



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																																																	
Chukyu Chokai Oyo	8820502319	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	4	July 17, 2024																																																	
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																																		
		Dra.Yovinza Bethvine Sopaheluwakan,M.Pd,Rusmiyati,S.Pd.,M.Pd	Yovinza Bethvine Sopaheluwakan, Dra;M.Pd	Rusmiyati, S.Pd., M.Pd.																																																		
Learning model	Case Studies																																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																					
	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-10	Able to speak Japanese receptively and productively in daily/general, academic and work contexts																																																				
	PLO-14	Mastering basic language concepts, language learning, language skills, language research and Japanese language education.																																																				
	Program Objectives (PO)																																																					
	PO - 1	Able to use PJBL-based learning resources to train listening skills with certain sentence patterns through varied themes																																																				
	PLO-PO Matrix																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 15%;">P.O</td> <td style="width: 15%;">PLO-8</td> <td style="width: 15%;">PLO-10</td> <td style="width: 15%;">PLO-14</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> </table>				P.O	PLO-8	PLO-10	PLO-14	PO-1																																												
	P.O	PLO-8	PLO-10	PLO-14																																																		
	PO-1																																																					
PO Matrix at the end of each learning stage (Sub-PO)																																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 10%;">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	Advanced learning to improve Japanese listening competence, through short conversation themes and material, short stories and simple news packaged in varied themes using more complex sentence patterns. Learning emphasizes students' ability to explain various information obtained from the material they listen to, both in Japanese and Indonesian, briefly, clearly and correctly. Learning is carried out through discussions, questions and answers, and presentations by implementing PJBL. Learning evaluation is carried out in the form of written tests, assignments, and activity checklists during lecture activities.																																																					
References	Main :																																																					
	1. [1] Noboru Oyanagi dkk.2002.New Approach Intermediate Japanese .Gobun kenkyusha : [2] Makino Asako, Tanaka Yone dkk. 2009. Minna no Nihongo Shokyu I Chokai Tasuku 25. Surie netowaku. [3] Murano R, Tanimachi M dkk. 1994. E To Tasuku de Manabu Nihongo. Tokyo: Bonjinsha																																																					
	Supporters:																																																					
	1. Makino Asako, Tanaka Yone dkk. 2009. Minna no Nihongo Shokyu I Chokai Tasuku 25. Surie netowaku																																																					
Supporting lecturer	Dra. Yovinza Bethvine Sopaheluwakan, M.Pd.																																																					
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	<p>1.Retrieve important information</p> <p>2.Dialogue, short news that uses sentence patterns in the form of ~no ga suki/jouzudesu, ~no o wasuremashita, in several conversational themes</p>	<p>1.- Identify themes - Explain important points - Express messages Report back</p> <p>2.Identify themes - Explain important points - Express message Report back</p>	<p>Criteria: Assess students' ability to stay focused and pay attention to information conveyed verbally. Students who are good at listening skills should be able to avoid distractions and show a strong interest in what is being heard.</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	<p>PJBL 2 X 50</p>		<p>Material: Dialogue, short news that uses sentence patterns in the form of ~no ga suki/jouzudesu, ~no o wasuremashita, in several conversational themes. References: [1] Noboru Oyanagi et al. 2002. <i>New Approach Intermediate Japanese . Gobun kenkyusha :</i> [2] Makino Asako, Tanaka Yone et al. 2009. <i>Minna no Nihongo Shokyu I Chokai Tasuku 25. Surie netowaku.</i> [3] Murano R, Tanimachi M et al. 1994. <i>E To Tasuku de Manabu Nihongo.</i> Tokyo: Bonjinsha</p> <hr/> <p>Material: References [1] Noboru Oyanagi et al. 2002. <i>New Approach Intermediate Japanese .Gobun kenkyusha :</i> [2] Makino Asako, Tanaka Yone et al. 2009. <i>Minna no Nihongo Shokyu I Chokai Tasuku 25. Surie netowaku.</i> [3] Murano R, Tanimachi M et al. 1994. <i>E To Tasuku de Manabu Nihongo.</i> Tokyo: Bonjinsha Library:</p> <hr/> <p>Material: Dialogue, short news that uses sentence patterns in the form ~no ga suki/jouzudesu, ~no o wasuremashita, in several conversational themes Literature:</p>	6%
