



**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																																																			
Schreiben 4	7920602238	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	February 1, 2024																																																			
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																				
		Dr. Wisma Kurniawati, M.Pd.; Dra. Raden Roro Dyah Woro Harsi Parnaningroem, M.Pd.	Dr. Wisma Kurniawati, M.Pd.			Dr. Wisma Kurniawati, M.Pd.																																																				
Learning model	Case Studies																																																									
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																									
	PLO-5	Able to master German language skills and apply them orally and in writing according to context with abilities equivalent to Common European Framework of Reference (CEFR) level B1																																																								
	Program Objectives (PO)																																																									
	PO - 1	Students are skilled at speaking German in the aspects of writing at level B1/level independently productively at the level of written communication with themes of daily life, supported by appropriate grammar, vocabulary and communicative expressions.																																																								
	PLO-PO Matrix																																																									
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">P.O</td> <td colspan="6" style="text-align: center;">PLO-5</td> </tr> <tr> <td style="text-align: center;">PO-1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						P.O	PLO-5						PO-1																																											
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PO Matrix at the end of each learning stage (Sub-PO)																																																										
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">P.O</td> <td colspan="16" 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> <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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Short Course Description	This course equips students with German language skills in the aspect of writing at B1 level/independent level productively at the level of written communication on the theme of everyday life, supported by appropriate grammar, vocabulary and Redemittel. Lectures are held face to face (note: including online). Assessment is carried out through activity in lectures, structured assignments, UTS and UAS.																																																									
References	Main :																																																									
	<ol style="list-style-type: none"> 1. Dengler, Stefanie, dkk. 2023. Netzwerk neu Kursbuch B1. Stuttgart: Ernst Klett Sprachen. 2. Dengler, Stefanie, dkk. 2023. Netzwerk neu Uebungsbuch B1. Stuttgart: Ernst Klett Sprachen. 3. Dengler, Stefanie, dkk. 2019. Netzwerk Kursbuch A2. Stuttgart: Ernst Klett Sprachen. 4. Dengler, Stefanie, dkk. 2019. Netzwerk Arbeitsbuch A2. Stuttgart: Ernst Klett Sprachen. 5. Gemeinsamer Europäischer Referenzrahmen (GER) für Sprachen. https://www.europaeischer-referenzrahmen.de/ 																																																									
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Supporting lecturer	Dra. Raden Roro Dyah Woroharsi Parnaningroem, M.Pd. Dr. Wisma Kurniawati, 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	<p>Students are able to understand the course contract and are able to understand B1 level writing skills in German so they can communicate in writing in B1 level German.</p>	<p>1. Students are able to describe the contents of the Schreiben 4 lecture contract, including lecture rules, learning objectives, and learning tools. 2. Students are able to demonstrate A2 German language proficiency level from the pretest given by the Schreiben 4 lecturer.</p>	<p>Criteria: Descriptive assessment criteria, including the highest to lowest levels, namely very good, good, sufficient and poor, are obtained from observations of student participation during the lecture, presentation and discussion process.</p> <p>Form of Assessment : Participatory Activities</p>	<p>discussion and presentation 2 X 50</p>		<p>Material: level B1 Bibliography: <i>Gemeinsamer Europäischer Referenzrahmen (GER) für Sprachen.</i> https://www.europaeischer-referenzrahmen.de/...</p> <p>Material: table of contents and general explanation References: <i>Dengler, Stefanie, et al. 2019. Netzwerk Kursbuch A2. Stuttgart: Ernst Klett Sprachen.</i></p> <p>Material: Table of contents and general introduction Bibliography: <i>Dengler, Stefanie, et al. 2019. Netzwerk Arbeitsbuch A2. Stuttgart: Ernst Klett Sprachen.</i></p> <p>Material: Table of contents and general introduction Bibliography: <i>Dengler, Stefanie, et al. 2023. Netzwerk neu Kursbuch B1. Stuttgart: Ernst Klett Sprachen.</i></p> <p>Material: Table of contents and general introduction Bibliography: <i>Dengler, Stefanie, et al. 2023. Netzwerk neu Uebungsbuch B1. Stuttgart: Ernst Klett Sprachen.</i></p>	3%
2	<p>1. Students are able to understand the objectives of the Schreiben 4 lecture, material and B1 level writing skills in German using simple sentences with grammar, vocabulary and communicative expressions commonly used in everyday life which must be mastered at the end of the lecture. 2. Students are able to determine the themes studied in the Schreiben 4 lecture along with grammar, vocabulary and important communicative expressions that suit the chosen theme.</p>	<p>1. Students are able to explain writing skills in German at level B1 and the important points that students must master in the Schreiben 4 lecture. 2. Students are able to explain the types of texts in German writing skills at level B1 in the Schreiben 4 lecture. 3. Students are able to mention vocabulary, grammar and communicative expressions in writing skills in German level B1 which students must master in the Schreiben 4 lecture.</p>	<p>Criteria: 1. The score is a number in the range 0-100 2. Descriptive assessment criteria, including the highest to lowest levels, namely very good, good, sufficient and poor, are obtained from observations of student participation during the lecture, presentation and discussion process.</p> <p>Form of Assessment : Participatory Activities</p>	<p>writing practice, assignments, simulations, discussions 2 X 50</p>		<p>Material: Table of contents and general introduction Bibliography: <i>Dengler, Stefanie, et al. 2019. Netzwerk Kursbuch A2. Stuttgart: Ernst Klett Sprachen.</i></p> <p>Material: Table of contents and general introduction Bibliography: <i>Dengler, Stefanie, et al. 2023. Netzwerk neu Kursbuch B1. Stuttgart: Ernst Klett Sprachen.</i></p>	3%

