	Universitas Negeri Surabaya **Faculty of Languages and Arts,** **Indonesian Literature Undergraduate Study Program**	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Citizenship	7920102184		**T=2**	**P=0**	**ECTS=3.18**	5	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Drs. Parmin, M.Hum.

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-5	Mastering scientific knowledge of Indonesian language and literature
	PLO-14	Able to document, store, secure and recover data to ensure validity and prevent plagiarism, as well as compiling descriptions of scientific study results in the form of a thesis, and uploading them on the Unesa page
	Program Objectives (PO)	
	PO - 1	Utilizing science and technology as a tool to help master concepts and proficiency in language skills
	PO - 2	Master the procedures for organizing events that reflect proficiency in language skills.
	PO - 3	Make strategic decisions in using language skills discretely, integratively, communicatively and pragmatically.
	PO - 4	Be responsible and show ownership of the character of faith, intelligence, independence, honesty, caring, and toughness in completing assignments, quizzes, and tests related to theoretical concepts in the field of language skills and their application
	PLO-PO Matrix	

P.O	PLO-5	PLO-14
PO-1		
PO-2		
PO-3		
PO-4		

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
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	Mastering theoretical concepts in the field of language skills through activities on how to organize events to produce discrete, integrative, communicative and pragmatic language skills to be practiced in class discussions and exhibitions/department work.

References	Main :

1. Aep Saiful Hamidan. Tanpa Tahun. Belajar Pidato dan MC: Panduan Mudah dan Cepat Memukau Audience dengan Percaya Diri. Yogyakarta: Penerbit Anak Hebat.
2. Elizabeth Tierney. 2004. 101 Cara Berkomunikasi Lebih Baik. Diterjemahkan oleh Antonius Eko W
3. Edy Santosa, dkk. 2005. Terampil Presentasi: Teknik Memberikan Pelatihan dan Mengajar bagi Para Trainer, Fasilitator, dan Guru. Jakarta: Grasindo
4. R. Fadli. 2001. Terampil Wawancara: Panduan untuk Talk Show. Jakarta: Grasindo
5. Rini Darmastuti. 2006. Bahasa Indonesia Komunikasi. Yogyakarta: Penerbit Gava Media
6. Ahmadi, Anas. 2012. Psikologi Berbicara. Surabaya: Unesa Press

Supporters:	

1. Hendricus, D.W. 1991. Retorika: Terampil Berpidato, Berdiskusi, Berargumentasi, Bernegosiasi. Yogyakarta: Kanisius
2. Rahmat, J. 2004. Retorika Modern: Pendekatan Praktis. Bandung: Rosdakarya
3. Rahmat, J. 2012. Psikologi Komunikasi. Bandung: Rosdakarya
4. .Santosa, A. 2010. Psikologi Persuasi. Jakarta: Grasindo

Supporting lecturer	Arie Yuanita, S.S., M.Si.

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	Identify communication using good and correct Indonesian	Explain good communication: understanding communication, communication process, forms of communication, five secret keys to mastering speaking techniques, and using Indonesian well and correctly	**Criteria:** Answering sequentially, completely and precisely, the score is 5. Answering sequentially, completely and inaccurately, the score is 3. Answering incorrectly, incompletely and inaccurately, the score is 2. Answering but incorrectly, the score is 1 **Form of Assessment** : Participatory Activities, Tests	Group discussions in class (classical) brainstorming of opinions and ideas		**Material:** Good communication: understanding communication, communication process, forms of communication, five secret keys to mastering speaking techniques, and using Indonesian well and correctly **Reader:** *Elizabeth Tierney. 2004. 101 Ways to Communicate Better. Translated by Antonius Eko W*	10%
2	Identify the benefits of good communication, basic principles of communication, communication theories, barriers to communication, and how to facilitate communication	Explain good communication: understanding communication, communication process, forms of communication, five secret keys to mastering speaking techniques, and using Indonesian well and correctly	**Criteria:** Answering sequentially, completely and precisely, the score is 5. Answering sequentially, completely and inaccurately, the score is 3. Answering incorrectly, incompletely and inaccurately, the score is 2. Answering but incorrectly, the score is 1 **Form of Assessment** : Participatory Activities	· Group discussions in (in) class · Classical brainstorming of opinions and ideas		**Material:** About communication: the benefits of good communication, basic principles of communication, communication theory, barriers to communication, and how to facilitate communication. **Reader:** *Elizabeth Tierney. 2004. 101 Ways to Communicate Better. Translated by Antonius Eko W*	5%