2	Retrieve important information	- Identify themes - Explain important points - Express messages Report back	<p>Criteria: Comprehension: Measures the extent to which students can understand information presented orally. They must be able to understand concepts, ideas, and instructions given by teachers or fellow students.</p> <p>Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance</p>	<p>Small group discussion, question and answer (using PJBL). 2 X 50</p>		<p>Material: Dialogue, short news that uses sentence patterns in the form of ~no ga suki/jouzudesu, ~no o wasuremashita, in several conversational themes. References: [1] Noboru Oyanagi et al. 2002. <i>New Approach Intermediate Japanese . Gobun kenkyusha :</i> [2] Makino Asako, Tanaka Yone et al. 2009. <i>Minna no Nihongo Shokyu I Chokai Tasuku 25. Surie netowaku.</i> [3] Murano R, Tanimachi M et al. 1994. <i>E To Tasuku de Manabu Nihongo.</i> Tokyo: Bonjinsha</p>	5%
3	Retrieve important information	- Identify themes - Explain important points - Express messages Report back	<p>Criteria: Asking relevant questions: Assess students' ability to ask appropriate and relevant questions related to the information presented. This ability shows deep understanding and analytical abilities in processing information verbally.</p> <p>Form of Assessment : Practice / Performance</p>	<p>Using PJBL Small group discussions, questions and answers. 2 X 50</p>		<p>Material: Dialogue, short news that uses sentence patterns in the form of gimonshi-ka-, ~kadouka~ in several conversational themes. References: [1] Noboru Oyanagi et al. 2002. <i>New Approach Intermediate Japanese . Gobun kenkyusha :</i> [2] Makino Asako, Tanaka Yone et al. 2009. <i>Minna no Nihongo Shokyu I Chokai Tasuku 25. Surie netowaku.</i> [3] Murano R, Tanimachi M et al. 1994. <i>E To Tasuku de Manabu Nihongo.</i> Tokyo: Bonjinsha</p>	5%

4	Retrieve important information	<ul style="list-style-type: none"> - Identify themes - Explain important points - Express messages Report back 	<p>Criteria: Following directions: Assesses the extent to which students can follow verbal instructions correctly. They must be able to carry out assigned tasks or projects based on instructions given verbally. Summarizing and recording information: Measures students' ability to summarize and record important information presented orally. They should be able to identify the main points and organize them well. Verbal response: Assesses the student's ability to provide appropriate verbal responses to questions or instructions given. Students must be able to express their thoughts clearly and effectively. Empathy and social understanding: Measures students' ability to listen empathetically and understand others' perspectives. Students must be able to show empathy for the speaker and understand the social context of what they are listening to. Critical evaluation: Assess students' ability to critically evaluate and analyze information presented orally. They must be able to recognize the weaknesses, strengths, and implications of what they hear. Generally, the assessment of listening skills in learning-based projects involves a combination of several of these criteria. Assessment can be done through direct observation, written assignments, oral presentations, group discussions, or listening tests. Regenerate response</p> <p>Form of Assessment : Practical Assessment, Practice/Performance</p>	According to PJBL 2 X 50		<p>Material: Dialogue, short news that uses sentence patterns in the form ~te mimasu, ~kadouka~te mimasu in several conversational themes.</p> <p>References: [1] Noboru Oyanagi et al. 2002. <i>New Approach Intermediate Japanese . Gobun kenkyusha</i> : [2] Makino Asako, Tanaka Yone et al. 2009. <i>Minna no Nihongo Shokyu I Chokai Tasuku</i> 25. <i>Surie netowaku</i>. [3] Murano R, Tanimachi M et al. 1994. <i>E To Tasuku de Manabu Nihongo</i>. Tokyo: Bonjinsha</p>	5%
5	Retrieve important information	<ul style="list-style-type: none"> - Identify themes - Explain important points - Express messages Report back 	<p>Criteria: Summarizing and recording information: Measures students' ability to summarize and record important information presented orally</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	In regular small group discussions, 2 X 50		<p>Material: Dialogue, short news that uses sentence patterns in the form ~o itadakimasu, ~te kudasaimasenka in several conversational themes.</p> <p>References: [1] Noboru Oyanagi et al. 2002. <i>New Approach Intermediate Japanese . Gobun kenkyusha</i> : [2] Makino Asako, Tanaka Yone et al. 2009. <i>Minna no Nihongo Shokyu I Chokai Tasuku</i> 25. <i>Surie netowaku</i>. [3] Murano R, Tanimachi M et al. 1994. <i>E To Tasuku de Manabu Nihongo</i>. Tokyo: Bonjinsha</p>	5%

