		Document Code
	Universitas Negeri Surabaya **Faculty of Languages and Arts** **Doctoral Study Program in Language and Literature Education**	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Recent Literature Research		8800103131	Study Program Elective Courses		T=0	P=3	ECTS=7.56	1	July 18, 2024
AUTHORIZATION		**SP Developer**			**Course Cluster Coordinator**			**Study Program Coordinator**	
		Dr. Ali Mustofa, S.S, M.Pd			Dr. Suhartono, M.Pd.			Dr. Suhartono, M.Pd.	

Learning model	**Project Based Learning**															
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**															
	Program Objectives (PO)															
	PO - 1	Utilizing science and technology to critically study the metaphysical axioms of language-literature education to develop basic concepts for language-literature education plans in an adaptive and creative manner														
	PO - 2	Mastering theoretical concepts about metaphysical axioms of language-literature education to develop basic concepts for language-literature education plans in an adaptive and creative manner														
	PO - 3	Make strategic decisions in developing basic concepts for language-literature education plans in an adaptive and creative manner														
	PO - 4	responsible for work in the field of language and literature education independently, intelligently, honestly, committed, sincere and sincere in developing students' attitudes, values and abilities														
	PLO-PO Matrix															

P.O
PO-1
PO-2
PO-3
PO-4

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				✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	
PO-3												✔				
PO-4																✔

Short Course Description	Use of theories and research results that are relevant for the critical study of metaphysical axioms of language-literature education to develop basic concepts for language-literature education plans in an adaptive and creative manner. The study topics for this course include the diversity of philosophical understandings regarding language-literature education; historiography of language-literature learning approaches from ontological, axiological and epistemological perspectives; and current education policy issues through independent study, presentations, discussions, or publications with the final product in the form of papers/articles

References	**Main :**
	1. Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press 2. Lee, Barry. 2011. Philosophy of Language: Key Thinkers. New York: Continuum 3. New, Christopher. 1999. Philosophy of Literature: An Introduction. New York: Routledge
	Supporters:
Supporting lecturer	Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D. Dr. Ali Mustofa, 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	At the end of the session, the students are able to: distinguish the notion of recent literary research in language and literature pedagogy	1. The session will be successful if the students have already mastered the abilities to: distinguish the notion of recent literary research in language and literature pedagogy 2. identify the nature of literary research in language in education 3. write a critical review over the literary research in language and literature pedagogy	**Criteria:** 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Analysis of Key Elements and Themes 4. Writing Quality **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	Offline: The strategies used in the session are : Lecturing Sharing and Discussion Presentation Q and A 2 X 50		**Material:** The Nature of Philosophy **Bibliography:** *Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press*	5%
2	At the end of the session, the students are able to: distinguish the notion of recent literary research in language and literature pedagogy	1. The session will be successful if the students have already mastered the abilities to: distinguish the notion of recent literary research in language and literature pedagogy 2. identify the nature of literary research in language in education 3. write a critical review over the literary research in language and literature pedagogy	**Criteria:** 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Analysis of Key Elements and Themes 4. Writing Quality **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	Offline: The strategies used in the session are : Lecturing Sharing and Discussion Presentation Q and A 2 X 50		**Material:** The Nature of Philosophy **Bibliography:** *Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press*	5%
3	At the end of the session, the students are able to : Define the notions of pragmatism and logic in language and literature pedagogy Identify some important issues related to pragmatic and logic in language and literature pedagogy Identify the notions of rhetoric and logic in language and literature pedagogy Write argumentative essays on pragmatism, rethoric, and logic in language and literature pedagogy	1. The session is successful if the students are able to : Define the notions of pragmatism and logic in language and literature pedagogy 2. Identify some important issues related to pragmatics and logic in language and literature pedagogy 3. Identify the notions of rhetoric and logic in language and literature pedagogy 4. Write argumentative essays on pragmatism, rhetoric, and logic in language and literature pedagogy	**Criteria:** 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Analysis of Key Elements and Themes 4. Writing Quality **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	The strategies used in the session are: Lecturing Presentation Sharing and Discussion Small Project Q and A 2 X 50		**Material:** Pragmatics and Education **Reader:** *Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press* **Material:** Pragmatics, Language, and Logic **References:** *Lee, Barry. 2011. Philosophy of Language: Key Thinkers. New York: Continuum*	5%