3	<p>Students are able to tell stories about their life journey from childhood to the present in writing in German continuously using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<p>1.Students are able to write adverbs in German that show the time sequence in a story from the beginning to the end correctly according to the context. 2.Students are able to write at least 3 life stories or tell about events experienced in the correct time sequence in German with grammar that shows past events. 3.Students are able to express their wishes and hopes in writing in German using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<p>Criteria: 1.The score is a number in the range 0-100 2.Descriptive assessment criteria, including the highest to lowest levels, namely very good, good, sufficient and poor, are obtained from observations of student participation during the lecture, presentation and discussion process.</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>writing practice, assignments, simulations, discussions 2 X 50</p>		<p>Material: Chapter 11 Bibliography: <i>Dengler, Stefanie, et al. 2019. Netzwerk Kursbuch A2. Stuttgart: Ernst Klett Sprachen.</i></p> <hr/> <p>Material: Chapter 11 Bibliography: <i>Dengler, Stefanie, et al. 2019. Netzwerk Arbeitsbuch A2. Stuttgart: Ernst Klett Sprachen.</i></p>	3%
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5	<p>Students are able to communicate in German on the Typisch theme, oder? (Cultural Specificities) and telling stories in the form of written texts about cultural specificities in their own homeland or hometown using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<ol style="list-style-type: none"> 1. Students are able to rewrite important information about cultural characteristics written by 3 people in the form of short texts in German correctly. 2. Students are able to reconstruct important information about cultural characteristics written by 3 people in the form of short texts in German with their own sentences. 3. Students are able to compose interrogative sentences about cultural characteristics in writing in German according to grammatical rules and communication customs. 4. Students are able to compose questions to interview other people about cultural characteristics in writing in German according to grammatical rules and communication conventions. 5. Students are able to communicate in German on the Typisch theme, oder? (Cultural Specificities) and telling stories in the form of written texts about cultural specificities in their own homeland or hometown using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The score is a number in the range 0-100 2. Descriptive assessment criteria, including the highest to lowest levels, namely very good, good, sufficient and poor, are obtained from observations of student participation during the lecture, presentation and discussion process. <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>writing practice, assignments, simulations, discussions 2 X 50</p>		<p>Material: Chapter 12 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Kursbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p> <hr/> <p>Material: Chapter 12 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Arbeitsbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p>	3%
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6	<p>Students are able to communicate in German about celebrations in Germany and tell stories about celebrations in their homeland in the form of written text using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<p>1.Students are able to write important information about celebrations in 3 short texts in German correctly. 2.Students are able to retell important information about the celebration in 3 short German texts in their own words. 3.Students are able to communicate in German about celebrations in their own country or hometown using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<p>Criteria: 1.The score is a number in the range 0-100 2.Descriptive assessment criteria, including the highest to lowest levels, namely very good, good, sufficient and poor, are obtained from observations of student participation during the lecture, presentation and discussion process.</p> <p>Form of Assessment : Participatory Activities</p>	<p>writing practice, assignments, simulations, discussions 2 X 50</p>		<p>Material: Chapter 12 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Kursbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p> <hr/> <p>Material: Chapter 12 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Arbeitsbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p>	3%
7	<p>Students are able to communicate in German on the Typisch theme, oder? (Cultural Specificities) and telling stories in the form of written texts about cultural specificities in their own homeland or hometown using Konjunktiv II and Konnektoren "damit" and "um...zu" grammar.</p>	<p>1.Students are able to compose sentences that express suggestions in written form using Konjunktiv II and Konnektoren "damit" grammar. 2.Students are able to compose sentences that express the purpose in written form using the grammar "um...zu" in German correctly.</p>	<p>Criteria: 1.The score is a number in the range 0-100 2.Descriptive assessment criteria, including the highest to lowest levels, namely very good, good, sufficient and poor, are obtained from observations of student participation during the lecture, presentation and discussion process.</p> <p>Form of Assessment : Participatory Activities</p>	<p>writing practice, assignments, discussions 2 X 50</p>		<p>Material: Chapter 12 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Kursbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p> <hr/> <p>Material: Chapter 12 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Arbeitsbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p>	3%