6	Retrieve important information	- Identify themes - Explain important points - Express messages Report back	<p>Criteria: They should be able to identify the main points and organize them well.</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	PJBL questions and answers 2 X 50		<p>Material: Dialogue, short news that uses sentence patterns in the form ~ no tameni, ~ no ni ~, in several conversational themes.</p> <p>References: [1] Noboru Oyanagi et al. 2002. <i>New Approach Intermediate Japanese . Gobun kenkyusha : [2] Makino Asako, Tanaka Yone et al. 2009. Minna no Nihongo Shokyu I Chokai Tasuku 25. Surie netowaku. [3] Murano R, Tanimachi M et al. 1994. E To Tasuku de Manabu Nihongo. Tokyo: Bonjinsha</i></p>	5%
7	Retrieve important information	- Identify themes - Explain important points - Express messages Report back	<p>Criteria: Assess students' ability to provide appropriate verbal responses to questions or instructions given. Students must be able to express their thoughts clearly and effectively.</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Small group discussions on a regular basis 2 X 50		<p>Material: Dialogue, short news that uses sentence patterns in the form ~sou desu, te kimasu, in several conversational themes.</p> <p>References: [1] Noboru Oyanagi et al. 2002. <i>New Approach Intermediate Japanese . Gobun kenkyusha : [2] Makino Asako, Tanaka Yone et al. . 2009. Minna no Nihongo Shokyu I Chokai Tasuku 25. Surie netowaku. [3] Murano R, Tanimachi M et al. 1994. E To Tasuku de Manabu Nihongo. Tokyo: Bonjinsha</i></p>	4%
8	Retrieve important information	- Identify themes - Explain important points - Express messages Report back	<p>Criteria: Critical evaluation: Assess students' ability to critically evaluate and analyze information presented orally.</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Small group discussions on a regular basis 2 X 50		<p>Material: Dialogue, short news that uses sentence patterns in the form of sugimasu, ~yasui/nikui desu, in several conversational themes.</p> <p>References: [1] Noboru Oyanagi et al. 2002. <i>New Approach Intermediate Japanese . Gobun kenkyusha : [2] Makino Asako, Tanaka Yone et al. 2009. Minna no Nihongo Shokyu I Chokai Tasuku 25. Surie netowaku. [3] Murano R, Tanimachi M et al. 1994. E To Tasuku de Manabu Nihongo. Tokyo: Bonjinsha</i></p>	15%
9	Retrieve important information	- Identify themes - Explain important points - Express messages Report back	<p>Criteria: They must be able to recognize the weaknesses, strengths, and implications of what they hear.</p> <p>Forms of Assessment : Participatory Activities, Practical Assessment, Practical / Performance</p>	PJBL 2 X 50		<p>Material: Dialogue, short news that uses sentence patterns in the form of sugimasu, ~yasui/nikui desu, in several conversational themes.</p> <p>References: [1] Noboru Oyanagi et al. 2002. <i>New Approach Intermediate Japanese . Gobun kenkyusha : [2] Makino Asako, Tanaka Yone et al. 2009. Minna no Nihongo Shokyu I Chokai Tasuku 25. Surie netowaku. [3] Murano R, Tanimachi M et al. 1994. E To Tasuku de Manabu Nihongo. Tokyo: Bonjinsha</i></p>	4%

10	Retrieve important information	- Identify themes - Explain important points - Express messages Report back	<p>Criteria: Assessment can be done through direct observation, written assignments, oral presentations, group discussions, or listening tests.</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	PJBL 2 X 50		<p>Material: Dialogue, short news that uses sentence patterns in the form ~tokorodesu, ~bakaridesu, in several conversational themes.</p> <p>References: [1] Noboru Oyanagi et al. 2002. <i>New Approach Intermediate Japanese . Gobun kenkyusha</i> : [2] Makino Asako, Tanaka Yone et al. 2009. <i>Minna no Nihongo Shokyu I Chokai Tasuku</i> 25. <i>Surie netowaku</i>. [3] Murano R, Tanimachi M et al. 1994. <i>E To Tasuku de Manabu Nihongo</i>. Tokyo: <i>Bonjinsha</i></p>	5%
11	Retrieve important information	- Identify themes - Explain important points - Express messages Report back	<p>Criteria: Vocabulary comprehension: Assess students' ability to understand Japanese vocabulary used in conversations or audio they hear. Students should be able to identify the meaning of words heard and relate it to their knowledge of Japanese vocabulary.</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	questions and answers on a regular basis 2 X 50		<p>Material: Dialogue, short news that uses sentence patterns in the form of ~soudesu, in several conversational themes.</p> <p>References: [1] Noboru Oyanagi et al. 2002. <i>New Approach Intermediate Japanese . Gobun kenkyusha</i> : [2] Makino Asako, Tanaka Yone et al. 2009. <i>Minna no Nihongo Shokyu I Chokai Tasuku</i> 25. <i>Surie netowaku</i>. [3] Murano R, Tanimachi M et al. 1994. <i>E To Tasuku de Manabu Nihongo</i>. Tokyo: <i>Bonjinsha</i></p>	5%
12	Retrieve important information	- Identify themes - Explain important points - Express messages Report back	<p>Criteria: Grammar comprehension: Measures the extent to which students can understand Japanese grammatical structures used in conversation or audio.</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Small group discussion in PJBL 2 X 50		<p>Material: Dialogue, short news that uses sentence patterns in the form ~you desu, in several conversational themes.</p> <p>References: [1] Noboru Oyanagi et al. 2002. <i>New Approach Intermediate Japanese . Gobun kenkyusha</i> : [2] Makino Asako, Tanaka Yone et al. 2009. <i>Minna no Nihongo Shokyu I Chokai Tasuku</i> 25. <i>Surie netowaku</i>. [3] Murano R, Tanimachi M et al. 1994. <i>E To Tasuku de Manabu Nihongo</i>. Tokyo: <i>Bonjinsha</i></p>	8%
13	Retrieve important information	- Identify themes - Explain important points - Express messages Report back	<p>Criteria: self must be able to recognize sentence patterns, particles and word forms used in different contexts.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Small group discussions with the PJBL 2 X 50 system		<p>Material: Dialogue, short news that uses sentence patterns in the form ~o /ni ~sasemasu, ~saseteitadakemassenka, in several conversational themes.</p> <p>References: [1] Noboru Oyanagi et al. 2002. <i>New Approach Intermediate Japanese . Gobun kenkyusha</i> : [2] Makino Asako, Tanaka Yone et al. 2009. <i>Minna no Nihongo Shokyu I Chokai Tasuku</i> 25. <i>Surie netowaku</i>. [3] Murano R, Tanimachi M et al. 1994. <i>E To Tasuku de Manabu Nihongo</i>. Tokyo: <i>Bonjinsha</i></p>	5%

14	Retrieve important information	- Identify themes - Explain important points - Express messages Report back	Criteria: Appropriate responses: Assess students' ability to provide appropriate responses to questions or instructions given in Japanese Form of Assessment : Practice / Performance	PJBL carries out small group discussions, questions and answers 2 X 50		Material: Dialogue, short news that uses sentence patterns in the form of raremasu, -o ni narimasu, tokubetsuna sonkeigo, in several conversational themes. References: [1] Noboru Oyanagi et al. 2002. <i>New Approach Intermediate Japanese . Gobun kenkyusha</i> : [2] Makino Asako, Tanaka Yone et al. 2009. <i>Minna no Nihongo Shokyu I Chokai Tasuku 25. Surie netowaku.</i> [3] Murano R, Tanimachi M et al. 1994. <i>E To Tasuku de Manabu Nihongo.</i> Tokyo: Bonjinsha	4%
15	Retrieve important information	- Identify themes - Explain important points - Express messages Report back	Criteria: Students must be able to respond correctly and according to the given context. Understanding language nuances: Measures students' ability to understand nuances and expressions used in Japanese conversation Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Small group discussions, questions and answers using the PJBL 2 X 50 system		Material: Small group discussions, questions and answers using the PJBL system References: [1] Noboru Oyanagi et al. 2002. <i>New Approach Intermediate Japanese .Gobun kenkyusha</i> : [2] Makino Asako, Tanaka Yone et al. 2009. <i>Minna no Nihongo Shokyu I Chokai Tasuku 25. Surie netowaku.</i> [3] Murano R, Tanimachi M et al. 1994. <i>E To Tasuku de Manabu Nihongo.</i> Tokyo: Bonjinsha	4%
16	Retrieve important information	- Identify themes - Explain important points - Express messages Report back	Criteria: Students must be able to respond correctly and according to the given context. Understanding language nuances: Measures students' ability to understand nuances and expressions used in Japanese conversation Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Small group discussions, questions and answers using the PJBL 2 X 50 system		Material: Small group discussions, questions and answers using the PJBL system References: [1] Noboru Oyanagi et al. 2002. <i>New Approach Intermediate Japanese .Gobun kenkyusha</i> : [2] Makino Asako, Tanaka Yone et al. 2009. <i>Minna no Nihongo Shokyu I Chokai Tasuku 25. Surie netowaku.</i> [3] Murano R, Tanimachi M et al. 1994. <i>E To Tasuku de Manabu Nihongo.</i> Tokyo: Bonjinsha	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	22.5%
2.	Project Results Assessment / Product Assessment	22%
3.	Portfolio Assessment	2%
4.	Practical Assessment	5.5%
5.	Practice / Performance	46%
6.	Test	2%
		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** 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.
- 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.

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.