#	Learning Outcomes	Indicators	Assessment	Learning Strategies		Material / References	Weight
4	In the end of the session, the students are able to : Discuss Sigmund Freud and Psychoanalysis and its relation with philosophy of language and literature pedagogy Identify the notions of consciousness and unconsciousness and their relations with human psychology Determine the notions of id, ego, superego and their relationship with language and literature learning Discuss some important key issues in Freudian psychoanalysis and its relationship with language and literature pedagogy	1. The session is indicated successful if the students are able to : Discuss Sigmund Freud and Psychoanalysis and its relation with philosophy of language and literature pedagogy 2. Identify the notion of consciousness and unconsciousness and their relationship with human psychology 3. Determine the notions of id, ego, superego and their relationships with language and literature learning 4. Discuss some important key issues in Freudian psychoanalysis and its relationship with language and literature pedagogy	**Criteria:** 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Analysis of Key Elements and Themes 4. Writing Quality **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	The strategies used in the session are: Lecturing Presentation Sharing and Discussion Q and A Small project investigation 2 X 50		**Material:** Sigmund Freud and Psychoanalysis **Bibliography:** *Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press* **Material:** Sigmund Freud and Education **Reader:** *Lee, Barry. 2011. Philosophy of Language: Key Thinkers. New York: Continuum* **Material:** Sigmund Freud and The Interpretation of Dreams **Bibliography:** *New, Christopher. 1999. Philosophy of Literature: An Introduction. New York: Routledge*	5%
5	At the end of the session, the students are able to :distinguish the notion of existentialism and its relationship with language and literature pedagogy identify the elements of existentialism and its relationship with language and literature pedagogy distinguish the nature of freedom of will and freedom to choose identify some important figures in the work of existentialism write critical reviews over existentialism and its relationship with language and literature pedagogy	1. The session was successful as indicated by the students' abilities to :distinguish the notion of existentialism and its relationship with language and literature pedagogy 2. identify the elements of existentialism and their relationship with language and literature pedagogy 3. distinguish the nature of freedom of will and freedom to choose 4. identify some important figures in the work of existentialism 5. write critical reviews over existentialism and its relationship with language and literature pedagogy	**Criteria:** 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Analysis of Key Elements and Themes 4. Writing Elements **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	The strategies used in the session are: Lecturing Presentation Sharing and Discussion Small Project Investigation Q and A 2 X 50		**Material:** Soren Kierkegaard and Existentialism in Education and Pedagogy **References:** *Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press* **Material:** Existentialism and Education in the Modern Era **Reader:** *Lee, Barry. 2011. Philosophy of Language: Key Thinkers. New York: Continuum*	5%

6	In the end of the session, the students are able to :Distinguish the notion of post-structuralism and post-modernism Distinguish the idea of logocentrism Identify the problems of Derridas deconstruction Distinguish the position of deconstruction in language and literature learning/pedagogy Identify the key issues in Derridas ideas related to language and literature pedagogy	1. The session is successful if the students are able to :Distinguish the notion of post-structuralism and post-modernism 2. Identify the problems of Derrid's deconstruction 3. Distinguish the position of deconstruction in language and literature learning/pedagogy 4. Identify the key issues in Derridas ideas related to language and literature pedagogy	**Criteria:** 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Analysis of Key Elements and Themes 4. Writing Quality **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	The strategies used in the session are: Lecturing Presentation Sharing and Discussion Small project investigation Q and A 2 X 50		**Material:** Derrida and the Deconstruction of Education **References:** *Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press* **Material:** Postmodernists' Thoughts and Ideas in Education **Reference:** *Lee, Barry. 2011. Philosophy of Language: Key Thinkers. New York: Continuum* **Material:** Decostruction of Text and Context of Language and Literature **Bibliography:** *New, Christopher. 1999. Philosophy of Literature: An Introduction. New York: Routledge*	5%
7	In the end of the session, the students are able to : Distinguish the notion of semiotics and its relationship with language and literature pedagogy Identify some important figures in semiotics studies distinguish the notions of sense, reference, and implication Write some critical reviews on semiotics in language and literature pedagogy	1. The session was successful as indicated by the abilities of the students to : Distinguish the notion of semiotics and its relationship with language and literature pedagogy 2. Identify some important figures in semiotic studies 3. distinguish the notions of sense, reference, and implication 4. Write some critical reviews on semiotics in language and literature pedagogy	**Criteria:** 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Analysis of Key Elements and Themes 4. Writing Quality **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	The strategies used in the session are: Lecturing Presentation Sharing and Discussion Q and A 2 X 50		**Material:** Charles Alexander Pierce on Semiotics **Reader:** *Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press* **Material:** Roland Barthes on Semiotics **Reader:** *Lee, Barry. 2011. Philosophy of Language: Key Thinkers. New York: Continuum* **Material:** Semiotics in Literary and Cultural Studies **Bibliography:** *New, Christopher. 1999. Philosophy of Literature: An Introduction. New York: Routledge*	5%

