



**Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Music Arts Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																										
Seminar	9122102101		T=2	P=0	ECTS=3.18	4	July 19, 2024																																										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																											
			Agus Suwahyono, S.Sn., M.Pd.																																											
Learning model	Project Based Learning																																																
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; height: 20px;">P.O</td> <td colspan="16"></td> </tr> </table>						P.O																																									
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	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: 50px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Understanding the concepts, principles and characteristics of seminars, panel discussions, wholw groups, brain storming, symposiums, informal debates, colloquiums, fishbowls, and organizing thesis proposal seminars, as well as the practice of holding local/regional/international level seminars with the theme of educational problems.																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Murray, Sheila L, 1993. How to Organized & Manage a Seminar. Diterjemahkan oleh Soeharri TP. Solo: PT. Dabara Bengawan. 2. Terigan, Henry Guntur, 1994. Menulis: Sebagai Pendekatan Ketramjilan Berbahasa. Bandung: Angkasa. 3. Sudjana. 2010. Tuntunan Penyusunan Karya Ilmiah. Bandung: Sinar Baru Algensindo. 4. Jehan, W. George. Teknik Berbicara yang Meyakinkan dan Efektif. Jakarta: Gunung Jati. 5. Fisher, B. Aubrey. 1978. Perspectives on Human Communication. Penyunting Jalaludin Rakhmat. Bandung: PT Remaja Rosdakarya. 																																																
	Supporters:																																																
Supporting lecturer	Budi Dharmawanputra, S.Pd., M.Pd. Raden Roro Maha Kalyana Mitta Anggoro, S.Pd., 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	Understanding the learning outcomes of Seminar courses	1. Explain the lecture contract 2. Explain the meaning, function and objectives of the Seminar 3. Explaining the Scientific Meeting	Criteria: The oral test assessment is carried out after completing the lecture. Assessment is based on calculating $N = \text{Score obtained} / \text{maximum score} \times 100$	Lectures, Discussions, questions and answers 2 X 50			0%																																										
2	Understanding the Types of Seminars and Organizing Seminars	1. describe the types of seminars 2. explain the Organizing of Seminars	Criteria: 1. The oral test assessment is carried out after completing the lecture. Assessment is based on calculating $N = \text{Score obtained} / \text{maximum score} \times 100$	Cooperative learning 2 X 50			0%																																										

3	Understanding about scientific writing	1. Explain writing as a language skill	Criteria: 1. The oral test assessment is carried out after completing the lecture. Assessment is based on calculating $N = \text{Score obtained} / \text{maximum score} \times 100$	Cooperative Learning 2 X 20		0%
4	Understanding about writing	1. Explain writing scientific papers 2. Create a one paragraph writing example	Criteria: No. OBSERVED ASPECTS Weight SCORES Number B x S54321 Writing ideas 2102. Sentence preparation 2103. Correct thinking patterns 210NA = Total score obtained x 100 Maximum total score	Cooperative Learning and writing practice 2 X 50		0%
5	Compiling scientific papers	Preparing Scientific Work paper part (1)	Criteria: Product performance assessment is based on the score obtained on the existing rubric.	Practical learning 4 X 50		0%
6						0%
7	Compiling scientific papers	Compiling scientific papers part 2	Criteria: Product performance assessment is based on the score obtained on the existing rubric.	Practical learning 4 X 50		0%
8						0%
9	Submit written results in the form of a paper	Submit written results in the form of a paper	Criteria: No. ASPECTS OBSERVED Weight SCORES Total B x S543211. Authenticity and attractiveness Choosing a topic 2102. Writing phenomena and paper formulations 5253. Completeness of discussion 5254. Writing papers (language, provisions for writing scientific papers) 210 Maximum Total Score 70NA = Total score obtained x 100 Maximum total score	completed the 2 X 50 paper		0%
10						0%
11	Organizing seminars and presenting papers	1. Organizing seminars 2. Presenting papers	Criteria: Rubric Score 5 if the idea product meets the criteria as written in the observed aspect column 4 if the idea product meets most of the criteria as written in the observed aspect column 3 if the idea product meets half the criteria as written in the aspect column 2 if the idea product meets a small part of the criteria as written in the aspect column 1 if the idea product does not meet the criteria written in the aspect column	Learning discussions and seminars 10 X 50		0%
12						0%
13						0%
14						0%
15						0%
16	Make reports on seminars and revise papers	1. Prepare a seminar implementation report 2. Revise the paper that has been presented	Criteria: Product performance assessment is based on the score obtained on the existing rubric.	Practical learning 2 X 50		0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.

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.