



Universitas Negeri Surabaya
Faculty of Languages and Arts
Undergraduate Study Program in Indonesian Language and Literature Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																	
Graphology**	8820102044	Study Program Elective Courses	T=2 P=0 ECTS=3.18	7	May 25, 2022																																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																		
	-		-	Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.																																																		
Learning model	Case Studies																																																					
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																					
	PLO-6	Be a citizen who is proud and loves the country, respects cultural diversity, works together, and has high personal, social and environmental sensitivity																																																				
	PLO-11	Able to speak and write about Indonesian language and literature in everyday/general, academic and work contexts; and able to use one of several regional languages																																																				
	Program Objectives (PO)																																																					
	PO - 1	-																																																				
	PLO-PO Matrix																																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 30%;">P.O</td> <td style="width: 30%;">PLO-6</td> <td style="width: 30%;">PLO-11</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> </table>				P.O	PLO-6	PLO-11	PO-1																																													
	P.O	PLO-6	PLO-11																																																			
	PO-1																																																					
	PO Matrix at the end of each learning stage (Sub-PO)																																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 15%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td><td style="width: 5%;">2</td><td style="width: 5%;">3</td><td style="width: 5%;">4</td><td style="width: 5%;">5</td><td style="width: 5%;">6</td><td style="width: 5%;">7</td><td style="width: 5%;">8</td><td style="width: 5%;">9</td><td style="width: 5%;">10</td><td style="width: 5%;">11</td><td style="width: 5%;">12</td><td style="width: 5%;">13</td><td style="width: 5%;">14</td><td style="width: 5%;">15</td><td style="width: 5%;">16</td> </tr> <tr> <td>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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																						
PO-1																																																						
Short Course Description	Mastering the form of writing, aspects of character/personality, and the relationship between the two through class meetings, discussions, presentations in order to produce an analysis product of the relationship between written form and aspects of character/personality to be presented in class discussions and/or exhibited in the department's work degree																																																					
References	Main :																																																					
	1. Huber, Roy A. dan Headrick, A. M. 1999. <i>Handwriting Identification: Facts and Fundamentals</i> . New York; CRC Press. Sassoon, Rosemary. 2003. <i>Hand Writing: the Way to Teach It</i> . London: Paul Chapman.																																																					
	Supporters:																																																					
Supporting lecturer	Prof. Dr. Kisyani Laksono, M.Hum. Dadang Rhubido, S.Hum., M.Hum.																																																					
	Final abilities of	Evaluation	Help Learning, Learning methods, Student Assignments, [Estimated time]																																																			

Week-	each learning stage (Sub-PO)					Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Explain the concept of handwriting	1.1. Identifying handwriting characteristics 1.2. Interpreting handwriting characteristics	Criteria: - Form of Assessment : Participatory Activities	Modified scientific approach 2 X 50		Material: - Library:	5%
2	Explain handwriting discrimination	2.1 Identifying the important elements of handwriting identification 2.2 Understanding the important elements of handwriting identification	Criteria: - Form of Assessment : Participatory Activities	Modified scientific approach 2 X 50		Material: - Library: <i>Huber, Roy A. and Headrick, AM 1999. Handwriting Identification: Facts and Fundamentals . New York; CRC Press. Sassoon, Rosemary. 2003. Hand Writing: the Way to Teach It . London: Paul Chapman.</i>	5%
3	Explain the premises in handwriting identification	3.1 Identifying premises in handwriting identification 3.2 Understanding premises in handwriting identification	Form of Assessment : Participatory Activities	Modified scientific approach 2 X 50		Material: - Library: <i>Huber, Roy A. and Headrick, AM 1999. Handwriting Identification: Facts and Fundamentals . New York; CRC Press. Sassoon, Rosemary. 2003. Hand Writing: the Way to Teach It . London: Paul Chapman.</i>	5%
4	Explain the basics of the handwriting identification process	4.1 Identifying the basics of the handwriting identification process 4.2 Understanding the basics of the handwriting identification process	Criteria: - Form of Assessment : Participatory Activities	Modified scientific approach 2 X 50		Material: - Library: <i>Huber, Roy A. and Headrick, AM 1999. Handwriting Identification: Facts and Fundamentals . New York; CRC Press. Sassoon, Rosemary. 2003. Hand Writing: the Way to Teach It . London: Paul Chapman.</i>	5%

