



**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 Hanashikata Oyo	8820502320		T=2 P=0 ECTS=3.18	4	July 17, 2024																																											
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.																																												
Learning model	Project Based Learning																																															
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)																																															
	PLO-PO Matrix																																															
		<table border="1" style="margin: auto;"> <tr> <td style="width: 25%;">P.O</td> <td style="width: 25%;">PLO-5</td> <td style="width: 25%;">PLO-8</td> <td style="width: 25%;">PLO-14</td> </tr> </table>				P.O	PLO-5	PLO-8	PLO-14																																							
	P.O	PLO-5	PLO-8	PLO-14																																												
	PO Matrix at the end of each learning stage (Sub-PO)																																															
		<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 5%;">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> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Short Course Description	Japanese speaking courses related to other Japanese language skills are Hyoki (writing kanji), Chokai (listening), Dokkai Sakubun (reading and writing) at the intermediate level. Learning emphasizes perceptual goals, namely emphasizing understanding knowledge about linguistic rules. Students practice individually and in groups to pronounce words, phrases, short sentences and long (complex) sentences and dialogues according to intermediate level Japanese suprasegmentals which are listened to through recordings and video playback. Learning is carried out through group discussions, presentations and questions and answers in Japanese, as well as project based learning (PJBL) methods. Learning evaluation is carried out in the form of oral tests, conversation assignments, group presentations (dialogues), and project-based performance assignments in lecture activities.																																															
References	Main :																																															
	<ol style="list-style-type: none"> 1. Nagoya Daigaku Nihongo Kyouiku Kenkyuu Guruupu. 1994. Gendai Nihongo Koosu Chuukyuu I. Nagoya: Nagoya Daigaku Shuppankai 2. Nagoya Daigaku Nihongo Kyouiku Kenkyuu Guruupu. 1994. Gendai Nihongo Koosu Chuukyuu II. Nagoya: Nagoya Daigaku Shuppankai 3. Miura Kanae dkk. 2009. Akademikku porezenteeshon. Tokyo: Hitsuji Shoten 																																															
	Supporters:																																															
	<ol style="list-style-type: none"> 1. Satoru Koyama. 2007. J-Bridge to Intermediate Japanese - kyoukasho listening. Tokyo: Bojinsha 2. Noboru Oyanagi. 2017. New Approach Japanese Intermediate - kyoukasho listening. Japan: Gobunkenkyusha 																																															
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	Introduction: この学期に行う話しかたの授業の計画- Lectures-Project Plan	この学期に行う話しかたの授業の計画- Lectures-Project Plan	Criteria: 1.Participation and activeness during lectures (30%) 2.UTS: Conversation Practice Assignment (35%) 3.UAS: Project Products (35%) Form of Assessment : Participatory Activities	Collaborative Cooperative, PJBL 2 X 50		Material: Lectures and Project Plans References: Miura Kanae et al. 2009. My academy porezenteeshon. Tokyo: Hitsujii Shoten	5%
2	日本語でのプレゼンテーション	Students understand how to present in Japanese	Criteria: 1.Participation and activeness during lectures (30%) 2.UTS: Conversation Practice Assignment (35%) 3.UAS: Project Products (35%) Form of Assessment : Participatory Activities	Collaborative Cooperative, PJBL 2 X 50		Material: Presentation in Japanese Reference: Miura Kanae et al. 2009. My academy porezenteeshon. Tokyo: Hitsujii Shoten	0%
3	Comments	Students can practice the use of はい、ええ、うん、いいえ、いや、ううん、そうですね、など	Criteria: 1.Participation and activeness during lectures (50%) 2.UTS: Conversational task (25%) 3.UAS: Create conversation and put into practice (25%) Form of Assessment : Participatory Activities	Collaborative Cooperative, PJBL 2 X 50		Material: Use of はい、ええ、うん、いいえ、いや、ううん、そうですね、など Bibliography: Nagoya Daigaku Nihongo Kyouiku Kenkyuu Guruupu. 1994. Gendai Nihongo Koosu Chuukyuu I. Nagoya: Nagoya Daigaku Shuppankai	5%
4	ことづける (1)	Can modify various themes of intermediate Japanese conversation. Can speak intermediate Japanese	Criteria: 1.Participation and activeness during lectures (30%) 2.UTS: Conversation Practice Assignment (35%) 3.UAS: Project Products (35%) Form of Assessment : Participatory Activities, Practice/Performance	Collaborative Cooperative, PJBL 2 X 50		Material: ことづける (1) Library: Nagoya Daigaku Nihongo Kyouiku Kenkyuu Guruupu. 1994. Gendai Nihongo Koosu Chuukyuu I. Nagoya: Nagoya Daigaku Shuppankai	5%
5	ことづける (1)	Can modify various themes of intermediate Japanese conversation. Can speak intermediate Japanese	Criteria: 1.Participation and activeness during lectures (30%) 2.UTS: Conversation Practice Assignment (35%) 3.UAS: Project Products (35%)	Collaborative Cooperative, PJBL 2 X 50		Material: ことづける (1) Library: Nagoya Daigaku Nihongo Kyouiku Kenkyuu Guruupu. 1994. Gendai Nihongo Koosu Chuukyuu I. Nagoya: Nagoya Daigaku Shuppankai	5%
6	Newsポイントを書いて文を作る。	Students are able to create themes for presentations in Japanese, compose introductions, contents and conclusions.	Criteria: 1.Participation and activeness during lectures (30%) 2.UTS: Conversation Practice Assignment (35%) 3.UAS: Project Products (35%) Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Collaborative Cooperative, PJBL 2 X 50		Material: 日本語でのプレゼンテーション: テーマを作ってからイントロダクション・本文・結論のポイントを書いて文を作る。 Reference: Miura Kanae et al. 2009. My academy porezenteeshon. Tokyo: Hitsujii Shoten	5%

