



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	8820502040	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	July 17, 2024																																										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																											
	Dra.Yovinza Bethvine Sopaheluwakan,M.Pd		Rusmiyati,S.Pd.,M.Pd			Rusmiyati, S.Pd., M.Pd.																																											
Learning model	Case Studies																																																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; text-align: center;">P.O</td> <td colspan="14"></td> </tr> </table>						P.O																																									
	P.O																																																
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: 30px; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px; text-align: center;">11</td> <td style="width: 20px; text-align: center;">12</td> <td style="width: 20px; text-align: center;">13</td> <td style="width: 20px; text-align: center;">14</td> <td style="width: 20px; text-align: center;">15</td> <td style="width: 20px; text-align: center;">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	The material in this course contains short conversations, short stories and simple news packaged in various themes, such as bad experiences during recreation and things to do during an earthquake. Learning emphasizes the purpose of perceptual listening, namely emphasizing understanding knowledge about linguistic rules. Students practice individually and in groups listening to and pronouncing words, phrases, short sentences according to the procedural or suprasegmental characteristics of the Japanese language heard through recordings. Identify words, sentences, interpret themes and complete. Learning is carried out through discussions, questions and answers, and presentations. At the end of the lesson, students can retrieve important information and answer questions correctly. Learning evaluation is carried out in the form of written tests, assignments, and activity checklists in lecture activities																																																
References	Main :																																																
	1. Ootani dkk. 2008. Minna no Nihongo Chukyu 1 . Tokyo: Sri E Nett work																																																
	Supporters:																																																
1. Chukyu e Iko Nihongo no Bunkei to Hyogen 55 Dai 2-Han 2. Berbagai aplikasi LMS dari berbagai sumber digital.																																																	
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	Obtain important information from expressions of request material	<ol style="list-style-type: none"> Students are able to listen to the expressions of request material Students are able to answer questions regarding expressions of request material 	<p>Criteria: Oral question and answer assessment rubric</p> <p>Form of Assessment : Practice / Performance</p>	Offline lectures and questions and answers 2 X 50		<p>Material: Expressions of request</p> <p>References: <i>Ootani et al. 2008. Minna no Nihongo Chukyu 1 . Tokyo: Sri E Nett work</i></p> <hr/> <p>Material: Expressions of request</p> <p>Library: <i>Various LMS applications from various digital sources.</i></p>	4%
2	<ol style="list-style-type: none"> Discuss Interactive PPT designs that display expressions of request material Discuss interactive PPT designs that display the culture of expressions of request in Japanese society 	<ol style="list-style-type: none"> Students are able to design interactive PPT material on expressions of request Students are able to answer questions about the cultural expressions of request of Japanese society 	<p>Criteria: <ol style="list-style-type: none"> Oral question and answer assessment rubric group discussion/collaboration assessment rubric </p> <p>Form of Assessment : Practice / Performance</p>	Group discussions and offline questions and answers 2 X 50		<p>Material: Expressions of request</p> <p>References: <i>Ootani et al. 2008. Minna no Nihongo Chukyu 1 . Tokyo: Sri E Nett work</i></p> <hr/> <p>Material: Expressions of request</p> <p>Library: <i>Various LMS applications from various digital sources.</i></p>	4%
3	<ol style="list-style-type: none"> Presenting an interactive PPT that displays expressions of request material Presenting an interactive PPT that displays the culture of expressions of request in Japanese society 	<ol style="list-style-type: none"> Students are able to explain Interactive PPT material on expressions of request Students are able to explain the culture of expressions of request in Japanese society 	<p>Criteria: <ol style="list-style-type: none"> Oral question and answer assessment rubric product assessment rubric </p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Group discussions and offline questions and answers 2 X 50		<p>Material: Expressions of request</p> <p>References: <i>Ootani et al. 2008. Minna no Nihongo Chukyu 1 . Tokyo: Sri E Nett work</i></p> <hr/> <p>Material: Expressions of request</p> <p>Library: <i>Various LMS applications from various digital sources.</i></p>	10%
4	<ol style="list-style-type: none"> Understanding Irai no Hyougen material Understanding the Irai no Hyougen culture in Japanese society 	<ol style="list-style-type: none"> Students are able to capture the Irai no Hyougen material Students are able to identify the irai no hyougen culture in Japanese society 	<p>Criteria: <ol style="list-style-type: none"> Oral question and answer assessment rubric group discussion assessment rubric 3.4 </p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Group discussions and offline questions and answers 2 X 50		<p>Material: Irai no Hyougen</p> <p>Reference: <i>Ootani et al. 2008. Minna no Nihongo Chukyu 1 . Tokyo: Sri E Nett work</i></p> <hr/> <p>Material: Japanes-Irai no Hyougen Business</p> <p>Library: <i>Various LMS applications from various digital sources.</i></p>	4%

