



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Japanese Language Education Undergraduate Study Program**

Document  
Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Bunporon	8820502322	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	5	April 29, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Roni, M.Hum., M.A.		Dr. Roni, M.Hum., M.A.			Rusmiyati, S.Pd., M.Pd.	

<b>Learning model</b>	Case Studies																																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																
	<b>PLO-5</b> Have good values, morals, ethics and personality in completing his duties																																
	<b>PLO-8</b> Able to plan, implement and evaluate Japanese language learning, linguistics, educational science and research oriented towards process standards using science and technology-based Japanese language learning resources and learning media.																																
	<b>PLO-10</b> Able to speak Japanese receptively and productively in daily/general, academic and work contexts																																
	<b>PLO-14</b> Mastering basic language concepts, language learning, language skills, language research and Japanese language education.																																
	<b>Program Objectives (PO)</b>																																
	<b>PLO-PO Matrix</b>																																
	<table border="1" style="margin: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-8</td> <td>PLO-10</td> <td>PLO-14</td> </tr> </table>	P.O	PLO-5	PLO-8	PLO-10	PLO-14																											
	P.O	PLO-5	PLO-8	PLO-10	PLO-14																												
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																
<table border="1" style="margin: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O		Week																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																	

**Short Course Description** This course discusses Japanese grammar which includes the basic concepts of keitairon and togoron (morphology and syntax) in general to the basic concepts of morphology and syntax in Japanese. Learning is carried out through lectures, discussions, problem based learning (PBL), as well as creating articles related to morphology and syntax.

<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Fujiwara Masanori. 1999. Yoku Wakaru Bunpo . Tokyo: Aruku.</li> <li>2. Iori Isao. 2001. Atarashii Nihongogaku Nyumon, Kotoba no Shikumi o Kangaeru . Tokyo: 3A.</li> <li>3. Verhaar, JWM. 1996. Asas-asas Linguistik Umum . Yogyakarta: Gadjah Mada University Press.</li> </ol> <p><b>Supporters:</b></p> <ol style="list-style-type: none"> <li>1. Roni. 2022. Predikat Verba Bahasa Jepang, Posposisi dan Hubungan antar Frasa dalam Kalimat. Kediri: Muara Books</li> <li>2. Roni. 2011. Nihongo no Doushi Jutsugo Qualifier. (Disertasi) Nagoya University</li> </ol>
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**Supporting lecturer** Dr. Roni, M.Hum., 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	Examining the basic concepts of grammar	Able to identify basic grammar concepts	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation and activeness during lectures (50%)</li> <li>2.UTS: Assignments (25%)</li> <li>3.UAS: Create papers that are parallel to journal papers (25%)</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities</p>	Lectures, discussions, PBL 2 X 50		<p><b>Material:</b> Grammar <b>Reference:</b> <i>Verhaar, JWM. 1996. Principles of General Linguistics. Yogyakarta: Gadjah Mada University Press.</i></p>	0%
2	Examining predicate verbs and predicate auxiliary words	Able to explain the construction of predicate verbs and predicate auxiliary words	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation and activeness during lectures (50%)</li> <li>2.UTS: Assignments (25%)</li> <li>3.UAS: Create papers that are parallel to journal papers (25%)</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities</p>	Lectures, discussions, PBL 2 X 50		<p><b>Material:</b> Construction of predicate verbs and predicate auxiliary words <b>Reference:</b> <i>Roni. 2022. Japanese Verb Predicates, Position and Relationships between Phrases in Sentences. Kediri: Muara Books</i></p>	0%
3	Examining predicate verbs and predicate auxiliary words	Able to explain the construction of predicate verbs and predicate auxiliary words	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation and activeness during lectures (50%)</li> <li>2.UTS: Assignments (25%)</li> <li>3.UAS: Create papers that are parallel to journal papers (25%)</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities</p>	Lectures, discussions, PBL 2 X 50		<p><b>Material:</b> Predicate verbs and predicate auxiliary words <b>Reader:</b> <i>Roni. 2022. Japanese Verb Predicates, Position and Relationships between Phrases in Sentences. Kediri: Muara Books</i></p>	0%
4	Examining morphophonemic cases in predicate construction	Able to identify morphophonemic cases in predicate constructions	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation and activeness during lectures (50%)</li> <li>2.UTS: Assignments (25%)</li> <li>3.UAS: Create papers that are parallel to journal papers (25%)</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities</p>	Lectures, discussions, PBL 2 X 50		<p><b>Material:</b> Morphophonemics in predicate construction <b>References:</b> <i>Verhaar, JWM. 1996. Principles of General Linguistics. Yogyakarta: Gadjah Mada University Press.</i></p>	0%
5	Examining morphophonemic cases in predicate construction	Able to identify morphophonemic cases in predicate constructions	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation and activeness during lectures (50%)</li> <li>2.UTS: Assignments (25%)</li> <li>3.UAS: Create papers that are parallel to journal papers (25%)</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities</p>	Lectures, discussions, PBL 2 X 50		<p><b>Material:</b> Morphophonemics in predicate construction <b>Reference:</b> <i>Roni. 2011. Nihongo no Doushi Jutsugo Qualifier. (Dissertation) Nagoya University</i></p>	5%