7	頼まれたことを伝える (1)	Students can compose conversations that convey messages entrusted to them.	Criteria: 1.Participation and activeness during lectures (50%) 2.UTS: Conversational task (25%) 3.UAS: Create conversation and put into practice (25%)	Collaborative Cooperative, PJBL 2 X 50		Material: 頼まれたことを伝える (1) Library: Nagoya Daigaku Nihongo Kyouiku Kenkyuu Guruupu. 1994. Gendai Nihongo Koosu Chuukyuu II. Nagoya: Nagoya Daigaku Shuppankai	5%
8	UTS	UTS	Criteria: UTS: Conversational task (25%) Form of Assessment : Practice / Performance	Collaborative Cooperative, Project Based Performance (PJBL) 2 X 50		Material: Create conversations and practice roles. Bibliography: Nagoya Daigaku Nihongo Kyouiku Kenkyuu Guruupu. 1994. Gendai Nihongo Koosu Chuukyuu I. Nagoya: Nagoya Daigaku Shuppankai	25%
9	頼まれたことを伝える (2)	Students can compose conversations that convey messages entrusted to them.	Criteria: 1.Participation and activeness during lectures (30%) 2.UTS: Conversation Practice Assignment (35%) 3.UAS: Project Products (35%) Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Collaborative Cooperative, PJBL 2 X 50		Material: 頼まれたことを伝える (2) Library: Nagoya Daigaku Nihongo Kyouiku Kenkyuu Guruupu. 1994. Gendai Nihongo Koosu Chuukyuu II. Nagoya: Nagoya Daigaku Shuppankai	5%
10	頼まれたことを伝える (3)	Students can compose conversations that convey messages entrusted to them.	Criteria: 1.Participation and activeness during lectures (30%) 2.UTS: Conversation Practice Assignment (35%) 3.UAS: Project Products (35%) Form of Assessment : Participatory Activities	Collaborative Cooperative, PJBL 2 X 50		Material: 頼まれたことを伝える (3) Library: Nagoya Daigaku Nihongo Kyouiku Kenkyuu Guruupu. 1994. Gendai Nihongo Koosu Chuukyuu II. Nagoya: Nagoya Daigaku Shuppankai	5%
11	発表のプロジェクトをYOUTUBEに入れるまで終える	Students practice presentations in Japanese that they have made, videoed, and uploaded to YouTube.	Criteria: 1.Participation and activeness during lectures (30%) 2.UTS: Conversation Practice Assignment (35%) 3.UAS: Project Products (35%) Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Collaborative Cooperative, PJBL 2 X 50		Material: 発表のプロジェクトをYOUTUBEに入れるまで終える Bibliography: Miura Kanae et al. 2009. My academy porezenteeshon. Tokyo: Hitsuj Shoten	5%

12	反省会でプロジェクトのユーチューブを話す	Students are able to introspect by looking at the results of the Japanese presentation video they have made.	Criteria: 1.Participation and activeness during lectures (50%) 2.UTS: Conversational task (25%) 3.UAS: Make conversation and put into practice (25%) Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Collaborative Cooperative, PJBL 2 X 50		Material: 反省会でプロジェクトのユーチューブを話す Bibliography: Miura Kanae et al. 2009. <i>My academy porezenteeshon.</i> Tokyo: Hitsuji Shoten	5%
13	許可をもらう・許可する(1)	Students can create conversations with the construction of asking permission and giving permission.	Criteria: 1.Participation and activeness during lectures (50%) 2.UTS: Conversational task (25%) 3.UAS: Create conversation and put into practice (25%) Form of Assessment : Participatory Activities, Practice/Performance	Collaborative Cooperative, PJBL 2 X 50		Material: 許可をもらう・許可する(1) Bibliography: Noboru Oyanagi. 2017. <i>New Approach Japanese Intermediate - kyoukasho listening.</i> Japan: Gobunkenkyusha	0%
14	許可をもらう・許可する(2)	Students can create conversations with the construction of asking permission and giving permission.	Criteria: 1.Participation and activeness during lectures (50%) 2.UTS: Conversational task (25%) 3.UAS: Create papers that are parallel to journal papers (25%) Form of Assessment : Participatory Activities, Practice/Performance	Collaborative Cooperative, PJBL 2 X 50		Material: 許可をもらう・許可する(2) Bibliography: Noboru Oyanagi. 2017. <i>New Approach Japanese Intermediate - kyoukasho listening.</i> Japan: Gobunkenkyusha	0%
15	日本語でドラマのスク립トを作る	Students are able to create short drama scripts in Japanese and practice them in groups.	Criteria: 1.Participation and activeness during lectures (50%) 2.UTS: Conversational task (25%) 3.UAS: Create conversation and put into practice (25%) Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Collaborative Cooperative, PJBL 2 X 50		Material: 日本語でドラマのスク립トを作る Bibliography: Nagoya Daigaku Nihongo Kyouiku Kenkyuu Guruupu. 1994. <i>Gendai Nihongo Koosu Chuukyuu I.</i> Nagoya: Nagoya Daigaku Shuppankai	10%
16	UAS	Students are able to practice short Japanese drama scripts in groups.	Form of Assessment : Project Results Assessment / Product Assessment			Material: Conversation practice/role play in the form of a short drama. Bibliography: Nagoya Daigaku Nihongo Kyouiku Kenkyuu Guruupu. 1994. <i>Gendai Nihongo Koosu Chuukyuu II.</i> Nagoya: Nagoya Daigaku Shuppankai	25%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	25%

2.	Project Results Assessment / Product Assessment	40%
3.	Practice / Performance	35%
		100%

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.