



**UNIVERSITAS SUMATERA UTARA (USU)
FACULTY OF AGRICULTURE
ANIMAL SCIENCE STUDY PROGRAM**

**Documen
Code**
(Follow)

SEMESTER LEARNING PLAN

COURSE (Course)	CODE	MK Group	WEIGHT (credits)		SEMESTER	Date of Compilation
Poultry Production	PTN2201	Exact	Theory =2	Practice =1	IV(Four)	December 1, 20
AUTHORIZATION / APPROVAL	RPS Developer Lecturer		Vice Dean I		Chairman of LINK-UP USU	
	Dr. Ade Trisna, S.Pt., MM.		Dr. Lisnawita, SP, MP		Prof. Dr. Dwi Suryanto M.Sc.	
Learning Outcomes	LO Charged to Course Learning					
	LO03	Able to identify, formulate, and find solutions to problems related to the livestock sector				
	LO06	Conduct supervision and evaluation of the completion of assigned work and be able to manage lifelong learning independen				
	LO08	Able to manage integrated and sustainable livestock farming based on integration with other agro-ecosystems as well a latest applications in processing livestock products and waste.				
	LO11	Able to develop, understand and apply a variety of the best techniques and methods that combine theory and practice rel to livestock expertise.				
	Course Learning Outcomes (CLO)					CLO Weight
	CLO0309: Able to explain problem factors related to poultry productivity including types of poultry, anatomy and physiology of the digestive tract and maintenance management.					45%
	CLO0606: Able to explain about poultry maintenance based on the maintenance objectives including ration preparation, cage planning and disease prevention programs.					25%
	CLO0804: Able to create a poultry farming business plan based on livestock integration with plantations					25%
	CLO1108: Able to prepare poultry rations based on agricultural and plantation waste					5%
Final Ability of Each Learning Stage (Sub-CLO)						

	Sub-CLO1	After taking this course, students will be able to explain the scope and role of poultry production science to increase poultry productivity.
	Sub-CLO2	After taking this lecture, students will be able to explain the evolution and domestication of poultry and recognize the types of poultry.
	Sub-CLO3	After taking this lecture, students will be able to explain livestock classification standards and selection in poultry livestock.
	Sub-CLO4	After taking this lecture, students will be able to explain the anatomy and physiology of digestion, circulation, excretion, reproduction and endocrinology in poultry.
	Sub-CLO5	After taking this lecture, students will be able to explain the interaction of poultry with their environment and its relationship to performance and productivity.
	Sub-CLO6	After taking this lecture, students will be able to explain the meaning of behavior, basic behavioral patterns and comfort indicators in poultry, and hereditary factors related to performance and production as well as mating systems in poultry.
	Sub-CLO7	After taking this lecture, students will be able to explain the needs and types of feed for poultry, factors that influence feed requirements, and how to provide it to poultry.
	Sub-CLO8	After taking this lecture, students will be able to explain the maintenance system and factors related to determining the cage system, cage construction and cage construction planning.
	Sub-CLO9	After taking this lecture, students will be able to explain environmental factors related to disease and productivity as well as types of disease, symptoms and causative factors, disease prevention programs, and forms of disease prevention activities in poultry.

Correlation of CLO with Sub-CLO

	Sub-CLO1	Sub-CLO2	Sub-CLO3	Sub-CLO4	Sub-CLO5	Sub-CLO6	Sub-CLO7	Sub-CLO8	Sub-CLO9
CLO0309	√	√	√	√	√	√	√	√	√
CLO0606					√	√	√	√	√
CLO0804					√	√	√	√	√
CLO1108							√		

