



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
Chujokyu Sakubun	8820502038		T=2 P=0 ECTS=3.18	5	July 4, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
	Didik Nurhadi, M.Pd., M.A., Ph.D.			Rusmiyati, S.Pd., M.Pd.

Learning model	Case Studies																																																																			
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																			
	PLO-5	Have good values, morals, ethics and personality in completing his duties																																																																		
	PLO-8	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.																																																																		
	PLO-14	Mastering basic language concepts, language learning, language skills, language research and Japanese language education.																																																																		
	Program Objectives (PO)																																																																			
	PO - 1	able to understand related shapes and patterns when making an essay with the theme "uchi kara daigaku made"																																																																		
	PO - 2	Make essays on related themes coherently and completely																																																																		
	PLO-PO Matrix																																																																			
		<table border="1" style="margin: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-8</td> <td>PLO-14</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> </tr> </table>	P.O	PLO-5	PLO-8	PLO-14	PO-1				PO-2																																																									
	P.O	PLO-5	PLO-8	PLO-14																																																																
PO-1																																																																				
PO-2																																																																				
PO Matrix at the end of each learning stage (Sub-PO)																																																																				
	<table border="1" style="margin: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </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> <tr> <td>PO-2</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																	PO-2																
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PO-1																																																																				
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Short Course Description
 Strengthening advanced level writing competency on real themes that students can use directly in real life outside of lectures. Apart from that, this course trains students to be able to write Japanese language abstractions from the results of simple scientific thoughts. The lesson ends with the ability and skills to write Japanese abstracts according to writing rules that are appropriate and commonly used in scientific magazines and theses as well as the ability to write reports in Japanese. Assessment is carried out based on the results of the essay, activeness in learning and completion of assignments

References

Main :

1. Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topikkuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan
2. Tomioka, Sumiko dan Takaoka Saku. 1989. Eiri Nihongo Sakubun Nyumon 13 Bunkei ni YoruTanbun Sakusei kara Topikku Betsu hyogen Renshu e 13 Tokyo: Senmon Kyoiku Shuppan.
3. Nurhadi, Didik. 2020. Tipologi Bentuk Ungkapan Pada Paragraf Pendahuluan Bacaan Bahasa Jepang. Paramasastra 3 Vo.1. FBS: Unesa.

Supporters:

1. <https://www.jpff.go.jp/j/project/japanese/teach/tsushin/archive/iroha/201109.html>

Supporting lecturer
 Prof. Dr. Djodjok Soepardjo, M.Litt.
 Didik Nurhadi, M.Pd., M.A., Ph.D.

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 related shapes and patterns when making an essay with the theme "uchi kara daigaku made"	Students are able to produce a good essay outline	Criteria: 1.1. Students are able to design content 2.2. Students are able to design the structure of an essay 3.3. Students are able to consider the presence of readers 4.4. Students are able to use related vocabulary and grammar Form of Assessment : Participatory Activities, Portfolio Assessment	Learning using the 2 X 50 offline method		Material: uchi kara daigaku made Library: <i>Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan</i>	4%
2	1. Make an essay with a well-organized uchi kara daigaku theme 2. Present the results of his essay to others.	1. Produce an essay based on a good and complete essay framework 2. Communicate his writing to others	Criteria: 1.1. Students are able to design content 2.2. Students are able to design the structure of an essay 3.3. Students are able to consider the presence of readers 4.4. Students are able to use related vocabulary and grammar Form of Assessment : Portfolio Assessment	Learning using the 2 X 50 offline method		Material: uchi kara daigaku made Library: <i>Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan</i>	5%
3	Able to understand the shapes and patterns involved when creating an essay on the theme of Daigaku no Seikatsu.	1. Name shapes and related patterns 2. Use known patterns in creating an essay outline	Criteria: 1.1. Students are able to design content 2.2. Students are able to design the structure of an essay 3.3. Students are able to consider the presence of readers 4.4. Students are able to use related vocabulary and grammar Form of Assessment : Participatory Activities, Portfolio Assessment	Lectures are conducted using the 2 X 50 offline method		Material: daigaku no seikatsu Reader: <i>Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan</i>	5%

