



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**German Language Education Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Wissenschaftliches Schreiben	8820702242	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	January 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Ari Pujosusanto		.....			Dwi Imroatu Julaiakah, S.Pd., M.Pd.	

<b>Learning model</b>	Case Studies
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																					
	<b>PLO-11</b>	Able to master concepts, methods and strategies for solving problems according to the profession held through intra and interdisciplinary fields in the fields of language, literature, culture, education, psychology, sociology and other related fields of science																																																																																																				
	<b>Program Objectives (PO)</b>																																																																																																					
	<b>PO - 1</b>	Utilizing science and technology as a tool to help solve problems and communicate ideas through Indonesian sentence structures																																																																																																				
	<b>PO - 2</b>	Mastering Indonesian grammar which reflects the ability to express ideas in a concise and effective manner																																																																																																				
	<b>PO - 3</b>	Make strategic decisions in using Indonesian sentence structures based on the rules and situations in which they are used																																																																																																				
	<b>PO - 4</b>	Responsible for completing assignments, quizzes and tests related to Indonesian grammar and its application																																																																																																				
	<b>PLO-PO Matrix</b>																																																																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-11</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> </tr> </table>	P.O	PLO-11	PO-1		PO-2		PO-3		PO-4																																																																																											
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																						
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<b>Short Course Description</b>	Discussion of concepts, functions, types, benefits, stages of preparation and editing of scientific work through class meetings, presentations, observations to prepare papers, articles and research proposals to be presented in class discussions, exhibited in department work titles, and entered in competitions.
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<b>References</b>	<b>Main :</b>
	<ol style="list-style-type: none"> <li>1. McKie, Robert, 2013. Creative Writing. London: Cambridge.</li> <li>2. Unesa. 2014. Pedoman Penulisan Skripsi . Surabaya</li> <li>3. Direktorat Kemahasiswaan, Ditjen Pembelajaran dan Kemahasiswaan, Kemenristek Dikti, 2016. Pedoman Program Kreativitas Mahasiswa . Jakarta</li> <li>4. Wardani, I.G.A.K. 2011. Teknik Menulis Karya Ilmiah . Jakarta: Universitas Terbuka</li> </ol>
	<b>Supporters:</b>

1. Borg, Walter R. and Gall Meredith D. 1989. Educational Research . Longman: New York & London
2. Bambang Dwiloka dan Rati Riana. 2005. Teknik Menulis Karya Ilmiah . Jakarta: Rineka Cipta
3. Mueller, Friedrich. 2012. Kreatives Schreiben. Berlin:Klett.
4. McKie, Robert, 2013. Creative Writing. London: Cambridge.

**Supporting lecturer**  
Drs. Ari Pujosusanto, M.Pd.  
Tri Edliani Lestari, S.S., M.Hum.

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	Definition of scientific work and types of scientific writing (papers, articles, research/non-research proposals, and research results reports)	1.kann etwas nennen, was sie im wissenschaftliches Schreiben- Unterricht tun müssen 2.explain the meaning of scientific work 3.identify types of scientific work based on the examples presented	<b>Criteria:</b> alle Punkte erfüllen : 52 Punkte erfüllen : 31 Punkte erfüllen : 1  <b>Form of Assessment :</b> Participatory Activities	Explanations, questions and answers, discussions and assignments 3 X 50	Explanations, questions and answers, discussions and assignments	<b>Material:</b> Introduction / introduction to the course <b>Library:</b> Bambang Dwiloka and Rati Riana. 2005. <i>Techniques for Writing Scientific Papers.</i> Jakarta: Rineka Cipta	0%
2	Variety of scientific Indonesian in scientific work (characteristics and characteristics)	1.explain various scientific languages 2.determine the correct spelling	<b>Criteria:</b> 1.1. alle Punkte erfüllen : 5 2.2. 2 Punkte erfüllen : 3 3.3. 1 Punkt erfüllen : 1  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Explanations, questions and answers, discussions and assignments 3 X 50	Explanations, questions and answers, discussions and assignments	<b>Material:</b> Various Scientific Languages <b>Reader:</b> Bambang Dwiloka and Rati Riana. 2005. <i>Techniques for Writing Scientific Papers.</i> Jakarta: Rineka Cipta	0%
3	kann Sätze aus eigenen Ideen schriftlich herstellen	kann von Wörtern zum Sätzen entwickeln	<b>Criteria:</b> 1.1. alle Punkte erfüllen : 5 2.2. 2 Punkte erfüllen : 3 3.3. 1 Punkt erfüllen : 1	VorlesungTheorien als Mittel zur Problemlösung anwendenTheorien erkuenden Diskussion 3 X 50			0%
4	kann Sätze aus eigenen Ideen schriftlich herstellen	kann von Wörtern zum Sätzen entwickeln	<b>Criteria:</b> alle Punkte erfüllen : 52 Punkte erfüllen : 31 Punkte erfüllen : 1	1. Vorlesung 2. Discussion 3. Theorien erkuenden 4. Theorien als Mittel zur Problemlösung anwenden 3 X 50			0%
5	kann Sätze aus eigenen Ideen schriftlich herstellen	kann von Wörtern zum Sätzen entwickeln	<b>Criteria:</b> alle Punkte erfüllen : 52 Punkte erfüllen : 31 Punkte erfüllen : 1	1. Vorlesung 2. Discussion 3. Theorien erkuenden 4. Theorien als Mittel zur Problemlösung anwenden 3 X 50			0%
6	kann einen kurzen Text herstellen	kann von Wörtern zum Sätzen zum Text entwickeln	<b>Criteria:</b> 1.1. alle Punkte erfüllen : 5 2.2. 2 Punkte erfüllen : 3 3.3. 1 Punkt erfüllen : 1	1. Vorlesung 2. Discussion 3. Theorien erkuenden 4. Theorien als Mittel zur Problemlösung anwenden 3 X 50			0%
7	kann einen kurzen Text herstellen	kann von Wörtern zum Sätzen zum Text entwickeln	<b>Criteria:</b> 1.1. alle Punkte erfüllen : 5 2.2. 2 Punkte erfüllen : 3 3.3. 1 Punkt erfüllen : 1	1. Vorlesung 2. Discussion 3. Theorien erkuenden 4. Theorien als Mittel zur Problemlösung anwenden 3 X 50			0%

8	kann einen kurzen Text herstellen	kann von Wörtern zum Sätzen zum Text entwickeln	<b>Criteria:</b> 1.1. alle Punkte erfüllen : 5 2.2. 2 Punkte erfüllen : 3 3.3. 1 Punkt erfüllen : 1	1. Vorlesung 2. Discussion 3. Theorien erkunden 4. Theorien als Mittel zur Problemlösung anwenden 3 X 50			0%
9	UTS	UTS	<b>Criteria:</b> UTS	UTS 3 X 50			0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

#### Evaluation Percentage Recap: Case Study

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.
- 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.