected photo with vocabulary in German correctly</li> <li>5. Write down 3 things that people in certain professions use when working in German correctly</li> <li>6. compose sentences in German with the verb "werden" in the forms Praesens and Prateritum and Perfekt</li> <li>7. compose sentences in German using the prepositions ohne and mit</li> <li>8. tell stories about the job you aspire to do, activities carried out, and objects needed when working in German using vocabulary, communicative expressions and grammar correctly.</li> </ol>	<p><b>Criteria:</b> sehr gutgutbefriedigendausreichend</p>	<p>Communicative approach Question and answer Discussion Composing 3 X 50</p>		0%
6	<p>Students are able to communicate in German using grammar, vocabulary and communicative expressions that are appropriate to the theme of Ganz schon mobil (active on the road), and can write short essays.</p>	<ol style="list-style-type: none"> <li>1. Students can attach four short messages from cellphones written in German to the appropriate photos.</li> <li>2. pair the problems that have been written in German, provided by the lecturer with appropriate photos/drawings.</li> <li>3. compose sentences in German from communicative expressions provided by the lecturer, to express the positive and negative sides of the existence of transportation.</li> <li>4. write a short essay in German about experiences that occur related to means of transportation.</li> </ol>	<p><b>Criteria:</b> sehr gutgutbefriedigendausreichend</p>	<p>Communicative approach Question and answer Discussion Make a short essay 3 X 50</p>		0%

7	<p>Students are able to communicate orally and in writing in German on the theme of Ganz schon mobil (Vehicles) and are able to apply vocabulary, grammar and communicative expressions appropriate to the context.</p>	<ol style="list-style-type: none"> <li>1. Students are able to state in writing the means of transportation used by the three people described in the text provided by the lecturer in German</li> <li>2. Write down the travel time from home to work that the three people have to take number one in German</li> <li>3. tell in writing about the means of transportation used by students and the time required for their journey from home to campus in German</li> <li>4. describe statistics about the use of means of transportation in three large cities in Germany using communicative expressions, vocabulary and German grammar correctly</li> <li>5. express personal opinions about the research results shown in statistics in number 4 in German correctly.</li> </ol>	<p><b>Criteria:</b> sehr gut gut befriedigend ausreichend</p>	<p>Communicative approach Question and answer Discussion Role playing Make a short essay 3 X 50</p>		0%
8	<p>Students are able to communicate in written and spoken German on the theme Gelernt ist gelernt (Learning) by applying vocabulary, grammar and communicative expressions appropriate to the context.</p>	<ol style="list-style-type: none"> <li>1. Students are able to describe the images provided by the lecturer with a minimum of two sentences in German</li> <li>2. interpret verbally the situation in the image that has been described previously based on visual data</li> <li>3. pairing learning problems provided by the lecturer with appropriate texts</li> <li>4. underline communicative expressions that show problems in learning</li> <li>5. mention various problems in learning that may occur</li> <li>6. write a paragraph in a forum that reveals the problems in learning faced by the student concerned</li> </ol>	<p><b>Criteria:</b> Sehr gut Gut Befriedigend Ausreichend</p>	<p>Communicative approach Lecture Discussion Role Play 3 X 50</p>		0%

