



**Universitas Negeri Surabaya  
Faculty of Languages and Arts  
Japanese Language Education Undergraduate 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>
Chujokyu Dokkai	8820502031	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	5	July 4, 2022
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>	
		Dr. Mintarsih, M.Pd.	Rusmiyati, S.Pd., M.Pd.	Rusmiyati, S.Pd., M.Pd.	

<b>Learning model</b>	<b>Case Studies</b>																																																																																																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																																					
	<b>PLO-7</b> Responsible for one's own work and can be given responsibility for achieving and reporting work results.																																																																																																																					
	<b>PLO-8</b> Able to plan, implement and evaluate Japanese language learning, linguistics, educational science and research oriented towards process standards using science and technology-based Japanese language learning resources and learning media.																																																																																																																					
	<b>PLO-10</b> Able to speak Japanese receptively and productively in daily/general, academic and work contexts																																																																																																																					
	<b>PLO-14</b> Mastering basic language concepts, language learning, language skills, language research and Japanese language education.																																																																																																																					
	<b>Program Objectives (PO)</b>																																																																																																																					
	<b>PO - 1</b> CPMK-S3 Have the ability to think critically, communicate, collaborate, accompanied by creativity in carrying out project tasks given by prioritizing an attitude of individual and group responsibility.																																																																																																																					
	<b>PO - 2</b> CPMK-P1-1 Mastering knowledge of basic Japanese language concepts in various texts studied, such as: descriptive texts, narratives, expositions, argumentative texts, memos, posters, etc. from various sources, both print and digital.																																																																																																																					
	<b>PO - 3</b> CPMK-P1-2 Mastering knowledge about intensive and extensive reading techniques, such as: scanning, skimming, bottom-up, top-down, etc. to support understanding of various texts being studied.																																																																																																																					
	<b>PO - 4</b> CPMK-KK1 Able to apply Japanese language knowledge regarding various texts as well as effective reading techniques that have been learned in the activities of planning, implementing, presenting/publishing, and developing/evaluating project assignments given both individually and in groups, by prioritizing 21st century skills (6C=communication, collaboration, critical thinking, citizenship, creativity, and character) so that it is useful and effective in academic activities and real life.																																																																																																																					
	<b>PO - 5</b> CPMK-KU1 Able to apply ICT along with the use of various learning resources, both printed and digital, to support the work on 6C-based project assignments.																																																																																																																					
	<b>PLO-PO Matrix</b>																																																																																																																					
	<table border="1" style="margin: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-7</th> <th>PLO-8</th> <th>PLO-10</th> <th>PLO-14</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	P.O	PLO-7	PLO-8	PLO-10	PLO-14	PO-1					PO-2					PO-3					PO-4					PO-5																																																																																											
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																						
<table border="1" style="margin: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <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> <tr><td>PO-2</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> <tr><td>PO-3</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> <tr><td>PO-4</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> <tr><td>PO-5</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> </tbody> </table>	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																	PO-5																
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**Short Course Description** This chujokyu dokkai course is aimed at Japanese language learners with intermediate-advanced level skills in order to improve their mastery of reading various types of texts by using intensive and extensive reading techniques with the final result being able to develop the ability to produce a real product from project-based learning activities with use of ICT, which prioritizes 21st century skills (6C = communication, collaboration, critical thinking, citizenship, creativity and character) in a responsible manner. Learning applies active learning and project-based learning (PjBl) methods. Assessment and measurement are carried out in the form of objective, subjective (affective) and performance tests.

<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Oka, Mayumi. 2001. Chujokyu sha no tame no sodoku no ihongo . Tokyo: The Japan Times</li> <li>2. Koide, Keiichi. 2004. Nihongo o manabu hitotachi no tame no nihongo o tanoshiku yomu hon chujokyu. Tokyo: Bonjinsha</li> <li>3. Makino, Akiko. 2002. Minna no Nihongo Chukyu II. Tokyo: 3A Corporation</li> <li>4. Tashiro, Hitomi. (2015). Shinkanzen Masuta Dokkai Nihon go Noryoku Shiken N3. Tokyo: Surie network.</li> <li>5. 3A Corp.(2008). Minna no Nihongo Chukyu I: Oshiekata no Tebiki. Tokyo: Surie network.</li> <li>6. Miura, Akira. (2000). Japanese Cultural Episodes for Speed Reading. Tokyo: Bojinsha.</li> <li>7. -. (thn). New Approach Japanese Intermediate Course. Tokyo.</li> </ol> <p><b>Supporters:</b></p>
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	1. Berbagai teks dari berbagai sumber referensi cetak maupun digital. 2. Berbagai aplikasi LMS dari berbagai sumber digital.						