Brief Description of Course	<p>After taking this course, fourth semester students of the USU Animal Husbandry Study Program can explain the classification system, characteristics of types of poultry and know their anatomical and physiological aspects and can also explain maintenance management of poultry based on the purpose of maintenance including ration preparation, cage planning and disease prevention programs. This course is conducted using Indonesian as the language of instruction, and there are 14 face-to-face meetings consisting of material presentations, methods, quizzes, assignments, and practicums both offline and online.</p>
Study Material: Learning materials	<p>BK03 Animal Production Science</p> <ol style="list-style-type: none"> 1. Introduction 2. Introduction to types of poultry and their domestication process 3. Livestock classification standards and poultry selection 4. Anatomy and physiology of poultry 5. Interaction of birds with their environment 6. Behavior and basics of poultry mating 7. Basic feeding for poultry 8. Principles of poultry housing 9. Diseases and prevention programs
Library	<p>Main:</p> <ol style="list-style-type: none"> 1. Yuwanta, T. 2004. Basics of Poultry Farming. Yogyakarta: Kanisius 2. Muharlieni, E. Sudjarwo, A. Harmiati, and HS Prayogi. 2017. Poultry Livestock Production Management. Malang: UB Press 3. Rasyaf, M. 1991. Egg Production Management. Yogyakarta: Kanisius 4. Rose, SP 2005. Principles of Poultry Science 1st ed. Wallingford: CABI Publishing 5. Wardhana, AW 2017. Poultry Anatomy. Malang: UB Press 6. Ulupi, N. and I. Rahayu. 2014. Poultry Breeding and Hatching Management. Bogor: IPB Press. 7. Leeson, S. and JD Summers. 2009. Commercial Poultry Nutrition. England: Nottingham University Press 8. Pattison, M., P. McMullin, J. M. Bradbury, and D. Alexander. 2007. Poultry Diseases 6th ed. United States: Saunders Elsevier 9. Swayne, DE, M. Boulianne, CM Logue, LR McDougald, V. Nair, DL Suarez. 2019. Diseases of Poultry 14th edition. Hoboken: Wiley-Blackwell 10. North, MO and DD Bell. 1992. Commercial chicken production manual 4th ed. New York: Chapman & Hall 11. Austic, RE and MC Nesheim. 1990. Poultry Production 4th ed. Philadelphia: Lea and Febger.
	<p>Supporters:</p>

	<ol style="list-style-type: none"> 1. Aviagen. 2018. Broiler management handbook. Bangkok 2. Yuwanta, T. 2007. Eggs and Egg Production. Yogyakarta: Gadjah Mada University Press 3. Tufarelli, V. 2020. Poultry Nutrition. Switzerland: MDPI 4. Practical guide book 5. National and international journals 						
Supporting lecturer	<ol style="list-style-type: none"> 1. Dr. Ade Trisna, S.Pt., MM 2. Ir. Tati Vidiana Sari, S.Pt., MP., IPM 3. Ir. Armyn Daulay, MBA 						
Subject Conditional	-						
	Final ability of each learning stage (Sub-CLO)	Evaluation		Form of Learning; Learning methods; Student Assignments; [Estimated Time]		Study Materials (Learning materials)	Assessment Weight (%)
		Indicator	Criteria and Techniques	Asynchronous (5)	Synchronous (6)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Sub-CLO 1: After taking this course, students will be able to explain the scope and role of poultry production science to increase poultry productivity.	<ol style="list-style-type: none"> a. Accuracy in explaining the scope of the poultry production course b. Accuracy in explaining the role of poultry livestock courses in increasing poultry livestock productivity 	<p>Criteria: Using assessment rubrics</p> <p>Technique: <i>Non-test</i></p>	<p>KM+PT (1 week x 3 credits x 120 minutes)</p> <p>Learning methods: <i>Self-Paced Learning</i></p> <p>Activity:</p> <ol style="list-style-type: none"> a. Attendance presence b. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials 	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Learning methods:</p> <ol style="list-style-type: none"> a. Lecture b. Discussion <p>Activity:</p> <ol style="list-style-type: none"> a. Online/offline learning b. Class discussion c. Make notes about learning materials <p>Media:</p> <ol style="list-style-type: none"> a. Slides/ ppt b. Zoom meeting/ LCD c. Text book 	<p>Subject:</p> <ol style="list-style-type: none"> a. Scope of the course on poultry production b. The role of poultry livestock courses in increasing poultry livestock productivity 	0%

				Mode (Learning Management System): class.usu.ac.id KM+PT (2 weeks x 3 credits x 120 minutes)		
2	Sub-CLO 2: After taking this lecture, students will be able to explain the evolution and domestication of poultry and recognize the types of poultry.	a. Accuracy in explaining the evolution and domestication of poultry b. Accuracy in explaining the introduction of types of poultry livestock	Critehappy: RAssessment section Ttechnique: <i>Non-test</i>	KM+PT (2 weeks x 3 credits x 120 minutes) Learning methods: <i>Self-Paced Learning</i> Activity: a. <i>Recording attendance</i> b. <i>Practice</i> Mode (Learning Management System): class.usu.ac.id	TM (1 week x 2 credits x 50 minutes) Learning methods: a. Lecture b. Discussion Activity: a. Online/offline learning b. Class discussion c. Make notes about learning materials Media: a. Slides/ ppt b. Zoom meeting/ LCD Text book	Subject: a. Evolution and domestication of poultry b. Introduction to types of poultry livestock
3	Sub-CLO 3: After taking this lecture, students will be able to explain livestock classification standards and selection in poultry livestock.	a. Accuracy in explaining poultry livestock classification standards b. Accuracy in explaining the standard system	Critehappy: RAssessment section Ttechnique: <i>Test: Assignments</i>	KM+PT (2 weeks x 3 credits x 120 minutes) Learning methods: <i>Self-Paced Learning</i> Activity: a. <i>Recording attendance</i>	TM (2 weeks x 2 credits x 50 minutes) Learning methods: a. Lecture b. Discussion Activity:	Subject: a. Poultry livestock classification standards b. Classification of standard systems