3	Identifying good communication, namely organizing thoughts, assessing others, choosing appropriate words, using nonverbal behavior, perfecting image, and getting feedback	Describe good communication: organizing thoughts, assessing others, choosing appropriate words, using nonverbal behavior, perfecting image, and getting feedback	**Criteria:** Answering sequentially, completely and precisely, the score is 5. Answering sequentially, completely and inaccurately, the score is 3. Answering incorrectly, incompletely and inaccurately, the score is 2. Answering but incorrectly, the score is 1 **Form of Assessment** : Participatory Activities	· Group discussions in (in) class · Classical brainstorming of opinions and ideas		**Material:** Communication: organizing thoughts, assessing other people, choosing appropriate words, using nonverbal behavior, perfecting image, and getting feedback **Reader:** *Elizabeth Tierney. 2004. 101 Ways to Communicate Better. Translated by Antonius Eko W*	5%
4	Identify types of communication: leading meetings, giving presentations	Explain the types of communication: leading a meeting, giving a presentation	**Criteria:** Answering sequentially, completely and precisely, the score is 5. Answering sequentially, completely and inaccurately, the score is 3. Answering incorrectly, incompletely and inaccurately, the score is 2. Answering but incorrectly, the score is 1 **Form of Assessment** : Participatory Activities, Tests	· Group discussions in (in) class · Classical brainstorming of opinions and ideas		**Material:** Types of communication: leading meetings, giving presentations **Reference:** *Edy Santosa, et al. 2005. Presentation Skills: Techniques for Providing Training and Teaching for Trainers, Facilitators and Teachers. Jakarta: Grasindo*	5%
5	Identifying interviews and talk shows: talk show hosts, talk show sources, talk show listeners, and radio stations		**Form of Assessment** : Participatory Activities, Tests	· Discuss interview and talk show topics · Brainstorm ideas about interviews and talk shows		**Material:** Interviews and talk shows: talk show guides, talk show sources, talk show listeners, and radio stations **Reader:** *Edy Santosa, et al. 2005. Presentation Skills: Techniques for Providing Training and Teaching for Trainers, Facilitators and Teachers. Jakarta: Grasindo*	5%
6	Identifying interviews and talk shows: talk show hosts, talk show sources, talk show listeners, and radio stations		**Form of Assessment** : Participatory Activities, Tests	· Discuss interview and talk show topics · Brainstorm ideas about interviews and talk shows		**Material:** Interviews and talk shows: talk show guides, talk show sources, talk show listeners, and radio stations **Reader:** *Edy Santosa, et al. 2005. Presentation Skills: Techniques for Providing Training and Teaching for Trainers, Facilitators and Teachers. Jakarta: Grasindo*	5%

No	Topic		Form of Assessment	Learning Method		Material/Reader	Weight
7	Identify the purpose and description of presentations, as well as types of presentations		**Form of Assessment** : Test	· Group discussions in class · Brainstorming ideas and classical practice		**Material:** Objectives and descriptions, as well as types of presentations **Reader:** *Elizabeth Tierney. 2004. 101 Ways to Communicate Better. Translated by Antonius Eko W*	5%
8	UTS		**Form of Assessment** : Participatory Activities, Tests			**Material:** Interviews and talk shows: talk show guides, talk show sources, talk show listeners, and radio stations **Reader:** *Edy Santosa, et al. 2005. Presentation Skills: Techniques for Providing Training and Teaching for Trainers, Facilitators and Teachers. Jakarta: Grasindo* **Material:** Objectives and descriptions, as well as types of presentations **Reader:** *Elizabeth Tierney. 2004. 101 Ways to Communicate Better. Translated by Antonius Eko W*	10%
9	Identifying presentation 2, namely preparation, facilities, process and presentation evaluation		**Form of Assessment** : Participatory Activities	· Group discussions in class · Brainstorming ideas and ideas classically · Practicing			5%
10	Identify discussions and meetings: discussion groups, discussion requirements, course of discussion, forms of interaction, meeting structure, meeting procedures, meeting leader, and meeting participants		**Form of Assessment** : Participatory Activities, Practice/Performance	· Group discussions in class · Brainstorming ideas and ideas classically · Practicing			5%
11	Identify the topic of the speech in the form of meaning and method		**Form of Assessment** : Participatory Activities, Practice/Performance	Group discussions in class · Classical brainstorming of opinions and ideas · Practicing		**Material:** Explaining the meaning and method of giving a speech. **Reader:** *Aep Saiful Hamidan. No Year. Learning to Speech and MC: An Easy and Quick Guide to Amaze the Audience with Confidence. Yogyakarta: Great Children's Publisher.*	5%

12	Identify the steps and theories of speech		**Form of Assessment** : Participatory Activities	· Group discussions in class · Brainstorming ideas and ideas classically · Practicing		**Material:** Explaining the steps and theories of making a speech. **Reader:** *Aep Saiful Hamidan. No Year. Learning to Speech and MC: An Easy and Quick Guide to Amaze the Audience with Confidence. Yogyakarta: Great Children's Publisher.*	5%
13	Identifying protocols and Presenters 1: meaning of protocols, duties of the protocol section, and requirements in protocols		**Form of Assessment** : Participatory Activities	· Group discussions in class · Brainstorming ideas and ideas classically · Practicing		**Material:** Protocol and Presenter 1: meaning of protocol, duties of the protocol section, and requirements in protocol **Reader:** *Elizabeth Tierney. 2004. 101 Ways to Communicate Better. Translated by Antonius Eko W*	5%
14	Identifying protocols and Hosts 2: event type, timing, and attendee classification		**Form of Assessment** : Participatory Activities	· Group discussions in class · Brainstorming ideas and ideas classically · Practicing			5%
15	Identify protocols and Presenters 3: events, work methods, and performance issues		**Form of Assessment** : Participatory Activities	· Group discussions in class · Brainstorming ideas and ideas classically · Practicing			5%
16	UAS		**Form of Assessment** : Participatory Activities, Practice/Performance				5%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	60%
2.	Practice / Performance	7.5%
3.	Test	22.5%
		90%

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** 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.
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.