



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
Structure III	7920602179		T=2 P=0 ECTS=3.18	3	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																
		P.O															
	PO Matrix at the end of each learning stage (Sub-PO)																
	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Study of German grammar and its use in German speech, both in single sentences and compound sentences and its application in spoken and written language. The study includes the study of pronominals in dative form, relative sentences, compound sentences, past tense verbs & modalities, adverbs of time, prepositions, nominalization, verbs following accusative and dative, passive sentences, and Konjunktiv II. Lectures are presented in the form of lectures, discussions and assignments.
--------------------------	---

References	Main : <ol style="list-style-type: none"> 1. Fandrych, Christian, Tallowitz, Ulrike. 2000. Klipp und Klar : Uebungsgrammatik Grundstufe Deutsch . Stuttgart: Klett (Ernst) Verlag. 2. Funk, Hermann, dkk. 2010. Studio D A2 . Berlin : Cornelson Verlag. 3. Funk, Hermann, dkk. 2010. Studio D B1 . Berlin : Cornelson Verlag. 4. Gallmann, Peter, dkk. 2009. Duden: Die Grammatik. Mannheim : Duden Verlag. 5. Schmitt, Dreyer. 2001. Lehr- und Uebungsbuch der deutschen Grammatik : Neubearbeitung. Ismaning: Hueber Verlag.
	Supporters:

Supporting lecturer	Dra. Raden Roro Dyah Woroharsi Parnaningroem, M.Pd. Dr. phil. Agus Ridwan, S.Pd., M.Hum. Yunanfathur Rahman, S.S., M.A.
---------------------	---

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	Able to understand grammatical concepts in the Reflexivpronomen theme: sich ausruhen; Zeitadverbien: zuerst, dann, danach; Verben mit Praepositionen: sich aergern ueber; Indefinite: niemand, wenige, viele, alle.	1. Students can construct sentences using Reflexivpronomen: sich ausruhen; Zeitadverbien: zuerst, dann, danach; Verben mit Praepositionen: sich aergern ueber; Indefinite: niemand, wenige, viele, alle. 2. Students can apply grammar concepts in the theme Reflexivpronomen: sich ausruhen; Zeitadverbien: zuerst, dann, danach; Verben mit Praepositionen: sich aergern ueber; Indefinite: niemand, wenige, viele, alle.	Criteria: 1. sehr gut 2. gutbefriedigendausreichend	Communicative Approach Question and answer Discussion 2 X 50			0%

2	Able to understand grammatical concepts in the theme Indirekte Fragen im Nebensatz: ob-Saetze / indirekte W-Fragen	1.Students can construct sentences using Indirekte Fragen im Nebensatz: ob-Saetze / indirekte W-Fragen 2.Students can apply grammar concepts in the theme Indirekte Fragen im Nebensatz: ob-Saetze / indirekte W-Fragen	Criteria: 1.sehr gut 2. gutbefriedigendausreichend	Communicative Approach Question and answer Discussion 2 X 50			0%
3	Able to understand grammatical concepts in the Adjective ohne Article theme: Nominativ und Akkusativ.	1.Students can construct sentences using Adjective ohne Article: Nominativ und Akkusativ. 2.Students can apply grammatical concepts in the Adjective ohne Article theme: Nominativ und Akkusativ.	Criteria: 1.sehr gut 2. gutbefriedigendausreichend	Communicative Approach Question and answer Discussion 2 X 50			0%
4	Able to understand grammatical concepts in the theme Personalpronomen im Dativ: mit dir, mit ihm	1.Students can construct sentences using Personal pronouns im Dativ: mit dir, mit ihm 2.Students can apply grammar concepts in the theme Personalpronomen im Dativ: mit dir, mit ihm	Criteria: 1.sehr gut 2. gutbefriedigendausreichend	Communicative Approach Question and answer Discussion 2 X 50			0%
5	Able to understand grammatical concepts in the theme Relativsatz, Relativpronomen im Nominativ und Akkusativ.	1.Students can construct sentences using Relativsatz, Relativpronomen im Nominativ und Akkusativ. 2.Students can apply grammar concepts in the theme Relativsatz, Relativpronomen im Nominativ und Akkusativ.	Criteria: 1.sehr gut 2. gutbefriedigendausreichend	Communicative Approach Question and answer Discussion 2 X 50			0%
6	Able to understand grammatical concepts in the Modalverben im Praeteritum theme	1.Students can compose sentences using Modalverben im Praeteritum 2.Students can apply grammar concepts in the Modalverben im Praeteritum theme	Criteria: 1.sehr gut 2. gutbefriedigendausreichend	Communicative Approach Question and answer Discussion 2 X 50			0%
7	Able to understand grammatical concepts in the Nebensaetze mit als theme.	1.Students can compose sentences using Nebensaetze mit als. 2.Students can apply grammar concepts in the Nebensaetze mit als theme.	Criteria: 1.sehr gut 2. gutbefriedigendausreichend	Communicative Approach Question and answer Discussion 2 X 50			0%
8	Able to understand grammar concepts	1.Students can compose sentences 2.Students can apply grammar concepts	Criteria: 1.sehr gut 2. gutbefriedigendausreichend	2 X 50			0%
9	Able to understand grammatical concepts in the Zeitadverbien theme: damals, frueher/heute, jetzt; Verben im Praeteritum: er lebte, ich arbeitete, es gab	1.Students can construct sentences using Zeitadverbien: damals, frueher/heute, jetzt; Verben im Praeteritum: er lebte, ich arbeitete, es gab 2.Students can apply grammar concepts in the Zeitadverbien theme: damals, frueher/heute, jetzt; Verben im Praeteritum: er lebte, ich arbeitete, es gab	Criteria: 1.sehr gut 2. gutbefriedigendausreichend	Communicative Approach Question and answer Discussion 2 X 50			0%
10	Able to understand grammatical concepts in the Perfekt und Praeteritum-gesprochene und geschriebene Sprache theme.	1.Students can compose sentences using Perfekt und Praeteritum-gesprochene und geschriebene Sprache. 2.Students can apply grammar concepts in the theme Perfekt und Praeteritum-gesprochene und geschriebene Sprache.	Criteria: 1.sehr gut 2. gutbefriedigendausreichend	Communicative Approach Question and answer Discussion 2 X 50			0%

