



Universitas Negeri Surabaya
Faculty of Social and Political Sciences
History Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Sej. Modern Thought (Pills)	8720102182		T=2	P=0	ECTS=3.18	0	July 18, 2024
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator	
				Dr. Wisnu, M.Hum.	
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					
Short Course Description	The course content is focused on the concept of intellectual history and science as well as scientific problems, the development of intellectual thought in ancient Greece and Rome, the development of intellectual thought from the Middle Ages to the Renaissance, thought in the modern era and the role of intellectuals in discovering science and technology in modern times and efforts to develop them, the development of intellectual thought in the modern era in the form of ideas and ideologies. Learning epistemology is developed through expository, explanatory and exploratory approaches						
References	Main :						
	1. Luc Ferry, 2011, <i>A Brief History of Thought</i> , Boston: Harper Collins M.C. Lemon, 2002, <i>The Discipline of History and the History of Thought</i> , New York: Tylor and Francis						
	Supporters:						
Supporting lecturer	Dr. Agus Suprijono, M.Si.						
	Dra. Sri Mastuti Purwaningsih, 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)
1	Understanding the nature of the history of thought	describe the scope of the study of the history of thought	Criteria: individual	independent 2 X 50			0%

2	Understand the essence of the history of thought	Describe the concept and scope of the history of thought	Criteria: individual	standalone portfolio 2 X 50			0%
3	Understanding the history of Greek-Roman intellectual thought	Describes the development of intellectual thought in Greek and Roman times	Criteria: individual	Assignment, independent 2 X 50			0%
4	Understanding the history of Greek-Roman intellectual thought	Describes the development of intellectual thought in Greek and Roman times	Criteria: individual	Assignment, independent 2 X 50			0%
5	Understanding the history of Greek-Roman intellectual thought	Describes the development of intellectual thought in Greek and Roman times	Criteria: individual	Assignment, independent 2 X 50			0%
6	Understanding the history of Greek-Roman intellectual thought	Describes the development of intellectual thought in Greek and Roman times	Criteria: individual	Assignment, independent 2 X 50			0%
7	Understanding the history of Greek-Roman intellectual thought	Describes the development of intellectual thought in Greek and Roman times	Criteria: individual	Assignment, independent 2 X 50			0%
8	solve the problem	analyzing classical European thought	Criteria: individual	independent 2 X 50			0%
9	understand the history of intellectual thought from the 5th to 15th centuries	describes thought from the Middle Ages to the Renaissance	Criteria: individual	assignments, lecturing 2 X 50			0%
10	understand the history of intellectual thought from the 5th to 15th centuries	describes thought from the Middle Ages to the Renaissance	Criteria: individual	assignments, lecturing 2 X 50			0%
11	understand the history of modern intellectual thought	describes thinking in the modern era and the role of intellectuals in discovering science and technology in the modern era and efforts to develop it	Criteria: individual	assignment 2 X 50			0%

12	understand the history of modern intellectual thought	describes thinking in the modern era and the role of intellectuals in discovering science and technology in the modern era and efforts to develop it	Criteria: individual	assignment 2 X 50			0%
13	understand the history of world isms	describes the development of intellectual thought in modern times in the form of ideologies and ideologies	Criteria: individual	assignments, lecturing 2 X 50			0%
14	understand the history of world isms	describes the development of intellectual thought in modern times in the form of ideologies and ideologies	Criteria: individual	assignments, lecturing 2 X 50			0%
15	understand the history of world isms	describes the development of intellectual thought in modern times in the form of ideologies and ideologies	Criteria: individual	assignments, lecturing 2 X 50			0%
16							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.

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.