	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
Shokyu Sakubun		8820502274	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	July 5, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program which 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-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 creating essays with themes
	PO - 2	Make essays on related themes coherently and completely
	PLO-PO Matrix	

P.O	PLO-8	PLO-14
PO-1		
PO-2		

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																

Short Course Description	This course is a further enrichment to improve competence in writing about themes that can be developed widely from various points of view such as ie kara daigaku made, gagkou no seikatsu, watashi no isshuukan, nikki, watashi no yume, nihon ni ryugakushite shitai koto, and others. Learning activities are designed in two types, namely the first half is intended to practice writing essays that have a somewhat "free" text structure, and the second half is designed to practice writing essays that have a certain patterned text structure. Learning is packaged in a structured and independent manner using a Project based Learning approach and other innovative learning. Assessment is carried out based on essay results, activeness in learning, completion of assignments and written and non-written tests.

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.
4. Kaoru, Kadowaki dan Kaoru Nishiuma. 2000. Minna no Nihongoshokyuu Yasashii sakubun. Tokyo:Surienetto work

Supporters:

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

Supporting lecturer	Didik Nurhadi, M.Pd., M.A., Ph.D.

Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, [Estimated time]	Learning materials	Assessment Weight (%)

(1)	(2) stage (Sub-PO)	(3) Indicator	(4) Criteria & Form	(5) Offline (*offline*)	(6) Online (*online*)	(7) [References]	(8)
1	able to understand related shapes and patterns when making essays on the jikoshoukai theme	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	Learning using offline methods, presentations and discussions 2 X 50	online	**Material:** jikoshoukai **References:** *Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan*	5%
2	1.Make an essay with a well-organized Watashi no Mochimono 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** : Participatory Activities	Learning using an offline method with a 2 X 50 ownership introduction project	online	**Material:** uchi kara daigaku made **Library:** *Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan* **Material:** jikoshoukai **References:**	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	Lectures are carried out offline by designing a city introduction project in the form of a 2 X 50 poster		**Material:** daigaku no seikatsu **Reader:** *Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan*	10%

4	1.Able to write essays on related themes with good and complete organization 2.Able to communicate essay results to other students.	1.Produce good and complete essays 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** : Participatory Activities	Learning is carried out using the 2 X 50 offline project based learning method	online	**Material:** daigaku no seikatsu **Reader:** *Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan*	8%
5	1.understand the shapes and patterns involved when creating an essay on the jugyou ni tsuite theme 2.Create an essay framework on related themes based on the sentence patterns taught.	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	Learning is carried out using the offline method with the 2 X 50 case method		**Material:** watashi no kuni **Literature:** *Kaoru, Kadowaki and Kaoru Nishiuma. 2000. Minna no Nihongoshokyuu Yasashii sakubun. Tokyo:Surienetto work*	5%
6	1.Able to design interesting presentations on related themes 2.able to make an essay on the theme of Watashi no Kuni	1.Produce an essay based on an essay framework 2. Communicate his writing to others using interesting media	**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	Learning is carried out using the offline case method 2 X 50		**Material:** watashi no kuni **References:** *Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan*	12%

7	1. Create an essay framework on related themes based on the sentence patterns taught. 2. understand the shapes and patterns involved when making an essay on the theme of watashi no kazoku	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	Learning is carried out using the offline method with a 2 X 50 project based learning model		**Material:** nihogo ni tsuite **References:** *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.* **Material:** watashi no kazoku **Reference:** *Kaoru, Kadowaki and Kaoru Nishiuma. 2000. Minna no Nihongoshokyuu Yasashii sakubun. Tokyo:Surienetto work*	10%
8	1. able to present the results of the composition to others using interesting media 2. understand the shapes and patterns involved when making an essay on the theme of watashi no kazoku	1. produce good and complete essays with an interesting choice of themes 2. communicate essays with interesting media	**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 is carried out using the offline method with project based learning making charts/structures of family members using 2 X 50 multimedia		**Material:** nihogo ni tsuite **References:** *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.*	8%

| 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 | **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 : Test | Learning is carried out using the offline method in the form of a 2 X 50 midterm exam | | **Material:** themes 1 to 4 **Reader:** *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.*

