



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																																
Keitairon To Togoron	8820502151		T=2	P=0	ECTS=3.18	5	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																	
			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-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)																																						
	PLO-PO Matrix																																						
		<table border="1" style="margin: auto;"> <tr> <td style="width: 20%;">P.O</td> <td style="width: 20%;">PLO-5</td> <td style="width: 20%;">PLO-8</td> <td style="width: 20%;">PLO-10</td> <td style="width: 20%;">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																																		
	PO Matrix at the end of each learning stage (Sub-PO)																																						
	<table border="1" style="margin: 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> </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	Discussion of the morpheme phenomenon which includes types and forms, construction, process and syntactic analysis, as well as their function in grammatical structures, starting from phrases, clauses, sentences, and functions in sentences, through lecture and discussion methods, as well as creating articles related to Japanese togoron .																																						
References	Main :																																						
	<ol style="list-style-type: none"> 1. Roni. 2017. Predikat Verba Bahasa Jepang, Posposisi dan Hubungan antar Frasadalam Kalimat. Surabaya: Penerbit Bintang 2. Roni, 2011. Nihongo no Jutsugo Setsuji Qualifier . (Disertasi tidak diterbitkan) Nagoya University 3. Tanaka, Tomoyuki. 2014. Togoron . Tokyo: Asakura Shoten 4. Teramura, Hideo. 1991. Nihongo no Shintakusu to Imi . Tokyo: Kuroshio Shuppan 5. Verhaar. 1996. Asas-asas Linguistik Umum . Yogyakarta: Gadjah Mada University Press 																																						
	Supporters:																																						
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	Identify the basic concepts of Syntax	Able to study the basic concepts of Syntax	Criteria: 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Lectures, discussions, project base learning 2 X 50			0%
2	Examining the basic concepts of core and extra-core constituents	Able to identify basic concepts about core and extra-core constituents	Criteria: 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Lectures and discussions 2 X 50			0%

3	Identify functions, roles, and syntactic categories.	Able to describe functions, roles and syntactic categories.	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Lectures and discussions 2 X 50			0%
4	Identify the types of predicates and their problems	Able to examine the types of predicates and their problems	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Lectures and discussions 2 X 50			0%

5	Identifying role relationships and syntactic categories: Arguments and case marking	Able to examine the relationship between roles and syntactic categories: Arguments and case marking	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Lectures and discussions 2 X 50			0%
6	Identify the types of syntactic roles	Able to examine the types of syntactic roles	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Lectures and discussions 2 X 50			0%

7	Identify the basics of language typology	Able to study the basics of language typology	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Lectures and discussions 2 X 50		0%
8	UTS		Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	2 X 50		0%

9	Identify the basic systems of tense, aspect and capital	Able to study the basic system of time, aspects and capital	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Lectures and discussions 2 X 50			0%
10	Examine the order of words and morphemes in a sentence	Able to identify the order of words and morphemes in a sentence	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Lectures and discussions 2 X 50			0%

11	Examining the concept of diathesis in Japanese	Able to identify the concept of diathesis in Japanese	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Lectures and discussions 2 X 50			0%
12	Identify the concept of compound sentences	Able to study the concept of compound sentences	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Lectures and discussions 2 X 50			0%

13	Identifying noun type noun phrases in Japanese	Able to study noun type nominal phrases in Japanese	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Lectures and oral discussions as well as project base learning 2 X 50			0%
14	Identifying non-noun noun type nominal phrases in Japanese	Able to study nominal phrases of the non-noun noun type in Japanese	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Lectures and discussions as well as project base learning 2 X 50			0%

15	Identifying adpositional phrases in Japanese	Able to study adpositional phrases in Japanese	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.5. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	Lectures and discussions as well as project base learning 2 X 50		0%
16	UAS		Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures (weight 2) 3.2. Make papers and presentations about the themes raised in lectures as a substitute for assignments (weight 3) 4.3. Make a paper to replace UTS (weight 2) 5.4. Create a paper that is parallel to the journal paper as a substitute for UAS (weight 3) 6.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10	2 X 50		0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.