5%

5%

		<p>c. Accuracy in explaining the classification of maintenance objectives</p> <p>d. Accuracy in explaining selection and culling in poultry farming</p>		<p>b. <i>Completing assignment</i></p> <p>c. <i>Practice</i></p> <p>Assignment 1: Create a resume about poultry livestock classification standards (A4; TNR 12 pt; maximum 5 pages), collected in pdf format</p> <p>Mode (Learning Management System): class.usu.ac.id</p>	<p>a. Online/offline learning</p> <p>b. Class discussion</p> <p>c. Make notes about learning materials</p> <p>Media:</p> <p>a. Slides/ ppt</p> <p>b. Zoom meeting/ LCD</p> <p>Text book</p>	<p>c. Classification of maintenance objectives (economic)</p> <p>d. Factors driving selection and culling</p> <p>e. Benefits of selection and culling</p> <p>f. Poultry selection and culling methods</p>
4-5	<p>Sub-CLO 4:</p> <p>After taking this lecture, students will be able to explain the anatomy and physiology of digestion, circulation, excretion, reproduction and endocrinology in poultry.</p>	<p>a. Accuracy in explaining the anatomy and physiology of digestion</p> <p>b. Accuracy in explaining the anatomy and physiology of circulation</p> <p>c. Accuracy in explaining the anatomy and physiology of excretion</p> <p>d. Accuracy in explaining reproductive</p>	<p>Critehappy: RAssessment section</p> <p>Ttechnique: <i>Test:</i></p> <p>a. <i>Case Method</i></p> <p>b. <i>Quiz</i></p>	<p>KM+PT (2 weeks x 3 credits x 120 minutes)</p> <p>Learning methods: <i>Self-Paced Learning</i></p> <p>Activity:</p> <p>a. <i>Recording attendance</i></p> <p>b. <i>Completing assignments & quizzes</i></p> <p>c. <i>Practice</i></p> <p>Case Method 1:</p> <p>a. <u>Divide the groups evenly (the lecturer divides)</u></p>	<p>TM (2 weeks x 2 credits x 50 minutes)</p> <p>Learning methods:</p> <p>a. Lecture</p> <p>b. Discussion</p> <p>Activity:</p> <p>a. Online/offline learning</p> <p>b. Class discussion</p> <p>c. Make notes about learning materials</p> <p>d. Presentation</p> <p>Media:</p> <p>a. Slides/ ppt</p>	<p>Subject:</p> <p>a. Anatomy and physiology of digestion</p> <p>b. Anatomy and physiology of circulation and excretion</p> <p>c. Anatomy and physiology of reproduction</p> <p>d. Endocrinology</p>

		<p>anatomy and physiology</p> <p>e. Accuracy in explaining endocrinology in poultry</p>		<p>b. Making a paper about anatomy and physiology of poultry maximum 15 pages from table of contents to bibliography, TNR font size 12, 1.5 spacing sent in PDF format</p> <p>c. Group presentation</p> <p>Quiz 1: Quiz to measure students' understanding of the anatomy and physiology of poultry</p> <p>Mode (Learning Management System): class.usu.ac.id</p>	<p>b. Zoom meeting/ LCD</p> <p>c. Text book</p>	
6	<p>Sub-CLO 5:</p> <p>After taking this lecture, students will be able to explain the interaction of poultry with their environment and its relationship to performance and productivity.</p>	<p>a. Accuracy in explaining the interaction of poultry with the climatic environment</p> <p>b. Accuracy in explaining the interaction of poultry with the</p>	<p>Criteria: Using assessment rubrics</p> <p>Technique: <i>Test:</i> <i>Case Method</i></p>	<p>KM+PT (2 weeks x 3 credits x 120 minutes)</p> <p>Learning methods: <i>Self-Paced Learning</i></p> <p>Activity:</p> <p>a. <i>Recording attendance</i></p> <p>b. <i>Completing assignment</i></p>	<p>TM (2 weeks x 2 credits x 50 minutes)</p> <p>Learning methods:</p> <p>a. Lecture</p> <p>b. Discussion</p> <p>Activity:</p> <p>a. Online/offline learning</p> <p>b. Class discussion</p>	<p>Subject:</p> <p>a. Interaction of poultry with the climatic environment</p> <p>b. Interaction of poultry with the nutritional environment</p> <p>c. Managerial interaction of</p>