4	<p>1.Able to write essays on related themes with good and complete organization</p> <p>2.Able to communicate essay results to other students.</p>	<p>1.Produce good and complete essays</p> <p>2. Communicate his writing to others</p>	<p>Criteria:</p> <p>1.1. Students are able to design content</p> <p>2.2. Students are able to design the structure of an essay</p> <p>3.3. Students are able to consider the presence of readers</p> <p>4.4. Students are able to use related vocabulary and grammar</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	learning is carried out using the 2 X 50 offline method		<p>Material: daigaku no seikatsu</p> <p>Reader: Tomioka, Sumiko. 1988. <i>Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13</i> Tokyo: Senmon Kyouiku Shuppan</p>	5%
5	<p>1.understand the shapes and patterns involved when creating an essay with the jugyou ni tsuite theme</p> <p>2.Create an essay framework on related themes based on the sentence patterns taught.</p>	<p>1.Name shapes and related patterns</p> <p>2.Use known patterns in creating an essay outline</p>	<p>Criteria:</p> <p>1.1. Students are able to design content</p> <p>2.2. Students are able to design the structure of an essay</p> <p>3.3. Students are able to consider the presence of readers</p> <p>4.4. Students are able to use related vocabulary and grammar</p> <p>Form of Assessment : Participatory Activities</p>	learning is carried out using the 2 X 50 offline method		<p>Material: jugyou</p> <p>Bibliography: Tomioka, Sumiko and Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon 13 Bunkei ni YoruTanbun Sakusei kara My Topic Betsu hyogen Renshu e 13</i> Tokyo: Senmon Kyoiku Shuppan.</p>	5%
6	<p>1.able to make an essay on the theme "jugyou no koto"</p> <p>2.Able to design interesting presentations on related themes</p>	<p>1.Produce an essay based on an essay framework</p> <p>2. Communicate his writing to others using interesting media</p>	<p>Criteria:</p> <p>1.1. Students are able to design content</p> <p>2.2. Students are able to design the structure of an essay</p> <p>3.3. Students are able to consider the presence of readers</p> <p>4.4. Students are able to use related vocabulary and grammar</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	learning is carried out using the 2 X 50 offline method		<p>Material: jugyou no koto</p> <p>References: Tomioka, Sumiko. 1988. <i>Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13</i> Tokyo: Senmon Kyouiku Shuppan</p>	5%
7	<p>1.understand the shapes and patterns involved when creating an essay with the theme nihongo o benkyoushite wakatta koto</p> <p>2.Create an essay framework on related themes based on the sentence patterns taught.</p>	<p>1.Name shapes and related patterns</p> <p>2.Use known patterns in creating an essay outline</p>	<p>Criteria:</p> <p>1.1. Students are able to design content</p> <p>2.2. Students are able to design the structure of an essay</p> <p>3.3. Students are able to consider the presence of readers</p> <p>4.4. Students are able to use related vocabulary and grammar</p> <p>Form of Assessment : Participatory Activities</p>	Learning is carried out using the 2 X 50 offline method		<p>Material: nihogo ni tsuite</p> <p>References: Tomioka, Sumiko and Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon 13 Bunkei ni YoruTanbun Sakusei kara My Topic Betsu hyogen Renshu e 13</i> Tokyo: Senmon Kyoiku Shuppan.</p>	5%

8	<p>1.able to make an essay with the theme nihongo o benkyoushite wakatta koto</p> <p>2.able to present the results of the composition to others using interesting media</p>	<p>1.produce good and complete essays with an interesting choice of themes</p> <p>2.communicate essays with interesting media</p>	<p>Criteria:</p> <p>1.1. Students are able to design content</p> <p>2.2. Students are able to design the structure of an essay</p> <p>3.3. Students are able to consider the presence of readers</p> <p>4.4. Students are able to use related vocabulary and grammar</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	Learning is carried out using the 2 X 50 offline method		<p>Material: nihogo ni tsuite</p> <p>References: Tomioka, Sumiko and Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon 13 Bunkei ni YoruTanbun Sakusei kara My Topic Betsu hyogen Renshu e 13</i> Tokyo: Senmon Kyoiku Shuppan.</p>	20%
9	able to write an essay on a theme that has been chosen from the choices given by the lecturer	produce good and complete essays with an interesting choice of themes	<p>Criteria:</p> <p>1.1. Students are able to design content</p> <p>2.2. Students are able to design the structure of an essay</p> <p>3.3. Students are able to consider the presence of readers</p> <p>4.4. Students are able to use related vocabulary and grammar</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Learning is carried out using the 2 X 50 offline method		<p>Material: themes 1 to 4</p> <p>Reader: Tomioka, Sumiko and Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon 13 Bunkei ni YoruTanbun Sakusei kara My Topic Betsu hyogen Renshu e 13</i> Tokyo: Senmon Kyoiku Shuppan.</p> <p>Material: themes 1 to 4</p> <p>Reader: Tomioka, Sumiko. 1988. <i>Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13</i> Tokyo: Senmon Kyoiku Shuppan</p>	5%
10	<p>1.able to create a sakubun framework in the form of information, advice about preventing Covid 19</p> <p>2.able to produce appeal products for the prevention of Covid 19</p>	<p>1.Students are able to design appeals in the form of attractive stickers</p> <p>2.Students are able to produce stickers with various characters</p>	<p>Criteria:</p> <p>1.1. Students are able to design content</p> <p>2.2. Students are able to design the structure of an essay</p> <p>3.3. Students are able to consider the presence of readers</p> <p>4.4. Students are able to use related vocabulary and grammar</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Learning is carried out using the 2 X 50 offline method		<p>Material: posuta</p> <p>Bibliography: Tomioka, Sumiko and Takaoka Saku. 1989. <i>Eiri Nihongo Sakubun Nyumon 13 Bunkei ni YoruTanbun Sakusei kara My Topic Betsu hyogen Renshu e 13</i> Tokyo: Senmon Kyoiku Shuppan.</p>	7%