8	<p>Students are able to describe the diversity of greeting cultures (Andere Kultur, andere Gewohnheit) in writing in German continuously using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<ol style="list-style-type: none"> 1. Students are able to match the contents of the SMS with the answer in the text in the form of an email in German correctly. 2. Students are able to state the problems expressed in 3 texts in the form of SMS in their own words in German. 3. Students are able to provide suggestions in emails according to the problems expressed in 3 texts in the form of SMS in German. 4. Students are able to create dialogues in the form of problems related to foreign cultures and suggestions for behavior in German using Konjunktiv 2 grammar rules in writing correctly. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The score is a number in the range 0-100 2. Descriptive assessment criteria, including the highest to lowest levels, namely very good, good, sufficient and poor, are obtained from observations of student participation during the lecture, presentation and discussion process. <p>Form of Assessment : Participatory Activities</p>	<p>writing practice, assignments, simulations, discussions 2 X 50</p>		<p>Material: Chapter 12 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Kursbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p> <hr/> <p>Material: Chapter 12 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Arbeitsbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p>	5%
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9	<p>1. Students are able to tell stories about Technological Progress (Das ist ja kare!) in writing in German continuously using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p> <p>2. Students are able to express wishes and hopes in writing in German using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<p>1. Students are able to write adverbs in German that show the time sequence in a story from the beginning to the end correctly according to the context.</p> <p>2. Students are able to write at least 3 life stories or tell about events experienced in the correct time sequence in German with grammar that shows past events.</p> <p>3. Students are able to write a form of grammar that expresses desires and hopes (Konjunktiv 2) in writing in German according to the rules.</p> <p>4. Students are able to use Konjunktiv 2 grammatical rules in writing in German correctly.</p> <p>5. Students are able to express their wishes and hopes in writing in German using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> The score is a number in the range 0-100 Descriptive assessment criteria, including the highest to lowest levels, namely very good, good, sufficient and poor, are obtained from observations of student participation during the lecture, presentation and discussion process. <p>Form of Assessment : Participatory Activities</p>	writing practice, assignments, simulations, discussions 2 X 50		<p>Material: Chapter 11 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Kursbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p> <hr/> <p>Material: Chapter 11 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Arbeitsbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p>	5%
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11	<p>1. Students are able to tell stories about changes in life (Veränderungen) in writing in German continuously using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p> <p>2. Students are able to express wishes and hopes in writing in German using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<p>1. Students are able to write adverbs in German that show the time sequence in a story from the beginning to the end correctly according to the context.</p> <p>2. Students are able to write at least 3 life stories or tell about events experienced in the correct time sequence in German with grammar that shows past events.</p> <p>3. Students are able to write a form of grammar that expresses desires and hopes (Konjunktiv 2) in writing in German according to the rules.</p> <p>4. Students are able to use Konjunktiv 2 grammatical rules in writing in German correctly.</p> <p>5. Students are able to express their wishes and hopes in writing in German using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> The score is a number in the range 0-100 Descriptive assessment criteria, including the highest to lowest levels, namely very good, good, sufficient and poor, are obtained from observations of student participation during the lecture, presentation and discussion process. <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	writing practice, assignments, simulations, discussions 2 X 50		<p>Material: Chapter 11 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Kursbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p> <hr/> <p>Material: Chapter 11 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Arbeitsbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p>	3%
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13	<p>1. Students are able to tell stories about the World of Work (Arbeitswelt) in writing in German continuously using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p> <p>2. Students are able to express wishes and hopes in writing in German using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<p>1. Students are able to write adverbs in German that show the time sequence in a story from the beginning to the end correctly according to the context.</p> <p>2. Students are able to write at least 3 life stories or tell about events experienced in the correct time sequence in German with grammar that shows past events.</p> <p>3. Students are able to write a form of grammar that expresses desires and hopes (Konjunktiv 2) in writing in German according to the rules.</p> <p>4. Students are able to use Konjunktiv 2 grammatical rules in writing in German correctly.</p> <p>5. Students are able to express their wishes and hopes in writing in German using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The score is a number in the range 0-100 2. Descriptive assessment criteria, including the highest to lowest levels, namely very good, good, sufficient and poor, are obtained from observations of student participation during the lecture, presentation and discussion process. <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	writing practice, assignments, simulations, discussions 2 X 50		<p>Material: Chapter 11 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Kursbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p> <hr/> <p>Material: Chapter 11 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Arbeitsbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p>	3%