11	Able to understand grammatical concepts in the Sätze verbinden mit denn - weil theme; das Verb werden; Nominalisierung: wohnen - die Wohnung, lesen - das Lesen; Wuensche / Hoeflichkeit: haette, koennte.	1.Students can construct sentences using Saeetze verbinden mit denn - weil; das Verb werden; Nominalisierung: wohnen - die Wohnung, lesen - das Lesen; Wuensche / Hoeflichkeit: haette, koennte. 2.Students can apply grammar concepts in the Saeetze verbinden mit denn - weil theme; das Verb werden; Nominalisierung: wohnen - die Wohnung, lesen - das Lesen; Wuensche / Hoeflichkeit: haette, koennte.	Criteria: 1.sehr gut 2. gutbefriedigendausreichend	Communicative Approach Question and answer Discussion 2 X 50			0%
12	Able to understand grammatical concepts in the Adjective theme	1.Students can understand the concept of adjectives 2.Students can apply the concept of adjectives related to their use as attributive, substantive, predicative and adverbial	Criteria: 1.sehr gut 2. gutbefriedigendausreichend	Communicative Approach Question and answer Discussion 2 X 50			0%
13	Able to understand grammatical concepts in the theme Bedingungen und Folgen: Nebensaetze mit wenn.	1.Students can construct sentences using Bedingungen und Folgen: Nebensaetze mit wenn. 2.Students can apply grammar concepts in the theme Bedingungen und Folgen: Nebensaetze mit wenn.	Criteria: 1.sehr gut 2. gutbefriedigendausreichend	Communicative Approach Question and answer Discussion 2 X 50			0%
14	Able to understand grammatical concepts in the Indefinite theme: eigene, manche; Wechselprepositionen; Verben mit Akkusativ / Verben mit Dativ: legen/liegen; Texte license: Genetiv verstehen; Relativsaetze : in, mit Dativ.	1.Students can construct sentences using Indefinite: eigene, manche; Wechselprepositionen; Verben mit Akkusativ / Verben mit Dativ: legen/liegen; Texte license: Genetiv verstehen; Relativsaetze : in, mit Dativ. 2.Students can apply grammar concepts in the Indefinite theme: eigene, manche; Wechselprepositionen; Verben mit Akkusativ / Verben mit Dativ: legen/liegen; Texte license: Genetiv verstehen; Relativsaetze : in, mit Dativ.	Criteria: 1.sehr gut 2. gutbefriedigendausreichend	Communicative Approach Question and answer Discussion 2 X 50			0%
15	Able to understand grammatical concepts in the theme Nebensaetze mit um zu / damit; Vorgaenge beschreiben: Passiv mit werden/wurden.	1.Students can construct sentences using Nebensaetze mit um zu / damit; Vorgaenge beschreiben: Passiv mit werden/wurden. 2.Students can apply grammar concepts in the theme Nebensaetze mit um zu / damit; Vorgaenge beschreiben: Passiv mit werden/wurden.	Criteria: 1.sehr gut 2. gutbefriedigendausreichend	Communicative Approach Question and answer Discussion 2 X 50			0%
16							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.