9	Students are able to communicate in written and spoken German on the theme Gelernt ist gelernt (Learning) by applying vocabulary, grammar and communicative expressions appropriate to the context.	<ol style="list-style-type: none"> <li>1.Students are able to create a mind map with vocabulary, phrases or communicative expressions in German that are appropriate to the topic "Professions related to language"</li> <li>2.mentions information about profession/occupation, tasks/activities, daily activities, positive and negative sides of work, which are listed in the text provided by the lecturer</li> <li>3.underline writing about possessive forms with names in German, in the text provided by the lecturer</li> <li>4.underline time adverbs that use the prepositions "bis, über, ab in the text provided by the lecturer</li> <li>5.write short essays with Studium (Study) in German using appropriate vocabulary, communicative expressions and grammar.</li> </ol>	<b>Criteria:</b> Sehr gutGutBefriedigendAusreichend	Communicative approach Lecture Discussion create a mind map and simple essay 3 X 50			0%
10	Students are able to write a short essay on a theme provided by the lecturer in German with a minimum of 70% appropriateness. Retell in written German an oral story heard by the lecturer, a minimum of 70%.	<ol style="list-style-type: none"> <li>1.Students are able to find mistakes that have been made in UTS</li> <li>2.calculate the points obtained from the answers done in the UTS</li> <li>3.write the correct answers to the UTS questions</li> </ol>	<b>Criteria:</b> Sehr gutBefriedigendAusreichend	3 X 50 problem solving			0%
11	Students are able to communicate in written and spoken German on the theme "Sportlich, sportlich" (Sport) by applying vocabulary, grammar and communicative expressions appropriate to the context.	<ol style="list-style-type: none"> <li>1.Students are able to make guesses about the sports played by the people in the photos provided by the lecturer</li> <li>2.create a mind map with a sports theme, containing at least three vocabulary words about the name of the sport and the equipment used in the sport in German</li> <li>3.pairs of sports equipment and descriptions in German</li> <li>4.write a simple essay about the sport you like most or often play in writing at least five sentences in German</li> </ol>	<b>Criteria:</b> Sehr gutBefriedigendAusreichend	Communicative approachLectureDiscussion 3 X 50			0%
12	Students are able to communicate in written and spoken German on the theme "Sportlich, sportlich" (Sport) by applying vocabulary, grammar and communicative expressions appropriate to the context.	<ol style="list-style-type: none"> <li>1.Students are able to: state the main ideas in the text about Geocaches provided by the lecturer</li> <li>2.found the definition of Geocache from the internet and explained it in German</li> <li>3.answer a minimum of two questions provided by the lecturer regarding information in the text about Geocache in German</li> </ol>	<b>Criteria:</b> Sehr gutBefriedigendAusreichend	Communicative approach Lecture Role Play Discussion. 3 X 50			0%
13	Students are able to communicate in written and spoken German on the theme "Zusammen leben" (Living Together) by applying vocabulary, grammar and communicative expressions appropriate to the context.	<ol style="list-style-type: none"> <li>1.Students are able to: name residential locations in photos provided by the lecturer in German</li> <li>2.describe with a minimum of two sentences about the characteristics of the residence in the photos provided by the lecturer</li> </ol>	<b>Criteria:</b> Sehr gutBefriedigendAusreichend	Communicative approach Lecture Role Play Discussion. 3 X 50			0%

14	Students are able to communicate in written and spoken German on the theme "Zusammen leben" (Living Together) by applying vocabulary, grammar and communicative expressions appropriate to the context.	<ol style="list-style-type: none"> <li>1. Students can express correctly orally about Stadtleben.</li> <li>2. Students can express correctly in writing about Stadtleben.</li> <li>3. Students can express correctly verbally about Wohnungssuche und Umzug.</li> <li>4. Students can express correctly in writing about Wohnungssuche und Umzug.</li> <li>5. Students can express correctly orally about Unfaelle im Haushalt.</li> <li>6. Students can correctly express what they wrote about Unfaelle im Haushalt.</li> </ol>	<b>Criteria:</b> Sehr gut Gut Befriedigend Ausreichend	Communicative approach Lecture Role Play Discussion. 3 X 50			0%
15	Students are able to communicate in written and spoken German on the theme "Gute Unterhaltung" (Good entertainment) by applying vocabulary, grammar and communicative expressions appropriate to the context.	<ol style="list-style-type: none"> <li>1. Students are able to: create a mind map containing at least three types of entertainment that can relieve fatigue in German</li> <li>2. pairs five short texts in German with five corresponding photographs, provided by the lecturer.</li> <li>3. write at least one question in German where the information is contained in a text provided by the lecturer with the question "was für ein(e) ...?"</li> <li>4. retell at least one short text in German on the theme "Gute Unterhaltung" (Good entertainment) provided by the lecturer with a minimum of three sentences</li> <li>5. write reviews of films, books or other works from Germany in German by applying vocabulary, grammar and communicative expressions appropriate to the context.</li> </ol>	<b>Criteria:</b> Sehr gut Gut Befriedigend Ausreichend	Lecture Discussion Role Playing Questions and answers 3 X 50			0%
16							0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	3.34%
2.	Portfolio Assessment	3.34%
3.	Practice / Performance	3.34%
		10.02%

#### 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.

