



**Universitas Negeri Surabaya  
Vocational Faculty  
D4 Culinary Management Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Japanese I	6230502131	Study Program Elective Courses	T=2	P=0	ECTS=3.18	1	July 24, 2023
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
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<b>Learning model</b>	<b>Case Studies</b>																																																																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																
	<b>PLO-5</b>	Able to work together, have social sensitivity and concern for the environment as well as a professional personality																																																															
	<b>PLO-7</b>	Able to apply logical, critical, innovative, quality and measurable thinking in carrying out specific work in the catering sector according to work competency standards																																																															
	<b>PLO-9</b>	Able to design, plan, make, present and store food, drink or cooking products in accordance with applicable recipe standards, product quality standards, food hygiene standards, meet aesthetic values by implementing K3 in the work environment																																																															
	<b>PLO-14</b>	Mastering the theoretical concepts of entrepreneurship in the culinary product/service business sector including concepts and techniques for reading market opportunities, calculating production costs, business profits and product marketing																																																															
	<b>Program Objectives (PO)</b>																																																																
	<b>PO - 1</b>	Students can introduce themselves in Japanese																																																															
	<b>PLO-PO Matrix</b>																																																																
		<table border="1"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-7</td> <td>PLO-9</td> <td>PLO-14</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>				P.O	PLO-5	PLO-7	PLO-9	PLO-14	PO-1																																																						
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																	
	<table border="1"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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**Short Course Description** The Japanese Language I course is intended for beginner Japanese language students outside the Japanese language education study program. This lecture material introduces the basics of Japanese including knowledge of grammar and Japanese letters (hyouki), as well as four language skills. Grammar material focuses on sentence patterns, expressions and practical vocabulary commonly used in daily activities. Apart from that, you will also be introduced to various cultures and habits of Japanese society. Language skills including: listening, speaking, reading and writing are given to improve language understanding and practice its use concretely in language activities that are acceptable in Japanese society, taking into account cultural aspects. The material is presented using Latin letters, but even so, the procedures for writing kana (hiragana and katakana) are still introduced.

**References**

**Main :**

- Irodori
- Minna no Nihongo I\_romaji ban, Tokyo: 3A\_surie network

**Supporters:**

- Berbagai teks dari berbagai sumber referensi cetak maupun digital.

Supporting lecturer		Dr. Mintarsih, S.S., 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	Students can say aisatsu in Japanese according to the context	Students can say aisatsu in Japanese according to the context	<b>Criteria:</b> Activeness in attending lectures  <b>Form of Assessment :</b> Participatory Activities		Identifying greetings (aisatsu) in Japanese 100 minutes	<b>Material:</b> Chapter 1 <b>Aisatsu</b> <b>Reader:</b> <i>Irodori</i>	5%
2	Students can introduce themselves in Japanese properly according to the introduction procedures in Japanese culture	Students can introduce themselves in Japanese according to the introduction procedures in Japanese culture	<b>Criteria:</b> Activeness in participating in lecture activities (Jikoshoukai)  <b>Form of Assessment :</b> Participatory Activities		Students can introduce themselves in Japanese for 100 minutes	<b>Material:</b> Chapter 2 <b>Introducing yourself</b> <b>Reader:</b> <i>Irodori</i>	5%
3	Students can write hiragana well and correctly	Students can write hiragana well and correctly	<b>Criteria:</b> Write hiragana with the correct procedure  <b>Form of Assessment :</b> Participatory Activities		Identify how to write hiragana and practice writing hiragana 100 minutes	<b>Material:</b> Hiragana <b>Library:</b> <i>Irodori</i>	5%
4	Students can write katakana well and correctly	Students can write katakana well and correctly	<b>Criteria:</b> Write katakana with the correct procedure  <b>Form of Assessment :</b> Participatory Activities		Identify how to write hiragana and practice writing katakana 100 minutes	<b>Material:</b> Katakana <b>Literature:</b> <i>Irodori</i>	5%
5	Students are able to write simple sentences in hiragana letters correctly	Activeness in participating in lecture activities (practicing writing hiragana in simple sentences)	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance		Students practice writing simple sentences in hiragana letters for 100 minutes	<b>Material:</b> Practice writing hiragana in simple sentences. <b>Reference:</b> <i>Irodori</i>  <b>Material:</b> Renshuuchou <b>Library:</b> <i>Irodori</i>	5%
6	Students are able to write simple sentences in hiragana and katakana letters correctly	Activeness in participating in lecture activities (practicing writing hiragana and katakana in simple sentences)	<b>Criteria:</b> Performance assessment in writing activities uses hiragana and katakana in the form of simple sentences  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance		Students practice writing simple sentences in hiragana and katakana for 100 minutes	<b>Material:</b> Practice writing hiragana in simple sentences. <b>Reference:</b> <i>Irodori</i>  <b>Material:</b> Renshuuchou <b>Library:</b> <i>Irodori</i>	5%
7	1.Students are able to respond to short questions in a question and answer context 2.Students are able to ask questions about things they don't understand using certain expressions (apologizing, asking to repeat themselves, etc.)	Activeness in participating in lecture activities (practicing using the expressions being studied in simple conversation (QA))	<b>Criteria:</b> Performance assessment: practice conversation  <b>Form of Assessment :</b> Participatory Activities		Listen to simple conversations, understand how to respond to things you don't understand, and try to practice applying them for 100 minutes	<b>Material:</b> Respond to questions and ask again things that are not understood in the context of a simple conversation. <b>Reference:</b> <i>Irodori</i>	5%