5	Explain the scope of the handwritten document test	5.1 Identify the scope of the handwritten document test 5.1 Describe the scope of the handwritten document test	Criteria: - Form of Assessment : Participatory Activities	Modified scientific approach 2 X 50		Material: - Library:	5%
6	Describes special problems in handwriting discrimination and identification	6.1 Identify special problems in handwriting discrimination and identification 6.1 Describe special problems in handwriting discrimination and identification	Form of Assessment : Participatory Activities	Modified scientific approach 2 X 50		Material: - Library: <i>Huber, Roy A. and Headrick, AM 1999. Handwriting Identification: Facts and Fundamentals . New York; CRC Press. Sassoon, Rosemary. 2003. Hand Writing: the Way to Teach It . London: Paul Chapman.</i>	5%
7	Explain the intrinsic factors that influence handwriting	7.1 Identify intrinsic factors that influence handwriting 7.2 Outline intrinsic factors that influence handwriting	Criteria: - Form of Assessment : Participatory Activities	Modified scientific approach 2 X 50		Material: - Library: <i>Huber, Roy A. and Headrick, AM 1999. Handwriting Identification: Facts and Fundamentals . New York; CRC Press. Sassoon, Rosemary. 2003. Hand Writing: the Way to Teach It . London: Paul Chapman.</i>	5%
8	U.S.S	U.S.S	Criteria: - Form of Assessment : Participatory Activities, Tests	USS 2X50		Material: - Library: <i>Huber, Roy A. and Headrick, AM 1999. Handwriting Identification: Facts and Fundamentals . New York; CRC Press. Sassoon, Rosemary. 2003. Hand Writing: the Way to Teach It . London: Paul Chapman.</i>	12%

9	Explains science, scientific methods, and handwriting identification	9.1 Identifying science, scientific method, and handwriting identification 9.2 Describing science, scientific method, and handwriting identification	Criteria: - Form of Assessment : Participatory Activities	Modified scientific approach 2 X 50		Material: - Library:	2%
10	Practice handwriting discrimination and identification	10.1 Map discrimination and handwriting identification 10.2 Implement map discrimination and identification of handwriting	Form of Assessment : Participatory Activities	Modified scientific approach 2 X 50		Material: - Library:	2%
11	Practice handwriting discrimination and identification	11.1 Map discrimination and handwriting identification 11.2 Implement map discrimination and identification of handwriting	Form of Assessment : Participatory Activities	Modified scientific approach 2 X 50		Material: - Library: <i>Huber, Roy A. and Headrick, AM 1999. Handwriting Identification: Facts and Fundamentals . New York; CRC Press. Sassoon, Rosemary. 2003. Hand Writing: the Way to Teach It . London: Paul Chapman.</i> <hr/> Material: - Library: <i>Huber, Roy A. and Headrick, AM 1999. Handwriting Identification: Facts and Fundamentals . New York; CRC Press. Sassoon, Rosemary. 2003. Hand Writing: the Way to Teach It . London: Paul Chapman.</i>	5%

12	Practice handwriting discrimination and identification	11.1 Map discrimination and handwriting identification 11.2 Implement map discrimination and identification of handwriting	Criteria: - Form of Assessment : Practice / Performance	Modified scientific approach 2 X 50		Material: - Library: <i>Huber, Roy A. and Headrick, AM 1999. Handwriting Identification: Facts and Fundamentals . New York; CRC Press. Sassoon, Rosemary. 2003. Hand Writing: the Way to Teach It . London: Paul Chapman.</i>	2%
13	Practice handwriting discrimination and identification	11.1 Map discrimination and handwriting identification 11.2 Implement map discrimination and identification of handwriting	Criteria: - Form of Assessment : Practice / Performance	Modified scientific approach 2 X 50		Material: - Library: <i>Huber, Roy A. and Headrick, AM 1999. Handwriting Identification: Facts and Fundamentals . New York; CRC Press. Sassoon, Rosemary. 2003. Hand Writing: the Way to Teach It . London: Paul Chapman.</i>	2%
14	Explain the priority of handwriting in the curriculum	14.1 Identify handwriting priorities in the curriculum 14.2 Outline handwriting priorities in the curriculum	Criteria: - Form of Assessment : Project Results Assessment / Product Assessment	Modified scientific approach 2 X 50		Material: - Library:	10%
15	Explain the letter teaching system	15.1 Identifying letter teaching systems 15.2 Outlining letter teaching systems	Criteria: - Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Modified scientific approach 2 X 50		Material: - Library: <i>Huber, Roy A. and Headrick, AM 1999. Handwriting Identification: Facts and Fundamentals . New York; CRC Press. Sassoon, Rosemary. 2003. Hand Writing: the Way to Teach It . London: Paul Chapman.</i>	10%

16	US	US	Criteria: 5 Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	US 2 X 50		Material: - Library: <i>Huber, Roy A. and Headrick, AM 1999. Handwriting Identification: Facts and Fundamentals . New York; CRC Press. Sassoon, Rosemary. 2003. Hand Writing: the Way to Teach It . London: Paul Chapman.</i>	20%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	65%
2.	Project Results Assessment / Product Assessment	25%
3.	Practice / Performance	4%
4.	Test	6%
		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** 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.