11	<p>1.Able to present product results to other students</p> <p>2.able to produce an appeal product for the prevention of Covid 19 after getting input from lecturers and other friends</p>	<p>1.Students are able to design appeals in the form of attractive stickers</p> <p>2.Students are able to produce stickers with various characters</p>	<p>Criteria:</p> <p>1.1. Students are able to design content</p> <p>2.2. Students are able to design the structure of an essay</p> <p>3.3. Students are able to consider the presence of readers</p> <p>4.4. Students are able to use related vocabulary and grammar</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Learning is carried out using the 2 X 50 offline method		<p>Material: posuta</p> <p>Bibliography: <i>Tomioka, Sumiko and Takaoka Saku. 1989. Eiri Nihongo Sakubun Nyumon 13 Bunkei ni YoruTanbun Sakusei kara My Topic Betsu hyogen Renshu e 13 Tokyo: Senmon Kyoiku Shuppan.</i></p> <p>Material: posuta</p> <p>Bibliography: <i>Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan</i></p>	5%
12	<p>1.Able to create a framework for information about messages that must be conveyed to others in the form of short memos</p> <p>2.able to use related sentence patterns when conveying messages to others according to context.</p>	<p>1.Students can design sakubun according to the context</p> <p>2.Students are able to use sentence patterns according to the context in the sakubun assignment</p>	<p>Criteria:</p> <p>1.1. Students are able to design content</p> <p>2.2. Students are able to design the structure of an essay</p> <p>3.3. Students are able to consider the presence of readers</p> <p>4.4. Students are able to use related vocabulary and grammar</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	offline learning 2 X 50		<p>Material: memo</p> <p>Bibliography: <i>Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan</i></p>	5%
13	<p>1.able to create a collection of message information that must be conveyed to others in the form of short memos</p> <p>2.able to use interesting media when conveying messages to others according to context.</p> <p>3.able to communicate his writing to others</p>	<p>1.Students can produce sakubun according to the context</p> <p>2.Students are able to communicate using interesting media.</p>	<p>Criteria:</p> <p>1.1. Students are able to design content</p> <p>2.2. Students are able to design the structure of an essay</p> <p>3.3. Students are able to consider the presence of readers</p> <p>4.4. Students are able to use related vocabulary and grammar</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	offline learning 2 X 50		<p>Material: memo</p> <p>Bibliography: <i>Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan</i></p>	3%

14	<p>1.able to understand sentence forms and patterns when writing essays on the theme of letters/notices of absence in learning activities.</p> <p>2.able to design a sakubun containing notification of absence from learning.</p>	<p>1.able to create an outline for an essay</p> <p>2.Able to use sentence forms and patterns that suit the theme</p>	<p>Criteria:</p> <p>1.1. Students are able to design content</p> <p>2.2. Students are able to design the structure of an essay</p> <p>3.3. Students are able to consider the presence of readers</p> <p>4.4. Students are able to use related vocabulary and grammar</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	offline learning 2 X 50		<p>Material: kesseki no todoke</p> <p>References: <i>Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan</i></p>	5%
15	<p>1.able to write an essay on the theme of letter/notice of absence from learning activities.</p> <p>2.able to communicate the contents of the sakubun containing notifications of absences from learning.</p> <p>3.Able to produce interesting presentation materials and media</p>	<p>1.Able to write good and complete essays</p> <p>2.Able to use sentence forms and patterns that suit the theme</p> <p>3.Able to communicate the results of the essay using interesting media</p>	<p>Criteria:</p> <p>1.1. Students are able to design content</p> <p>2.2. Students are able to design the structure of an essay</p> <p>3.3. Students are able to consider the presence of readers</p> <p>4.4. Students are able to use related vocabulary and grammar</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	offline learning with a focus on 2 X 50 presentations		<p>Material: kesseki no todoke</p> <p>References: <i>Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan</i></p>	5%
16	able to write an essay on the theme of letter/notice of absence from learning activities.	<p>1.Able to write good and complete essays</p> <p>2.Able to use sentence forms and patterns that suit the theme</p> <p>3.Able to communicate the results of the essay using interesting media</p>	<p>Criteria:</p> <p>1.1. Students are able to design content</p> <p>2.2. Students are able to design the structure of an essay</p> <p>3.3. Students are able to consider the presence of readers</p> <p>4.4. Students are able to use related vocabulary and grammar</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	offline learning with a focus on UAS 2 X 50 assessments		<p>Material: themes 1 to 7</p> <p>Reader: <i>Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan</i></p>	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	36.17%
2.	Project Results Assessment / Product Assessment	39.17%
3.	Portfolio Assessment	14.5%
4.	Practice / Performance	2.5%
5.	Test	6.67%
		99.01%

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** 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.
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.