



**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>																																	
Structure II	7920602178		T=2   P=0   ECTS=3.18	2	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																																					
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr><td style="width: 50px; height: 20px;">P.O</td></tr> </table>				P.O																																
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	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: 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
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	Study of the components of German speech, both in the form of single sentences and compound sentences and their application in spoken and written language. The study includes studying the use of habitual adverbs, comparisons, adjectives in accusative form, demonstratives, imperatives, modalities, pronouns in accusative form, compound sentences, comparatives, superlatives, genitives, reflexive pronominals, adverbs of time, verbs with prepositions, and indirect sentences. Lectures are carried out in the form of discussions, assignments, analysis and presentations.																																					
<b>References</b>	<b>Main :</b>																																					
	1. Schmitt, Dreyer. 2009. <i>Die Gelde Aktuell</i> . Ismaning: Hueber Verlag.																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Dra. Raden Roro Dyah Woroharsi Parnaningroem, M.Pd. 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 the concept of Perfekt: Regelmäßige und unregelmäßige Verben	1. Students can compose sentences in the form of Perfekt: Regelmäßige Verben 2. Students can compose sentences in the form of Perfekt: Unregelmäßige Verben	<b>Criteria:</b> Each question is worth 4 points	Inquiry method Discussion method Communicative method 2 X 50			0%																															

2	Able to understand the concept of Häufigkeitsangaben	1.Students can compose sentences with Häufigkeitsangaben: Jeden Tag. 2.Students can construct sentences with Häufigkeitsangaben: manchmal. 3.Students can construct sentences with Häufigkeitsangaben: nie.	<b>Criteria:</b> Each question item is worth 4.	Inquiry method Cooperative method Question and answer method 2 X 50			0%
3	Able to understand the concept of Fragewort: welch-, Comparison: viel, gut, gern	1.Students can construct sentences with Fragewort: welch- 2.Students can construct sentences using comparison: viel, gut, gern	<b>Criteria:</b> Each question item is worth 4.	Inquiry method Discussion method Communicative method 2 X 50			0%
4	Able to understand the concept of Adjective im Akkusativ - article unbestimmter	Students can compose sentences with Adjective im Akkusativ - article unbestimmter	<b>Criteria:</b> Each question item is worth 4	Inquiry method Discussion method Communicative method 2 X 50			0%
5	Able to understand the concept of Demonstrativa: dieser - dieses- diese, Wetterwort: es	Students can construct sentences using Demonstrativa: dieser - dieses- diese and Wetterwort: es	<b>Criteria:</b> Each question item is worth 4.	Inquiry method Discussion method Communicative method Question and answer method 2 X 50			0%
6	Able to understand the concept of imperative	Students can compose sentences in imperative form	<b>Criteria:</b> Each question is worth 4.	Inquiry method Discussion method Communicative method Question and answer method 2 X 50			0%
7	Able to understand the concept of Modalverb: dürfen, Personal pronoun im Akkusativ	Students can construct sentences using the Modalverb: dürfen and Personal pronoun im Akkusativ	<b>Criteria:</b> Each item is worth 4	Inquiry method Discussion method Communicative method Question and answer method 2 X 50			0%
8	UTS	UTS	<b>Criteria:</b> UTS	UTS 2 X 50			0%
9	Able to understand the concept of Nebensätze mit weil	Students can compose sentences using Nebensätze mit weil	<b>Criteria:</b> Each question item is worth 4.	Inquiry method Discussion method Communicative method Question and answer method 2 X 50			0%
10	Able to understand the concept of Comparison mit wie und als, Superlativ: am höchsten, am weitesten	1.Students can construct sentences using Komparation mit wie und als. 2.Students can construct sentences using superlatives: am höchsten, am weitesten	<b>Criteria:</b> Each question item is worth 4.	Inquiry method Discussion method Communicative method Question and answer method 2 X 50			0%
11	Able to understand the concept of Possessivarticle im Dativ, Adjective im Dativ	1.Students can compose sentences using Possessivarticle im Dativ 2.Students can compose sentences using Adjective im Dativ	<b>Criteria:</b> Each item is worth 4.	Inquiry method Discussion method Communicative method Question and answer method 2 X 50			0%
12	Able to understand the concept of Nebensatz mit dass, Genetiv -s	1.Students can compose sentences using Nebensatz mit dass 2.Students can construct sentences using Genetiv -s	<b>Criteria:</b> Each item is worth 4.	Inquiry method Discussion method Communicative method Question and answer method 2 X 50			0%
13	Able to understand the concept of Modalverb: sollen	Students can construct sentences using the Modalverb: sollen	<b>Criteria:</b> Each question item is worth 4.	Inquiry method Discussion method Communicative method Question and answer method 2 X 50			0%

14	Able to understand the concept of Reflexivpronomen, Verben mit Präpositionen	1.Students can compose sentences using reflexivpronomen 2.Students can compose sentences using Verben mit Präpositionen	<b>Criteria:</b> Each question item is worth 4.	Inquiry method Discussion method Communicative method Question and answer method 2 X 50			0%
15	Able to understand the concept of Indefinite: niemand, wenige, viele, alle; Adjective ohne Article: Nominativ, Akkusativ	Able to understand the concept of Indefinite: niemand, wenige, viele, alle; Adjective ohne Article: Nominativ, Akkusativ	<b>Criteria:</b> Each question item is worth 4.	Inquiry method Discussion method Communicative method Question and answer method 2 X 50			0%
16	Able to understand the concept of indirekte Fragen im Nebensatz: ob-Sätze / indirekte W-Fragen	1.Able to understand the concept of indirekte Fragen im Nebensatz: ob-Sätze / indirekte W-Fragen indirekte Fragen im Nebensatz: ob-Sätze 2.Able to understand the concept of indirekte Fragen im Nebensatz: ob-Sätze / indirekte W-Fragen W-Fragen	<b>Criteria:</b> Each question item is worth 4.	Inquiry method Discussion method Communicative method Question and answer method 2 X 50			0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### 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** 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.
- 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.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.