Supporting lecturer		Prof. Dr. Djodjok Soepardjo, M.Litt. 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	Understand learning objectives, learning implementation rules, assessment methods, and learning implementation plans	Able to participate actively, commit and be full of responsibility in the implementation of lectures	<b>Criteria:</b> Active participation  <b>Form of Assessment :</b> Participatory Activities	Presentation, discussion, questions and answers 2 X 50	- -	<b>Material:</b> Introduction/Introduction to Literature:	1%
2	Intensively identify components in various types of descriptive and narrative texts, namely: vocabulary, sentence patterns, types of expressions, text organization, etc. from various sources, both print and digital. (Sub-CPMK-P1-1.1), as well as applying knowledge regarding scanning reading techniques (Sub-CPMK-P1-2.1)	1.1.1 Identify vocabulary in various texts 2.1.2 Identify sentence patterns in various texts 3.1.3 Identify types of expressions in various texts 4.1.4 Analyze text organization in various texts 5.1.5 Analyze text using the 5W 1H technique	<b>Criteria:</b> Assessment of students' oral answers/presentations, or the results of students' written answers to questions given on a scale of 0-100  <b>Form of Assessment :</b> Participatory Activities, Tests	Learning form: a. Reading aloud b. Reading comprehension through: - Group discussions - Presentation of group discussion results  Learning methods: Active learning models, such as: NHT, expert team, snow ball throwing, etc.  Assignment sub-CPMK-P1-1.1/P1-2.1 2 X 50	- -	<b>Material:</b> Chapter 1 in MNN Chukyu II and additional material from supporting reference sources <b>Library:</b>	2%
3	Identify components in various types of expository texts, intensive memos, namely: vocabulary, sentence patterns, types of expressions, text organization, etc. from various sources, both printed and digital. (Sub-CPMK-P1-1.1), as well as applying knowledge regarding bottom-up reading techniques (Sub-CPMK-P1-2.1)	1.1.1 Identify vocabulary in various texts 2.1.2 Identify sentence patterns in various texts 3.1.3 Identify types of expressions in various texts 4.1.4 Analyze text organization in various texts 5.1.5 Analyze text using the 5W 1H technique	<b>Criteria:</b> Assessment of students' oral answers/presentations, or the results of students' written answers to questions given on a scale of 0-100  <b>Form of Assessment :</b> Participatory Activities, Tests	Learning form: a. Reading aloud b. Reading comprehension through: - Group discussions - Presentation of group discussion results  Learning methods: Active learning models, such as: NHT, expert team, snow ball throwing, etc.  Assignment sub-CPMK-P1-1.1/P1-2.1 2 X 50	- -	<b>Material:</b> Chapter 2 in MNN Chukyu II and additional material from supporting reference sources : <i>Makino, Akiko. 2002. Minna no Nihongo Chukyu II. Tokyo: 3A Corporation</i>	2%
4	Intensively identify the components in various types of announcement/notification/prohibition/admonition/advertisement texts, namely: vocabulary, sentence patterns, types of expressions, text organization, etc. from various sources, both print and digital. (Sub-CPMK-P1-1.1), as well as applying knowledge regarding scanning and bottom-up reading techniques (Sub-CPMK-P1-2.1)	1.1.1 Identify vocabulary in various texts 2.1.2 Identify sentence patterns in various texts 3.1.3 Identify types of expressions in various texts 4.1.4 Analyze text organization in various texts 5.1.5 Analyze text using the 5W 1H technique	<b>Criteria:</b> Assessment of students' oral answers/presentations, or the results of students' written answers to questions given on a scale of 0-100  <b>Form of Assessment :</b> Participatory Activities, Tests	Learning form: a. Reading aloud b. Reading comprehension through: - Group discussions - Presentation of group discussion results  Learning methods: Active learning models, such as: NHT, expert team, snow ball throwing, etc.  Assignment sub-CPMK-P1-1.1/P1-2.1 2 X 50	- -	<b>Material:</b> Chapter 3 in MNN Chukyu II and additional material from supporting reference sources : <i>Makino, Akiko. 2002. Minna no Nihongo Chukyu II. Tokyo: 3A Corporation</i>	2%