5	<p>1. Discussing Interactive PPT designs about Dengon</p> <p>2. Discuss the culture of listening to memos in Japanese society (business)</p>	<p>1. Students are able to design interactive PPTs using Dengon material</p> <p>2. Students are able to identify Dengon culture in Japanese society</p>	<p>Criteria:</p> <p>1. question and answer assessment rubric</p> <p>2. group discussion rubric</p> <p>Form of Assessment : Practice / Performance</p>	<p>Questions and answers, lectures, offline discussions 2 X 50</p>		<p>Material: Dengon</p> <p>Reference: Ootani et al. 2008. <i>Minna no Nihongo Chukyu 1</i>. Tokyo: Sri E Nett work</p> <hr/> <p>Material: Listen to bibliography memo :</p>	5%
6	<p>1. Presenting an Interactive PPT with Dengon material</p> <p>2. Presenting the Irai no Hyougen culture in Japanese society (business people)</p>	<p>1. Students are able to present an interactive PPT with Irai no Hyougen material</p> <p>2. Students are able to present the culture of Irai no Hyougen (Japanese business people)</p>	<p>Criteria:</p> <p>1. question and answer assessment rubric</p> <p>2. product assessment rubric</p> <p>Form of Assessment : Practice / Performance</p>	<p>Questions and answers, offline discussions 2 X 50</p>		<p>Material: Dengon</p> <p>Reference: Ootani et al. 2008. <i>Minna no Nihongo Chukyu 1</i>. Tokyo: Sri E Nett work</p> <hr/> <p>Material: Listen to bibliography memo :</p>	15%
7	<p>1. Understand dengon-themed material</p> <p>2. Understand the culture contained in the listening material</p>	<p>1. Students are able to understand material with a listening theme</p> <p>2. Students are able to explain the dengon culture in Japanese society</p>	<p>Criteria:</p> <p>1. question and answer assessment rubric</p> <p>2. discussion assessment rubric</p> <p>Form of Assessment : Practice / Performance</p>	<p>Offline questions and answers Discussion 2 X 50</p>		<p>Material: Dengon</p> <p>Reference: Ootani et al. 2008. <i>Minna no Nihongo Chukyu 1</i>. Tokyo: Sri E Nett work</p> <hr/> <p>Material: Listen to memos</p> <p>Library: Various LMS applications from various digital sources.</p>	5%
8	<p>1. Discussing PPT intr</p> <p>2. Understand the culture contained in the listening material</p>	<p>1. Students are able to understand the Listening material</p> <p>2. Students are able to explain the dengon culture in Japanese society</p> <p>3. Students are capable</p>	<p>Criteria:</p> <p>1. question and answer assessment rubric</p> <p>2. discussion assessment rubric</p> <p>Form of Assessment : Practice / Performance</p>	<p>Offline questions and answers</p> <p>Offline discussions 2 X 50</p>		<p>Material: Dengon</p> <p>Reference: Ootani et al. 2008. <i>Minna no Nihongo Chukyu 1</i>. Tokyo: Sri E Nett work</p> <hr/> <p>Material: Listen to memos</p> <p>Library: Various LMS applications from various digital sources.</p>	5%
9	<p>Able to retell stories/conversations heard</p>	<p>1. Mastering the sentence patterns node, te/nakute, itadakimasu, kudasaimasu, yarimasu</p> <p>2. Select an image</p> <p>3. answer the question correctly</p>	<p>Criteria:</p> <p>Most understand the content of the material and can convey it using good and correct Japanese</p>	<p>lecture, question and answer, discussion 2 X 50</p>			0%
10	<p>Able to retell stories/conversations heard</p>	<p>1. Mastering the sentence patterns no ni, no tameni,</p> <p>2. Select an image</p> <p>3. answer the question correctly</p>	<p>Criteria:</p> <p>Most understand the content of the material and can convey it using good and correct Japanese</p>	<p>lecture, question and answer, discussion 2 X 50</p>			0%

11	Able to retell stories/conversations heard using sentence patterns according to the theme	1.Mastering the kalima pattern ~no ni,~soudesu,~te kimasu, ~yasui/nikui 2.Choose an image that matches the content of the conversation 3.Answer the questions correctly.	Criteria: State most of the content of the themes heard using good and correct Japanese language	discussion, question and answer 2 X 50			0%
12	Able to retell stories/conversations heard using sentence patterns according to the theme	1.Mastering the sentence pattern ~tokoro, ~bakari 2.Choose an image that matches the content of the conversation 3.Answer the questions correctly.	Criteria: State most of the content of the themes heard using good and correct Japanese language	discussion, question and answer 2 X 50			0%
13	Able to retell stories/conversations heard using sentence patterns according to the theme	1.Mastering the sentence pattern ~soudesu~youdesu 2.Choose an image that matches the content of the conversation 3.Answer the questions correctly	Criteria: mention and explain important content or points using good and correct Japanese language	lecture, discussion, question and answer 2 X 50			0%
14	Able to retell stories/conversations heard using sentence patterns according to the theme	1.Mastering the sentence pattern ~sasete itadakemasenka 2.Choose an image that matches the content of the conversation 3.Answer the questions correctly	Criteria: mention and explain important content or points using good and correct Japanese language	lecture, discussion, question and answer 2 X 50			0%
15	Able to retell stories/conversations heard using ~sonkei sentence patterns	1.Creating sentence patterns~sonkei doushi ~raremasu,~o-ni narimasu,~o-kudasai,~o/go 13 shimasu,Tokubetsuna kenjogo 2.Choose an image that matches the content of the conversation 3.Answer the questions correctly	Criteria: most mention the important points of the content	lecture, question and answer discussion 2 X 50			0%
16	Answer questions correctly according to the content of the theme you are listening to			2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	2%
2.	Project Results Assessment / Product Assessment	5%
3.	Practice / Performance	45%
		52%

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.

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.