8	In the session, the students are supposed to write a paper work for their mid term test. The paper work is to measure their : ability to apply some theoretical frameworks for the philosophy in language and literature pedagogy during the first half of the semester competencies in sharing and discussing some critical issues in the philosophy in language and literature pedagogy during the first half of the semester critical understanding on the critical theories used in the philosophy of language and literature pedagogy during the first half of the semester	1.the success of the mid term test is indicated by the abilities of the students to write a paper work for their mid term project which shows their : ability to apply some theoretical frameworks for the philosophy in language and literature pedagogy during the first half of the semester 2.competencies in sharing and discussing some critical issues in the philosophy in language and literature pedagogy during the first half of the semester 3.critical understanding on the critical theories used in the philosophy of language and literature pedagogy during the first half of the semester	**Criteria:** 1.Creativity and Originality 2.Identification of Key Themes and Elements 3.Analysis of Key Elements and Themes 4.Writing Quality **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	The strategies used in the Mid term test are: Individual Paper work Argumentative and critical essay on some issues which have been covered in the first half of the semester 2 X 50		**Material:** All topics covered in half of the semester **Reader:** *Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press* **Material:** All topics covered in half of the semester **Reader:** *Lee, Barry. 2011. Philosophy of Language: Key Thinkers. New York: Continuum* **Material:** All topics covered in half of the semester **Reader:** *New, Christopher. 1999. Philosophy of Literature: An Introduction. New York: Routledge*	10%
9	at the end of the session, the students are able to : determine the nature of pragmatists on language and truth Identify the nature of pragmatists ideas on language and truth identify some important figures on pragmatics on language and truth write critical reviews on pragmatics on language and truth truth	1.The session is successful if the students are able to : determine the nature of pragmatists on language and truth 2.Identify the nature of pragmatists ideas on language and truth 3.identify some important figures on pragmatics on language and truth 4.identify the important issues on language games in language and literature pedagogy 5.write critical reviews on pragmatics on language and truth	**Criteria:** 1.Creativity and Originality 2.Identification of Key Themes and Elements 3.Analysis of Key Elements and Themes 4.Writing Quality **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	The strategies for the session are: Lecturing Presentation Sharing and Discussion Q and A 2 X 50		**Material:** Pragmatics and Education **Reader:** *Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press* **Material:** The Truth Value in Language and Literature Research **References:** *Lee, Barry. 2011. Philosophy of Language: Key Thinkers. New York: Continuum*	5%
10	In the end of the session, the students are able to : determine the nature of epistemology and subdivisions determine the nature of Pierce's methods on science determine Freges' ideas on Logic, Psychology, and Epistemology identify Wittgenstein's ideas on Certainty	1.The session is successful if the students are able to : determine the nature of epistemology and subdivisions 2.determine the nature of Pierce's methods on science 3.determine Freges ideas on Logic, Psychology, and Epistemology 4.identify Wittgenstein's ideas on Certainty	**Criteria:** 1.Creativity and Originality 2.Identification of Key Themes and Elements 3.Analysis of Key Elements and Themes 4.Writing Quality **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	The strategies used in the session are: Lecturing Sharing and Discussion Presentation Q and A 2 X 50		**Material:** Logic and Rhetoric **Reader:** *Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press* **Material:** Witgenstein and Language Teaching **Reader:** *Lee, Barry. 2011. Philosophy of Language: Key Thinkers. New York: Continuum*	5%

11	At the end of the session, the students will be able to: distinguish the nature of ethics in language and literature pedagogy identify the domain of Modifications of Utilitarianism identify the idea of Analytic Ethics write some critical reviews and arguments on the ethics in language and literature pedagogy	1.The session is successful if the students are able to : distinguish the nature of ethics in language and literature pedagogy 2.identify the domain of Modifications of Utilitarianism 3.identify the idea of Analytical Ethics 4.write some critical reviews and arguments on the ethics in language and literature pedagogy	**Criteria:** 1.Creativity and Originality 2.Identification of Key Themes and Elements 3.Analysis of Key Elements and Themes 4.Writing Quality **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	The strategies used in the session are: Lecturing Presentation Sharing and Discussion Problem based solvingQ and A 2 X 50		**Material:** Ethics in Language and Literature Pedagogy **Reference:** *Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press* **Material:** Marxism and Utilitarianism **Reader:** *Lee, Barry. 2011. Philosophy of Language: Key Thinkers. New York: Continuum* **Material:** Marxist and Literary Criticism **Bibliography:** *New, Christopher. 1999. Philosophy of Literature: An Introduction. New York: Routledge*	5%
12	At the end of the session, the students are able to: Distinguish the nature of aesthetics and its relationship with language and literature pedagogy identify the ideas of Kierkegaard on Music and arts determine Nietzsches ideas on Tragedy in arts and literature determine Art and Morality for the sake of language and literature pedagogy	1.The session is achieved as indicated by the students' abilities to : Distinguish the nature of aesthetics and its relationship with language and literature pedagogy 2.identify the ideas of Kierkegaard on Music and arts 3.determine Nietzsches ideas on Tragedy in arts and literature 4.determine Art and Morality for the sake of language and literature pedagogy	**Criteria:** 1.Creativity and Originality 2.Identification of Key Themes and Elements 3.Analysis of Key Elements and Themes 4.Writing Quality **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	The strategies used in the session are: Lecturing Presentation Sharing and Discussion Small group project Q and A 2 X 50		**Material:** Esthetics in Language and Literature Pedagogy **Reader:** *Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press* **Material:** Morality in Language and Literature Pedagogy **Reader:** *Lee, Barry. 2011. Philosophy of Language: Key Thinkers. New York: Continuum* **Material:** Music, Arts and Existentialism **Bibliography:** *New, Christopher. 1999. Philosophy of Literature: An Introduction. New York: Routledge*	5%