5	Identify components in various types of descriptive text, extensive narratives, namely: topic, theme, author's thoughts/ideas, author's opinion, etc. from various sources, both print and digital, etc. from various sources, both print and digital. (Sub-CPMK-P1-1.2), as well as applying knowledge regarding skimming reading techniques (Sub-CPMK-P1-2.2)	1.2.1 Identify topics in various texts 2.2.2 Identify themes in various texts 3.2.3 Identify the main ideas/ideas in various texts 4.2.4 Analyze the author's opinion in various texts	<b>Criteria:</b> Assessment of students' oral answers/presentations, or the results of students' written answers to questions given on a scale of 0-100  <b>Form of Assessment :</b> Participatory Activities, Tests	Task 1 a. Reading texts individually or in groups b. Write: - new vocabulary and its meaning - main idea in each paragraph - text synopsis c. Create questions with answers  Assignment Sub-CPMK-P1-1.2/P1-2.2  Task 2 Write - topic - theme - idea/main idea of text - author's opinion 2 X 50	-	<b>Material:</b> Chapter 4 in MNN Chukyu II, main reference sources no. 1, 2, 3, 4, and additional material from supporting reference sources : <i>Makino, Akiko. 2002. Minna no Nihongo Chukyu II. Tokyo: 3A Corporation</i>	2%
6	Identify components in various types of expository texts, extensive memos, namely: topics, themes, author ideas, author opinions, etc. from various sources, both print and digital, etc. from various sources, both print and digital. (Sub-CPMK-P1-1.2), as well as applying knowledge regarding top down reading techniques (Sub-CPMK-P1-2.2)	1.2.1 Identify topics in various texts 2.2.2 Identify themes in various texts 3.2.3 Identify the main ideas/ideas in various texts 4.2.4 Analyze the author's opinion in various texts	<b>Criteria:</b> assessment of students' oral answers/presentations, or the results of students' written answers to questions given on a scale of 0-100  <b>Form of Assessment :</b> Participatory Activities, Tests	Task 1 a. Reading texts individually or in groups b. Write: - new vocabulary and its meaning - main idea in each paragraph - text synopsis c. Create questions with answers  Assignment Sub-CPMK-P1-1.2/P1-2.2  Task 2 Write - topic - theme - idea/main idea of text - author's opinion 2 X 50	-	<b>Material:</b> Chapter 5 in MNN Chukyu II, main reference sources no. 1, 2, 3, 4, and additional material from supporting reference sources : <i>Makino, Akiko. 2002. Minna no Nihongo Chukyu II. Tokyo: 3A Corporation</i>	2%
7	Extensively identify the components in various types of announcement/notification/prohibition/admonition/advertisement texts, such as: topic, theme, author's idea, author's opinion, etc. from various print and digital sources (Sub-CPMK-P1-1.2), as well as applying knowledge regarding skimming and top-down reading techniques (Sub-CPMK-P1-2.2)	1.2.1 Identify topics in various texts 2.2.2 Identify themes in various texts 3.2.3 Identify the main ideas/ideas in various texts 4.2.4 Analyze the author's opinion in various texts	<b>Criteria:</b> Assessment of students' oral answers/presentations, or the results of students' written answers to questions given on a scale of 0-100  <b>Form of Assessment :</b> Participatory Activities, Tests	Task 1 a. Reading texts individually or in groups b. Write: - new vocabulary and its meaning - main idea in each paragraph - text synopsis c. Create questions with answers  Assignment Sub-CPMK-P1-1.2/P1-2.2  Task 2 Write - topic - theme - idea/main idea of text - author's opinion 2 X 50	-	<b>Material:</b> Chapter 6 in MNN Chukyu II, main reference sources no. 1, 2, 3, 4, and additional material from supporting reference sources : <i>Makino, Akiko. 2002. Minna no Nihongo Chukyu II. Tokyo: 3A Corporation</i>	2%
8	Completion of reading questions (Sub-CPMK-P1-1.1,2 and P1-2.1,2)	Able to complete reading questions in the form of objective tests with question indicators according to the indicators at meetings 2 to 7	<b>Criteria:</b> Assessment of students' written answers to questions given on a scale of 0-100  <b>Form of Assessment :</b> Portfolio Assessment, Test	Midterm 60 minutes	-	<b>Material:</b> UTS with objective test questions including indicators at meetings 2 to 7. <b>References:</b>	7%
9	1. Able to plan (determine basic questions, design project plans) project assignments, namely writing essays based on texts read both individually and in groups, by prioritizing 21st century (6C) skills (Sub-CPMK-KK1-1) 2. Able to carry out (arrange schedules, monitor project progress) project tasks in the form of writing essays with themes based on texts read both individually and in groups, by prioritizing 21st century (6C) skills. (Sub-CPMK-KK1-2)	1.3.1 Able to plan 2.3.1.1 Select text according to the specified text genre 3.3.1.2 Design project planning 4.3.2 Able to carry out projects 5.3.2.1 Arrange group activities 6.3.2.2 Report project progress in stages	<b>Criteria:</b> Performance tests (form transformation) - Writing essays - Role playing - Telling stories/conversations  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Learning form: Active learning  Learning method: PjBl  Assignment Performance test (transformation form)  • Meeting 9-10: Assignment 3 Assignment in the form of writing an essay with a theme based on the text read (assessment form 2&4) 2 X 50	-	<b>Materials:</b> - Writing essays - Role playing - Storytelling/conversation <b>Library:</b> 1. Various texts from various print and digital reference sources.	8%

10	<p>1. Able to present/publish (test learning processes and results) project assignments in the form of writing essays with themes based on texts read both individually and in groups, by prioritizing 21st century (6C) skills. (Sub-CPMK-KK1-3)</p> <p>2. Able to evaluate/develop (experience evaluation) project assignments in the form of writing essays with themes based on texts read both individually and in groups, by prioritizing 21st century (6C) skills. (Sub-CPMK-KK1-4)</p>	<p>1.3.3 Present/publish project results</p> <p>2.3.3.1 assessment form 1/</p> <p>3.3.3.2 assessment form 2/</p> <p>4.3.3.3 assessment form 3</p> <p>5.3.4 Evaluate experience</p> <p>6.3.4.1 assessment form 4</p>	<p><b>Criteria:</b> Performance tests (form transformation) - Writing essays - Role playing - Telling stories/conversations</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	<p>Learning form: Active learning</p> <p>Learning method: PjBL</p> <p>Assignment Performance test (transformation form)</p> <p>• Meeting 9-10: Assignment 3 Assignment in the form of writing an essay with a theme based on the text read (assessment form 2&amp;4) 2 X 50</p>	<p><b>Materials:</b> - Writing essays - Role playing - Storytelling/conversation</p> <p><b>Library:</b> 1. Various texts from various print and digital reference sources.</p>	10%
11	<p>1. Able to plan (determine basic questions, design project planning) project assignments, namely designing posters with themes based on texts read both individually and in groups, by prioritizing 21st century (6C) skills. (Sub-CPMK-KK1-1)</p> <p>2. Able to carry out (arrange schedules, monitor project progress) project tasks in the form of designing posters with themes based on texts read both individually and in groups, by prioritizing 21st century (6C) skills. (Sub-CPMK-KK1-2)</p>	<p>1.3.1 Able to plan</p> <p>2.3.1.1 Select text according to the specified text genre</p> <p>3.3.1.2 Design project planning</p> <p>4.3.2 Able to carry out projects</p> <p>5.3.2.1 Arrange group activities</p> <p>6.3.2.2 Report project progress in stages</p>	<p><b>Criteria:</b> Performance test (form transformation) - Designing posters</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Learning form: Active learning</p> <p>Learning method: PjBL</p> <p>Assignment Performance test (transformation form): Designing a poster</p> <p>Meeting 11-12: Task 4 Group assignment in the form of designing a poster with a theme based on the text read (assessment form 3&amp;4) 2 X 50</p>	<p><b>Material:</b> Designing a poster</p> <p><b>References:</b> 1. Various texts from various print and digital reference sources.</p>	8%
12	<p>1. Able to present/publish (test the learning process and results) project assignments in the form of designing posters with themes based on texts read both individually and in groups, by prioritizing 21st century (6C) skills. (Sub-CPMK-KK1-3)</p> <p>2. Able to evaluate/develop (experience evaluation) project assignments in the form of designing posters with themes based on texts read both individually and in groups, by prioritizing 21st century (6C) skills. (Sub-CPMK-KK1-4)</p>	<p>1.3.3 Present/publish project results</p> <p>2.3.3.1 assessment form 1/</p> <p>3.3.3.2 assessment form 2/</p> <p>4.3.3.3 assessment form 3</p> <p>5.3.4 Evaluate experience</p> <p>6.3.4.1 assessment form 4</p>	<p><b>Criteria:</b> Performance test (form transformation) - Designing posters</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	<p>Learning form: Active learning</p> <p>Learning method: PjBL</p> <p>Assignment Performance test (transformation form): Designing a poster</p> <p>Task 4: Meeting 11-12 Group assignment consists of designing a poster with a theme based on the text read (assessment form 3&amp;4) 2 X 50</p>	<p><b>Material:</b> Designing a poster</p> <p><b>References:</b> 1. Various texts from various print and digital reference sources.</p>	10%
13	<p>1. Able to plan (determine basic questions, design project plans) project tasks in the form of creating thematic e-newsletters both individually and in groups, by prioritizing 21st century (6C) skills. (Sub-CPMK-KK1-1)</p> <p>2. Able to carry out (arrange schedules, monitor project progress) project tasks in the form of creating thematic bulletins both individually and in groups, by prioritizing 21st century (6C) skills. (Sub-CPMK-KK1-2)</p> <p>3. Able to operate and develop ICT along with the use of various learning resources, both print and digital, to support the work on 6C-based project tasks. (Sub-CPMK-KU1-1,2)</p>	<p>1.3.1 Able to plan</p> <p>2.3.1.1 Select text according to the specified text genre</p> <p>3.3.1.2 Design project planning</p> <p>4.3.2 Able to carry out projects</p> <p>5.3.2.1 Arrange group activities</p> <p>6.3.2.2 Report project progress in stages</p>	<p><b>Criteria:</b> Performance test (form transformation) - Preparation of thematic e-bulletins</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Learning form: Active learning</p> <p>Learning method: PjBL</p> <p>Assignment Performance test (form transformation): Preparation of thematic e-bulletins</p> <p>Assignment 5: Meeting 13-15 Group assignment in the form of creating a thematic bulletin in Japanese (1, 2, &amp; 4) 2 X 50</p>	<p><b>Material:</b> Preparation of thematic e-bulletins</p> <p><b>References:</b> 1. Various texts from various print and digital reference sources.</p>	8%

14	Able to present/publish (test learning processes and results) project assignments in the form of creating thematic e-newsletters both individually and in groups, by prioritizing 21st century (6C) skills. (Sub-CPMK-KK1-3)	1.3.3 Present/publish project results 2.3.3.1 assessment form 1/ 3.3.3.2 assessment form 2/ 4.3.3.3 assessment form 3	<b>Criteria:</b> Performance test (form transformation) - Preparation of thematic e-bulletins  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Learning form: Active learning  Learning method: PjBL  Assignment Performance test (form transformation): Preparation of thematic e-bulletins  Assignment 5: Meeting 13-15 Group assignment in the form of creating a thematic bulletin in Japanese (1, 2, & 4) -	Presenting products in the form of 2x50 thematic e-newsletters	<b>Material:</b> Preparation of thematic e-bulletins <b>References:</b> 1. Various texts from various print and digital reference sources.  <b>Material:</b> Preparation of thematic e-newsletters <b>References:</b> 2. Various LMS applications from various digital sources.	8%
15	Able to evaluate/develop (evaluate experience) project tasks in the form of creating thematic e-newsletters both individually and in groups, by prioritizing 21st century (6C) skills. (Sub-CPMK-KK1-4)	1.3.4 Evaluate experience 2.3.4.1 assessment form 4	<b>Criteria:</b> 1.Performance test (form transformation) - Preparation of thematic e-bulletins 2.Active participation in group activities during project work  <b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	Learning form: Active learning  Learning method: PjBL  Assignment Performance test (form transformation): Preparation of thematic e-bulletins  Assignment 5: Meeting 13-15 Group assignment in the form of creating a thematic bulletin in Japanese (1, 2, & 4) -	Evaluate the activities of preparing thematic e-bulletins 2 x 50	<b>Material:</b> Preparation of thematic e-bulletins <b>References:</b> 1. Various texts from various print and digital reference sources.  <b>Material:</b> Preparation of thematic e-newsletters <b>References:</b> 2. Various LMS applications from various digital sources.	8%
16	Publish thematic e-bulletins that have been created via social media networks (Sub-CPMK KK1-3; KU1-2)	1.3.4 Evaluate experience 2.3.4.1 assessment form 4	<b>Criteria:</b> Assessment indicators at meeting 13-15  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	PjBL on syntax publish works -	Publish performance/project results in the form of thematic e-newsletters on social media (Instagram, FB, WAG, YouTube, etc.)	<b>Material:</b> Publish the results of the work (project) in the form of a thematic e-bulletin <b>Library:</b> 1. Various texts from various printed and digital reference sources.	20%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	12%
2.	Project Results Assessment / Product Assessment	51%
3.	Portfolio Assessment	8.5%
4.	Practice / Performance	19%
5.	Test	9.5%
		100%

#### 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.