8	UTS	Able to introduce yourself politely and correctly	<b>Criteria:</b> Performance assessment  <b>Form of Assessment :</b> Practice / Performance		Students take a subsummative test in the form of introducing themselves then recording the activity into an introductory video lasting 2-3 minutes 100 minutes	<b>Material:</b> Self-introduction <b>Reader:</b> <i>Irodori</i>	10%
9	Students can express their abilities in simple conversations	Able to express one's abilities in the context of a short question and answer	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance		Identifying expressions in expressing one's abilities. Expressing one's abilities in a simple conversation for 100 minutes	<b>Material:</b> Expressing one's abilities <b>Reader:</b> <i>Irodori</i>	5%
10	Students are able to identify information in a simple conversation	Students can have short and simple conversations about self-identity	<b>Criteria:</b> Activeness in the learning process  <b>Form of Assessment :</b> Participatory Activities		Do group exercises for 100 minutes	<b>Material:</b> Chapter 1 Hajimemashite <b>Bibliography:</b> <i>Minna no Nihongo I_romaji ban, Tokyo: 3A_surie network</i>	8%
11	Students can use pointing words in Japanese (kore, afternoon, are)	Able to use pointing words in simple conversational contexts	<b>Criteria:</b> Activeness in the learning process  <b>Form of Assessment :</b> Participatory Activities		Students identify demonstrative words in Japanese (kore, afternoon, are) 100 minutes	<b>Material:</b> Chapter 2 kore kara o sewa ni narimasu <b>Bibliography:</b> <i>Minna no Nihongo I_romaji ban, Tokyo: 3A_surie network</i>	6%
12	Students can say the location and position of an object in Japanese (koko, asoko, soko)	Students can say the location and position of an object in Japanese (koko, asoko, soko) in the context of a simple conversation	<b>Criteria:</b> Activeness in the learning process  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance		Students identify demonstrative words in Japanese (kore, afternoon, are) 100 minutes	<b>Material:</b> Chapter 3 Kore o kudasai <b>Reference:</b> <i>Minna no Nihongo I_romaji ban, Tokyo: 3A_surie network</i>	5%
13	Students can describe daily activities in Japanese briefly and simply	Students can say the location and position of an object in Japanese (koko, asoko, soko) in the context of a simple conversation	<b>Criteria:</b> Activeness in the learning process  <b>Form of Assessment :</b> Participatory Activities		Students describe daily activities in Japanese briefly and simply for 100 minutes	<b>Material:</b> Chapter 4 Sochira wa nan ji made desu ka <b>Reference:</b> <i>Minna no Nihongo I_romaji ban, Tokyo: 3A_surie network</i>	5%
14	Students can tell about daily activities in Japanese regarding coming and going from/to a place	Students can tell about daily activities in Japanese regarding arrivals and departures from/to a place in Japanese in the context of simple conversation	<b>Criteria:</b> Activeness in the learning process  <b>Form of Assessment :</b> Participatory Activities		Students can describe daily activities in Japanese regarding arrivals and departures from/to a place in Japanese briefly and simply in pairs and take turns practicing for 100 minutes.	<b>Material:</b> Chapter 5 Kono densha wa Koushien e ikimasu ka <b>Reference:</b> <i>Minna no Nihongo I_romaji ban, Tokyo: 3A_surie network</i>	5%
15	1.Students can identify several verbs in Japanese 2.Students can use verbs in simple sentences in a conversational context	Students can tell about daily activities in Japanese using verbs that are often used in daily activities in Japanese	<b>Criteria:</b> Activeness in the learning process  <b>Forms of Assessment :</b> Participatory Activities, Practice/Performance, Tests		Students can tell about daily activities in Japanese using verbs that are often used in daily activities in Japanese briefly and simply in pairs and take turns practicing for 100 minutes	<b>Material:</b> Chapter 6 Isshouni ikimasenka <b>Bibliography:</b> <i>Minna no Nihongo I_romaji ban, Tokyo: 3A_surie network</i>	8%

16	UAS	UAS	<b>Criteria:</b> UAS  <b>Form of Assessment :</b> Practice / Performance		UAS 100 minutes	<b>Material:</b> Chapters 1-3 <b>Bibliography:</b> <i>Irodori</i> ----- <b>Materials:</b> Hiragana, katakana <b>Literature:</b> ----- <b>Material:</b> Chapters 1-5 <b>Bibliography:</b> <i>Minna no Nihongo I_romaji ban,</i> Tokyo: 3A_surie network	12%
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#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	61.67%
2.	Practice / Performance	34.67%
3.	Test	2.67%
		99.01%

#### 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** 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.
- 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, 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.