13	In the end of the session, the students are able to : distinguish the nature of Art for Art's SakeIdentify some philosophical approaches on Art for Art's SakeIdentify some important figures who hold the ideas of Art for Art's Sake	1.The session is achieved the students are able to : distinguish the nature of Art for Art's Sake 2.Identify some philosophical approaches on Art for Art's Sake 3.Identify some important figures who hold the ideas of Art for Art's Sake	**Criteria:** 1.Creativity and Originality 2.Identification of Key Themes and Elements 3.Analysis of Key Elements and Themes 4.Writing Quality **Forms of Assessment :** Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	The strategies used in the session are: Lecturing Sharing and discussion Presentation Q and A 2 X 50		**Material:** The Nature of Arts for Arts' Sake **Bibliography:** *Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press* **Material:** School of Criticism **Bibliography:** *Lee, Barry. 2011. Philosophy of Language: Key Thinkers. New York: Continuum* **Material:** New Criticism and The Fallacies in Interpretation of Arts, Culture, and Literature **Literature:** *New, Christopher. 1999. Philosophy of Literature: An Introduction. New York: Routledge*	5%
14	At the end of the session, the students are able to : distinguish the nature of Utilitarianism and Liberalism identify Kierkegaard and Schopenhauer's ideas on Women distinguish the nature of Marx on Capital and Labor determine the nature of Closed and Open Societies	1.The session was successful as indicated by the students' abilities to : distinguish the nature of Utilitarianism and Liberalism 2.identify Kierkegaard and Schopenhauer's ideas on Women 3.distinguish the nature of Marx on Capital and Labor 4.determine the nature of Closed and Open Societies	**Criteria:** 1.Creativity and Originality 2.Identifying the key themes and elements 3.Analysis of Key Elements and Themes 4.Writing Quality **Forms of Assessment :** Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	The strategies used in the session are: Lecturing Presentation Sharing and Discussion Q and A 2 X 50		**Material:** Liberalism and Utilitarianism in Education **Reference:** *Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press* **Material:** Marx on Capital and Labor and Their Relations with Education **References:** *Lee, Barry. 2011. Philosophy of Language: Key Thinkers. New York: Continuum*	5%
15	At the end of the session, the students will be able to : identify the nature of Faith vs. Alienation distinguishes the nature of The Theism of John Stuart Mill identifies the problems of Creation and Evolution determines Newman's ideas on Philosophy of Religion determines the thoughts of The Death of God and the Survival of Religion determines Freud's ideas on Religious Illusion determines the thoughts on Philosophical Theology after Wittgenstein	1.The session was successful if it was indicated by the abilities of the students to : identify the nature of Faith vs. Alienation 2.distinguish the nature of The Theism of John Stuart Mill 3.identify the problems of Creation and Evolution 4.determine Newman's ideas on Philosophy of Religion 5.distinguish the thoughts of The Death of God and the Survival of Religion 6.determine Freud's ideas on Religious Illusion 7.determine the thoughts on Philosophical Theology after Wittgenstein	**Criteria:** 1.Creativity and Originality 2.Identification of Key Themes and Elements 3.Analysis of Key Elements and Themes 4.Writing Quality **Forms of Assessment :** Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	The Session will be using the following strategies : Lecturing Sharing and Discussion Presentation Small Project/InvestigationQ and A 2 X 50		**Material:** Faith and Alienation **Bibliography:** *Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press* **Material:** Creatine, Evolution, and Religion **References:** *Lee, Barry. 2011. Philosophy of Language: Key Thinkers. New York: Continuum*	5%

16	At the end of the session, the students are able to accomplish their project for final term test which shows some requirements of competencies : the ability to show their critical arguments and thoughts on applying certain approaches for their small projects the ability to think critically over certain approaches which include their high order thinking in exposing and explaining the hierarchy of thoughts from different experts and specialists for the sake of visibility, reliability, and originality of ideas and arguments the competency in both sharing and synthesizing the arguments from different sources in order to have better insights of the nature of the theoretical frameworks they uncover.	1.The session would be achieved if the students were able to accomplish their project for final term test which shows some requirements of competencies which include their abilities to: show and expose their critical arguments and thoughts on applying certain approaches for their small projects 2.think critically and logically over certain approaches which include their high order thinking in exposing and explaining the hierarchy of thoughts from different experts and specialists for the sake of visibility, reliability, and originality of ideas and arguments 3.share and synthesize the arguments from different sources in order to have better insights of the nature of the theoretical frameworks they uncover.	**Criteria:** 1.Some criteria for essay/paper writing as shown in the following rubric: 2. http://home.snu.edu/~hculbert/criteria.pdf 3.Creativity and Originality 4.Identification of Key Themes and Elements 5.Analysis of Key Elements and Themes 6.Writing Quality **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	Take home exam and library investigation/study 2 X 50		**Material:** All topics discussed during the classroom sessions **Reader:** *Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press* **Material:** All topics discussed during the classroom sessions **Reader:** *Lee, Barry. 2011. Philosophy of Language: Key Thinkers. New York: Continuum* **Material:** All topics discussed during the classroom sessions **Reader:** *New, Christopher. 1999. Philosophy of Literature: An Introduction. New York: Routledge*	20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20.5%
2.	Project Results Assessment / Product Assessment	20.5%
3.	Portfolio Assessment	20.5%
4.	Practice / Performance	20.5%
5.	Test	18%
		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.