

Universitas Negeri Surabaya Faculty of Social and Legal Sciences, Bachelor of Laws Study Program

Document Code

Learning model Case Studies Case Studies PLO study program that is charged to the course Program Objectives (PO) PLO-PO Matrix PO Matrix at the end of each learning stage (Sub-PO) PLO-PO Matrix This course examines how to think soundly in the juridical aspect in accordance with the rules of logic and drawing correct conclusions, as well as consider the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct conclusions, as well as considering the rules of logic and drawing correct	UNES	Α						_							
Logic and Legal Reasoning 7420102142 T=2 P=0 ECTS=3.18 3 July 18, 2024					SE	EMESTE	ER LE	ARNIN	G PLAI	N					
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2. Hadjon, Philipus M dan Djatmiati, Tatiek Sri. 2006. Argumentasi Hukum . Yogyakarta: Gadjah Mada University Press. Supporting lecturer Dr. Hananto Widodo, S.H., M.H. Irfa Ronaboyd, S.H., M.H. Irfa Ronaboyd, S.H., M.H. Final abilities of each learning stage (Sub-PO) Evaluation Evaluation Evaluation Criteria & Form Offline (offline) Online (online) Assessmen Weight (%)	Referen	ces	Main:												
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	Week-	eac	ch learning age				Offline (Learning Student As [Estima	met ssigr	hods, nments, time]		ne)	materials [References	Assessment Weight (%)	
	(1)		(2)						•			-	,	(7)	(8)

1	Able to explain the benefits and functions of logic, as well as the relationship between logic and science	explain the benefits of logic explain the function of logic explain the relationship between logic and the science of distinguishing between facts and expectations	Criteria: 1. Value 4 2. Answers are delivered coherently, showing good understanding of the concept, appropriate and able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently but lack some understanding of concepts. Answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement	Listen to interactive media and answer questions given via independent asynchronous; Online lectures and discussions via virtual synchronous 4 X 50		0%

2	Able to explain the benefits and functions of logic, as well as the relationship between logic and science	explain the benefits of logic explain the function of logic explain the relationship between logic and the science of distinguishing between facts and expectations	Criteria: 1. Value 4 2. Answers are delivered coherently, showing good understanding of the concept, appropriate and able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently but lack some understanding of concepts. Answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement is incorrect and unable to formulate suggestions for improvement	Independent asynchronous through interactive learning media Virtual synchronous via zoom/google meet/room conference UNESA Collaborative asynchronous through 4 X 50 discussion forums		0%

			1	1	,	
3	Final ability: Able to differentiate the types and functions of words, terms and definitions.	1.mention types of words and terms 2.distinguish words from terms 3.explain the meaning and types of definitions 4.explain the rules/requirements of the definition	Criteria: 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a	Synchronous (Virtual/live)Asynchronous (Independent and/or Collaborative) 2 X 50		0%
			suggestions for improvement 7.Value 1 8.Answers are submitted but are			
			incorrect and unable to formulate suggestions for improvement			

A Able to differentiate the types and the type and type
suggestions for improvement

5	Able to reason soundly (logically)	Explains the rules of thinking. Can compose logical sentences and paragraphs. Differentiates deductive reasoning from induction. Can make deductive and inductive reasoning.	Criteria: 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answers to a question is incorrect and unable to formulate suggestions for improvement	Synchronous (Virtual/live)Asynchronous (Independent and/or Collaborative) 4 X 50		0%

6	Able to reason soundly (logically)	Explains the rules of thinking. Can compose logical sentences and paragraphs. Differentiates deductive reasoning from induction. Can make deductive and inductive reasoning.	Criteria: 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answers to the question is incorrect and unable to formulate suggestions for improvement is incorrect and unable to formulate suggestions for improvement is incorrect and unable to formulate suggestions for improvement	Synchronous (Virtual/live)Asynchronous (Independent and/or Collaborative) 4 X 50		0%

7	Able to identify cause and effect relationships, and draw conclusions about cause and effect relationships	Distinguish between cause and effect Explain the principles of cause and effect relationships	Criteria: 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a	Cooperative, discussion, question and answer 2 X 50	0%
8	UTS	UTS	understanding of many concepts,	UTS 2 X 50	0%

10	Understand and have insight into variants related to the meaning of law according to the natural law school; Understand and have insight into the reasoning patterns of the natural law school model.	Explain the meaning of law according to the flow of natural law; Explains the reasoning patterns of the natural law school model	Criteria: 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement improvement	Cooperative, discussion, question and answer 4 x 50		0%

11	Understand and have insight into legal positivism; Understand and have insight into the reasoning patterns of legal positivism	Describe legal positivism; Explains the reasoning pattern of legal positivism	Criteria: 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answers to a question is	Cooperative, discussion, question and answer 4 X 50		0%
			many concepts, the answer to a			
			incorrect and unable to			
			formulate suggestions for improvement			

12	Understand and have insight into legal positivism; Understand and have insight into the reasoning patterns of legal positivism	Describe legal positivism; Explains the reasoning pattern of legal positivism	Criteria: 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate	Cooperative, discussion, question and answer 4 x 50		0%
			suggestions for improvement			
1			improvement			

13	Understand and have insight into sociological jurisprudence; Understand and have insight into sociological jurisprudence reasoning models	Explain sociological jurisprudence; Explains the model of sociological jurisprudence reasoning	Criteria: 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement	Cooperative, discussion, question and answer 2 X 50		0%

14	Understand and have insight into sociological jurisprudence; Understand and have insight into sociological jurisprudence reasoning models	Explain sociological jurisprudence; Explains the model of sociological jurisprudence reasoning	Criteria: 1. Value 4 2. Answers are delivered coherently with appropriate intonation and emphasis, show good understanding of the concept, according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3. Value 3 4. Answers are delivered coherently with appropriate intonation and emphasis, but lack some understanding of concepts, answers to the questioner are generally correct, able to formulate suggestions for improvement 5. Value 2 6. The answers submitted are not coherent and/or show a lack of understanding of several concepts, the answers to the question asker are generally not correct but are still able to formulate suggestions for improvement 7. Value 1 8. Answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answers are submitted but are not coherent and/or show a lack of understanding of many concepts, the answer to a question is incorrect and unable to formulate suggestions for improvement	Cooperative, discussion, question and answer 2 X 50		0%

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15	Understand and have insight into	Explaining legal realism; 2 Explain the	Criteria:	Cooperative, discussion,		0%
	legal realism:	legal realism	1.Value 4	question and answer 2 X 50		
	Understand and have insight into	reasoning pattern	2.Answers are	2 \ 30		
	have insight into legal realism		delivered			
	reasoning patterns		coherently with appropriate			
			intonation and			
			emphasis, show			
			good			
			understanding of			
			the concept,			
			according to			
			media criteria,			
			answers to the			
			questioner are			
			correct, able to			
			formulate			
			suggestions for			
			improvement			
			3.Value 3			
			4.Answers are			
			delivered			
			coherently with			
			appropriate			
			intonation and emphasis, but			
			lack some			
			understanding of			
			concepts,			
			answers to the			
			questioner are			
			generally correct,			
			able to formulate			
			suggestions for			
			improvement			
			5.Value 2			
			6.The answers			
			submitted are not			
			coherent and/or			
			show a lack of			
			understanding of			
			several concepts,			
			the answers to			
			the question asker are			
			generally not			
			correct but are			
			still able to			
			formulate			
			suggestions for			
			improvement			
			7.Value 1			
			8.Answers are			
			submitted but are			
			not coherent			
			and/or show a			
			lack of			
			understanding of			
			many concepts,			
			the answer to a			
			question is incorrect and			
			unable to			
			formulate			
			suggestions for			
			improvement			
L						
16	UAS	UAS	Criteria:	UAS		 0%
			UAS	2 X 50		
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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
- 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.
- 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.
- 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.

- Forms of assessment: test and non-test.
- Forms of learning: Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, 8.
- Porms or learning: Lecture, Response, Tutorial, Serliniar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
 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.
 Learning materials are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
 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.