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14	<p>1. Students are able to tell stories about the World of Work (Arbeitswelt) in writing in German continuously using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p> <p>2. Students are able to express wishes and hopes in writing in German using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<p>1. Students are able to write adverbs in German that show the time sequence in a story from the beginning to the end correctly according to the context.</p> <p>2. Students are able to write at least 3 life stories or tell about events experienced in the correct time sequence in German with grammar that shows past events.</p> <p>3. Students are able to write a form of grammar that expresses desires and hopes (Konjunktiv 2) in writing in German according to the rules.</p> <p>4. Students are able to use Konjunktiv 2 grammatical rules in writing in German correctly.</p> <p>5. Students are able to express their wishes and hopes in writing in German using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The score is a number in the range 0-100 2. Descriptive assessment criteria, including the highest to lowest levels, namely very good, good, sufficient and poor, are obtained from observations of student participation during the lecture, presentation and discussion process. <p>Form of Assessment : Participatory Activities</p>	writing practice, assignments, simulations, discussions 2 X 50		<p>Material: Chapter 11 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Kursbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p> <hr/> <p>Material: Chapter 11 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Arbeitsbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p>	5%
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15	<p>1.Students are able to tell stories about Environmental Care (Umweltfreundlich) in writing in German continuously using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p> <p>2.Students are able to express wishes and hopes in writing in German using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<p>1.Students are able to write adverbs in German that show the time sequence in a story from the beginning to the end correctly according to the context.</p> <p>2.Students are able to write at least 3 life stories or tell about events experienced in the correct time sequence in German with grammar that shows past events.</p> <p>3.Students are able to write a form of grammar that expresses desires and hopes (Konjunktiv 2) in writing in German according to the rules.</p> <p>4.Students are able to use Konjunktiv 2 grammatical rules in writing in German correctly.</p> <p>5.Students are able to express their wishes and hopes in writing in German using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The score is a number in the range 0-100 2.Descriptive assessment criteria, including the highest to lowest levels, namely very good, good, sufficient and poor, are obtained from observations of student participation during the lecture, presentation and discussion process. <p>Form of Assessment : Participatory Activities</p>	writing practice, assignments, simulations, discussions 2 X 50		<p>Material: Chapter 11 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Kursbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p> <hr/> <p>Material: Chapter 11 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Arbeitsbuch A2</i>. Stuttgart: Ernst Klett Sprachen.</p>	5%
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16	<p>1. Students are able to tell stories about Environmental Care (Umweltfreundlich) in writing in German continuously using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p> <p>2. Students are able to express wishes and hopes in writing in German using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<p>1. Students are able to write adverbs in German that show the time sequence in a story from the beginning to the end correctly according to the context.</p> <p>2. Students are able to write at least 3 life stories or tell about events experienced in the correct time sequence in German with grammar that shows past events.</p> <p>3. Students are able to write a form of grammar that expresses desires and hopes (Konjunktiv 2) in writing in German according to the rules.</p> <p>4. Students are able to use Konjunktiv 2 grammatical rules in writing in German correctly.</p> <p>5. Students are able to express their wishes and hopes in writing in German using vocabulary, grammar and communicative expressions that are appropriate to the context, time and theme.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> The score is a number in the range 0-100 Descriptive assessment criteria, including the highest to lowest levels, namely very good, good, sufficient and poor, are obtained from observations of student participation during the lecture, presentation and discussion process. <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	writing practice, assignments, simulations, discussions 2 X 50		<p>Material: Chapter 11 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Kursbuch A2. Stuttgart: Ernst Klett Sprachen.</i></p> <hr/> <p>Material: Chapter 11 Bibliography: Dengler, Stefanie, et al. 2019. <i>Netzwerk Arbeitsbuch A2. Stuttgart: Ernst Klett Sprachen.</i></p>	30%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	66%
2.	Portfolio Assessment	34%
		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.
- 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.
- 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.
- Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.