6	Examining predicate auxiliary words in sentences with predicate nouns and adjectives	Able to identify predicate auxiliary words in sentences with predicate nouns and adjectives	<b>Criteria:</b> 1.Participation and activeness during lectures (50%) 2.UTS: Assignments (25%) 3.UAS: Create papers that are parallel to journal papers (25%)  <b>Form of Assessment</b> : Participatory Activities	Lectures, discussions, PBL 2 X 50		<b>Material:</b> Sentences with nouns and adjectives. <b>Reference:</b> Roni. 2011. <i>Nihongo no Doushi Jutsugo Qualifier. (Dissertation) Nagoya University</i>	5%
7	Examining predicate auxiliary words in sentences with predicate nouns and adjectives	Able to identify predicate auxiliary words in sentences with predicate nouns and adjectives	<b>Criteria:</b> 1.Participation and activeness during lectures (50%) 2.UTS: Assignments (25%) 3.UAS: Create papers that are parallel to journal papers (25%)  <b>Form of Assessment</b> : Participatory Activities	Lectures, discussions, PBL 2 X 50		<b>Material:</b> Sentences with predicate nouns and adjectives <b>Reference:</b> Fujiwara Masanori. 1999. <i>Yoku Wakaru Bunpo. Tokyo: Aruku.</i>	5%
8	UTS (中間試験)	Students are able to compose presentations related to Japanese grammar.	<b>Criteria:</b> UTS: Assignments (25%)  <b>Form of Assessment</b> : Project Results Assessment / Product Assessment	Written and oral 2 X 50		<b>Material:</b> Grammar <b>Reference:</b> Verhaar, JWM. 1996. <i>Principles of General Linguistics. Yogyakarta: Gadjah Mada University Press.</i>	25%
9	Examining the construction of predicates in Indonesian and Japanese	Able to compare the construction of Indonesian and Japanese predicates	<b>Criteria:</b> 1.Participation and activeness during lectures (50%) 2.UTS: Assignments (25%) 3.UAS: Create papers that are parallel to journal papers (25%)  <b>Form of Assessment</b> : Participatory Activities	Lectures, discussions, PBL 2 X 50		<b>Material:</b> Predicate construction in Indonesian and Japanese. <b>Reader:</b> Roni. 2022. <i>Japanese Verb Predicates, Posposition and Relationships between Phrases in Sentences. Kediri: Muara Books</i>	5%
10	Examining the construction of predicates in Indonesian and Japanese	Able to compare the construction of Indonesian and Japanese predicates	<b>Criteria:</b> 1.Participation and activeness during lectures (50%) 2.UTS: Assignments (25%) 3.UAS: Create papers that are parallel to journal papers (25%)  <b>Form of Assessment</b> : Participatory Activities	Lectures, discussions, PBL 2 X 50		<b>Material:</b> Predicate construction in Indonesian and Japanese. <b>Reader:</b> Roni. 2011. <i>Nihongo no Doushi Jutsugo Qualifier. (Dissertation) Nagoya University</i>	5%

11	Examining the connections between constituents that construct predicates	Able to identify connectors between constituents that construct predicates	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation and activeness during lectures (50%)</li> <li>2.UTS: Assignments (25%)</li> <li>3.UAS: Create papers that are parallel to journal papers (25%)</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities</p>	Lectures, discussions, PBL 2 X 50		<p><b>Material:</b> Connectors between constituents that construct predicates <b>Reader:</b> Fujiwara Masanori. 1999. <i>Yoku Wakaru Bunpo</i>. Tokyo: Aruku.</p>	5%
12	Examining the connections between constituents that construct predicates	Able to identify connectors between constituents that construct predicates	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation and activeness during lectures (50%)</li> <li>2.UTS: Assignments (25%)</li> <li>3.UAS: Create papers that are parallel to journal papers (25%)</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities</p>	Lectures, discussions, PBL 2 X 50		<p><b>Material:</b> Connectors between constituents that construct predicates <b>Reference:</b> Iori Isao. 2001. <i>Atarashii Nihongogaku Nyumon, Kotoba no Shikumi o Kangaeru</i>. Tokyo: 3A.</p>	5%
13	Studying the "Description Function"	Able to identify "Description Function"	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation and activeness during lectures (50%)</li> <li>2.UTS: Assignments (25%)</li> <li>3.UAS: Create papers that are parallel to journal papers (25%)</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities</p>	Lectures, discussions, PBL 2 X 50		<p><b>Material:</b> "Description Function" <b>Reference:</b> Verhaar, JWM. 1996. <i>Principles of General Linguistics</i>. Yogyakarta: Gadjah Mada University Press.</p>	5%
14	Studying the "Description Function"	Able to identify "Description Function"	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation and activeness during lectures (50%)</li> <li>2.UTS: Assignments (25%)</li> <li>3.UAS: Create papers that are parallel to journal papers (25%)</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities</p>	Lectures, discussions, PBL 2 X 50		<p><b>Material:</b> "Description Function" <b>Reference:</b> Verhaar, JWM. 1996. <i>Principles of General Linguistics</i>. Yogyakarta: Gadjah Mada University Press.</p>	5%
15	Studying the "Description Function"	Able to identify "Description Function"	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Participation and activeness during lectures (50%)</li> <li>2.UTS: Assignments (25%)</li> <li>3.UAS: Create papers that are parallel to journal papers (25%)</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities</p>	Lectures, discussions, PBL 2 X 50		<p><b>Material:</b> "Description Function" <b>Reference:</b> Roni. 2022. <i>Japanese Verb Predicates, Posposition and Relationships between Phrases in Sentences</i>. Kediri: Muara Books</p>	5%

16	UAS (期末試験)	Students are able to write scientific papers that are parallel to scientific journal articles.	<b>Criteria:</b> UAS: Create papers that are parallel to journal papers (25%)  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Write 2 X 50		<b>Material:</b> Grammar <b>Reference:</b> <i>Verhaar, JWM. 1996. Principles of General Linguistics. Yogyakarta: Gadjah Mada University Press.</i>	25%
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#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Project Results Assessment / Product Assessment	50%
		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.