		<p>nutritional environment</p> <p>c. Accuracy in explaining the interaction of poultry with the environment in a managerial manner</p>		<p>c. <i>Practice</i></p> <p>Case Method 2:</p> <p>a. Divide the groups evenly (the lecturer divides)</p> <p>b. Making a paper about poultry interactions with their environment and their relationship to performance and productivity maximum 15 pages from table of contents to bibliography, TNR font size 12, 1.5 spacing sent in PDF format</p> <p>c. Group presentation</p> <p>Mode (Learning Management System): class.usu.ac.id</p>	<p>c. Make notes about learning materials</p> <p>d. Presentation</p> <p>Media:</p> <p>a. Slides/ ppt</p> <p>b. Zoom meeting/ LCD</p> <p>c. Text book</p>	<p>poultry with the environment</p>
7	<p>Sub-CLO 6:</p> <p>After taking this lecture, students will be able to explain the meaning of behavior, basic behavioral</p>	<p>a. Accuracy in explaining the concept of basic behavior in poultry and its</p>	<p>Critehappy: RAssessment section</p> <p>Ttechnique: <i>Non-test</i></p>	<p>KM+PT (2 weeks x 3 credits x 120 minutes)</p> <p>Learning methods: <i>Self-Paced Learning</i></p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Learning methods:</p> <p>a. Lecture</p> <p>b. Discussion</p>	<p>Subject:</p> <p>a. Understanding basic behavior in poultry in relation to</p>

	patterns and comfort indicators in poultry, and hereditary factors related to performance and production as well as mating systems in poultry.	<p>relationship to comfortable conditions (animal welfare)</p> <p>b. Accuracy in explaining basic poultry behavior patterns</p> <p>c. Accuracy in explaining comfort indicators in poultry farming</p>		<p>Activity:</p> <p>a. <i>Recording attendance</i></p> <p>b. <i>Practice</i></p> <p>Mode (Learning Management System): class.usu.ac.id</p>	<p>Activity:</p> <p>a. Online/offline learning</p> <p>b. Class discussion</p> <p>c. Make notes about learning materials</p> <p>Media:</p> <p>a. Slides/ ppt</p> <p>b. Zoom meeting/ LCD</p> <p>c. Text book</p>	<p>comfort conditions (animal welfare)</p> <p>b. Basic behavior patterns of poultry farming</p> <p>c. Comfort indicators in poultry farming</p>	
8	MID SEMESTER EXAMINATION						15%
9	<p>Sub-CLO 6:</p> <p>After taking this lecture, students will be able to explain the meaning of behavior, basic behavioral patterns and comfort indicators in poultry, and hereditary factors related to performance and production as well as mating systems in poultry.</p>	<p>a. Accuracy in explaining hereditary factors related to performance and production</p> <p>b. Accuracy in explaining the mating system in poultry</p>	<p>Critehappy: RAssessment section</p> <p>Ttechnique: <i>Non-test</i></p>	<p>KM+PT (2 weeks x 3 credits x 120 minutes)</p> <p>Learning methods: <i>Self-Paced Learning</i></p> <p>Activity:</p> <p>c. <i>Recording attendance</i></p> <p>d. <i>Practice</i></p> <p>Mode (Learning Management System): class.usu.ac.id</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Learning methods:</p> <p>c. Lecture</p> <p>d. Discussion</p> <p>Activity:</p> <p>d. Online/offline learning</p> <p>e. Class discussion</p> <p>f. Make notes about learning materials</p> <p>Media:</p> <p>d. Slides/ ppt</p> <p>e. Zoom meeting/ LCD</p>	<p>Subject:</p> <p>a. Hereditary factors related to performance and production</p> <p>b. Mating system in poultry</p>	5%

10-11	<p>Sub-CLO7:</p> <p>After taking this lecture, students will be able to explain the needs and types of feed for poultry, factors that influence feed requirements, and how to provide it to poultry.</p>	<ul style="list-style-type: none"> a. Accuracy in explaining feed requirements for poultry b. Accuracy in explaining the types of feed for poultry c. Accuracy in explaining the factors that influence feed requirements in poultry livestock d. Accuracy in explaining how to feed poultry 	<p>Criteria: Using assessment rubrics</p> <p>Technique: <i>Test:</i></p> <ul style="list-style-type: none"> a. Case Method b. Assignments 	<p>KM+PT (2 weeks x 3 credits x 120 minutes)</p> <p>Learning methods: <i>Self-Paced Learning</i></p> <p>Activity:</p> <ul style="list-style-type: none"> a. Recording attendance b. Completing assignment c. Practice <p>Case Method 3:</p> <ul style="list-style-type: none"> a. Divide the groups evenly (the lecturer divides) b. