



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Bachelor of Chinese Language Education Study Program**

Document Code

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																																	
Seminar	8820802164	Study Program Elective Courses	T=1	P=0	ECTS=1.59	6	January 18, 2023																																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																		
	Muhammad Farhan Masrur, S.Pd., M.TCFL.		Miftachul Amri, M.Pd., M.Ed., Ph.D.			Miftachul Amri, M.Pd., M.Ed., Ph.D.																																																		
<b>Learning model</b>	<b>Project Based Learning</b>																																																							
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																							
	<b>Program Objectives (PO)</b>																																																							
	<b>PO - 1</b>	Able to prepare a thesis proposal																																																						
	<b>PLO-PO Matrix</b>																																																							
		<table border="1" style="margin: auto;"> <tr><td style="padding: 5px;">P.O</td></tr> <tr><td style="padding: 5px;">PO-1</td></tr> </table>						P.O	PO-1																																															
	P.O																																																							
PO-1																																																								
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																								
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">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																
P.O	Week																																																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																								
PO-1																																																								
<b>Short Course Description</b>	Mastering Mandarin language and literature research, both theoretically and methodologically by utilizing the latest literature through face-to-face and/or virtual activities, mentoring, structured assignments, independent study, and simulations to produce academic work in the language field to be presented in discussion forums.																																																							
<b>References</b>	<b>Main :</b>																																																							

1. ama:1. Pritzker, S. E., Fenigsen, J., & In Wilce, J. M. L. (2020). The Routledge handbook of language and emotion . Oxon: Roudletge.
2. King, K., Lai, Y.-J., & May, S. (2020). Research Methods in Language and Education . (Springer Nature Living Reference.) Cham: Springer International Publishing.
3. Tantucci, V. (2021). Language and social minds: The semantics and pragmatics of intersubjectivity . UK: Chambridge.
4. Sampson, R. J., & Pinner, R. S. (2021). Complexity perspectives on researching language learner and teacher psychology . Bristol, UK ; Blue Ridge Summit,
5. Nefdt, R. M., In Klippi, C., & Karstens, B. (2020). The philosophy and science of language: Interdisciplinary perspectives . Cham: Palgrave.
6. Leech, G. N. (2015). Language in literature: Style and foregrounding . London : Routledge
7. Creswell, J. W., & Creswell, J. D. (2020). Research design: Qualitative, quantitative, and mixed methods approaches . London: Sage.
8. Wellek, R. & Warren, A. (2018). Teori Kesusastraan . Terjemahan Melani Budianta. Jakarta: Gramedia.Pendukung:
9. Jurnal-jurnal penelitian bahasa dan sastra Mandarin pada <https://www.scimagojr.com>
10. Jurnal-jurnal penelitian bahasa dan sastra Mandarin pada <https://sinta.kemdikbud.go.id/11>. Jurnal-jurnal penelitian bahasa dan sastra Mandarin pada <https://doaj.org>

**Supporters:**

1. Google Scholar.com

**Supporting lecturer**

Dr. Mintowati, M.Pd.  
 Dr. Urip Zaenal Fanani, M.Pd.  
 Prof. Dr. Subandi, S.Pd., M.A.  
 Miftachul Amri, M.Pd., M.Ed., Ph.D.  
 Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.  
 Galih Wibisono, B.A., M.Ed.  
 Muhammad Farhan Masrur, S.Pd., M.TCFL  
 Yogi Bagus Adhimas, S.Pd., M.A.  
 Tiffany Qorie, S.S., M.TCSOL.  
 Hans Yosef Tandra Dasion, B.Ed., M.TCFL.

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	Identify current topics in Chinese education, language and literature	Able to identify cutting-edge topics in Mandarin education, language and literature	<b>Criteria:</b> 1. Correct answer 2. Answer is not correct 3. Wrong answer  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Discussion, lecture 2 X 50		<b>Material:</b> Library reference search : Google Scholar.com	6%

2	Identify current topics in Chinese education, language and literature	Able to identify cutting-edge topics in Mandarin education, language and literature	<b>Criteria:</b> 1. Correct answer 2. Answer is not correct 3. Wrong answer  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Discussion, lecture 2 X 50		<b>Material:</b> Preparation of Library Background : <i>Google Scholar.com</i>	6%
3	Identify current topics in Chinese education, language and literature	Able to identify cutting-edge topics in Mandarin education, language and literature	<b>Criteria:</b> 1. Correct answer 2. Answer is not correct 3. Wrong answer  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Discussion, lecture 2 X 50		<b>Material:</b> Preparation of Problem Formulation <b>Library:</b> <i>Google Scholar.com</i>	6%
4	Identify current topics in Chinese education, language and literature	Able to identify cutting-edge topics in Mandarin education, language and literature	<b>Criteria:</b> 1. Correct answer 2. Answer is not correct 3. Wrong answer  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Discussion, lecture 2 X 50		<b>Material:</b> Research Objectives <b>Library:</b> <i>Google Scholar.com</i>	6%

5	Identify current topics in Chinese education, language and literature	Able to identify cutting-edge topics in Mandarin education, language and literature	<b>Criteria:</b> 1. Correct answer 2. Answer is not correct 3. Wrong answer  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Discussion, lecture 2 X 50		<b>Material:</b> Preparation of the Benefits of <b>Library Research:</b> Google Scholar.com	6%
6	Identify current topics in Chinese education, language and literature	Able to identify cutting-edge topics in Mandarin education, language and literature	<b>Criteria:</b> 1. Correct answer 2. Answer is not correct 3. Wrong answer  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Discussion, lecture 2 X 50		<b>Material:</b> Preparation of Hypotheses and Limitations of Terms <b>Library:</b> Google Scholar.com	6%
7	Prepare article proposals related to Mandarin education, language and literature	Collecting Chapter 1 Thesis Proposal	<b>Criteria:</b> 1. All answers are correct 2. Answer is not correct 3. Wrong answer	UTS 2 X 50		<b>Material:</b> Chapter 1 Thesis <b>Library:</b> Google Scholar.com	20%
8	Present research proposals on Mandarin education, language and literature	able to present research proposals on Mandarin education, language and literature	<b>Criteria:</b> 1. Very good 2. Good 3. Not enough 4. Not good  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Presentation 2 X 50		<b>Material:</b> Compilation of relevant previous research. <b>Library:</b> Google Scholar.com	6%

9	Present research proposals on Mandarin education, language and literature	able to present research proposals on Mandarin education, language and literature	<b>Criteria:</b> 1. Very good 2. Good 3. Not enough 4. Not good  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Presentation 2 X 50		<b>Material:</b> Compiling a Theory Review <b>Literature:</b> Google Scholar.com	6%
10	Present research proposals on Mandarin education, language and literature	able to present research proposals on Mandarin education, language and literature	<b>Criteria:</b> 1. Very good 2. Good 3. Not enough 4. Not good  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Presentation 2 X 50		<b>Material:</b> Compiling a Theory Review <b>Literature:</b> Google Scholar.com	6%
11	Present research proposals on Mandarin education, language and literature	able to present research proposals on Mandarin education, language and literature	<b>Criteria:</b> 1. Very good 2. Good 3. Not enough 4. Not good  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Presentation 2 X 50		<b>Material:</b> Compiling a Theory Review <b>Literature:</b> Google Scholar.com	6%
12	Present research proposals on Mandarin education, language and literature	able to present research proposals on Mandarin education, language and literature	<b>Criteria:</b> 1. Very good 2. Good 3. Not enough 4. Not good  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Presentation 2 X 50		<b>Material:</b> Preparation of Research Methods and Techniques <b>Library:</b> Google Scholar.com	6%

13	Present research proposals on Mandarin education, language and literature	able to present research proposals on Mandarin education, language and literature	<b>Criteria:</b> 1. Very good 2. Good 3. Not enough 4. Not good  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Presentation 2 X 50		<b>Material:</b> Preparation of Research Scope <b>Library:</b> Google Scholar.com	6%
14	Present research proposals on Mandarin education, language and literature	able to present research proposals on Mandarin education, language and literature	<b>Criteria:</b> 1. Very good 2. Good 3. Not enough 4. Not good  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Presentation 2 X 50		<b>Material:</b> Preparation of Research Instruments <b>Library:</b> Google Scholar.com	6%
15	Present research proposals on Mandarin education, language and literature	able to present research proposals on Mandarin education, language and literature	<b>Criteria:</b> 1. Very good 2. Good 3. Not enough 4. Not good  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance	Presentation 2 X 50		<b>Material:</b> Data Analysis Techniques and Bibliography : Google Scholar.com	7%
16	Able to prepare a Thesis Proposal Seminar	Final exams	<b>Criteria:</b> Able to prepare a Thesis Proposal Seminar  <b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment		Final Exam Semester 2 X 50	<b>Material:</b> Final Semester Exam <b>Library:</b> Google Scholar.com	15%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	17%
2.	Project Results Assessment / Product Assessment	22%

3.	Portfolio Assessment	22%
4.	Practical Assessment	22%
5.	Practice / Performance	17%
		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.