Material: themes 1 to 4 **Reader:** *Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan*

Material: themes 1-4 **References:** *Kaoru, Kadowaki and Kaoru Nishiuma. 2000. Minna no Nihongoshokyuu Yasashii sakubun. Tokyo:Surienetto work* | 10% |
| 10 | 1.able to produce appeal products for the prevention of Covid 19 2.able to create a sakubun framework in the form of activities for the week in the form of a poster | 1.Students are able to produce stickers with various characters 2.Students are able to create a sakubun framework in the form of a week's activities in the form of a poster | **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 | Learning is carried out using the offline method with project based learning 2 X 50 | | **Material:** posuta **Bibliography:** *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.* | 5% |

			Criteria			Material/Bibliography	
11	1.Able to present product results to other students 2.able to produce an appeal product for the prevention of Covid 19 after getting input from lecturers and other friends	1.Students are able to produce stickers with various characters 2.Students are able to make a sakubun in the form of a week's activities in the form of a poster	**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	Learning is carried out using the 2 X 50 offline method		**Material:** posuta **Bibliography:** *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.* **Material:** posuta **Bibliography:** *Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan* **Material:** shuumatsu **Literature:** *Kaoru, Kadowaki and Kaoru Nishiuma. 2000. Minna no Nihongoshokyuu Yasashii sakubun. Tokyo:Surienetto work*	0%
12	1.able to use related sentence patterns when conveying messages to others according to context. 2.Students are able to make a sakubun frame in the form of a greeting card	1.Students can design sakubun according to the context 2.Students are able to use sentence patterns according to the context in the sakubun assignment	**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** : Project Results Assessment / Product Assessment	offline learning with the 2 X 50 case method		**Material:** memo **Bibliography:** *Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan*	0%
13	1.able to use interesting media when conveying messages to others according to context. 2.able to communicate his writing to others 3.able to make a sakubun frame in the form of a greeting card	1.Students can produce sakubun according to the context 2.Students are able to communicate using interesting media.	**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	offline learning with the case method with 2 X 50 presentation and discussion methods		**Material:** memo **Bibliography:** *Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan*	2%

14	1.able to design a sakubun containing notification of absence from learning. 2.able to create a descriptive type of sakubun framework for holiday activities	1.able to create an outline for an essay 2.Able to use sentence forms and patterns that suit the theme	**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	offline learning case method 2 X 50		**Material:** kesseki no todoke **References:** *Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan* **Material:** ryokou **Bibliography:** *Kaoru, Kadowaki and Kaoru Nishiuma. 2000. Minna no Nihongoshokyuu Yasashii sakubun. Tokyo:Surienetto work*	0%
15	1.able to write an essay on the theme of letter/notice of absence from learning activities. 2.able to communicate the contents of the sakubun containing notifications of absences from learning. 3.Able to produce interesting presentation materials and media	1.Able to write good and complete essays 2.Able to use sentence forms and patterns that suit the theme 3.Able to communicate the results of the essay using interesting media	**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	offline learning with a focus on 2 X 50 presentations		**Material:** kesseki no todoke **References:** *Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan* **Material:** ryokou **Bibliography:** *Kaoru, Kadowaki and Kaoru Nishiuma. 2000. Minna no Nihongoshokyuu Yasashii sakubun. Tokyo:Surienetto work*	5%

| 16 | able to write an essay on the theme of letter/notice of absence from learning activities. | 1.Able to write good and complete essays 2.Able to use sentence forms and patterns that suit the theme 3.Able to communicate the results of the essay using interesting media | **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** : Test | offline learning with a focus on UAS 2 X 50 assessments | | **Material:** themes 1 to 7 **Reader:** *Tomioka, Sumiko. 1988. Nihongo Sakubun13 Mijikana Topickuni Yoru Hyougen Renshuu 13 Tokyo: Senmon Kyouiku Shuppan* **Material:** themes 1-7 **References:** *Kaoru, Kadowaki and Kaoru Nishiuma. 2000. Minna no Nihongoshokyuu Yasashii sakubun. Tokyo:Surienetto work* **Material:** themes 1-7 **References:** *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.* | 25% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	55%
2.	Portfolio Assessment	10%
3.	Test	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** 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.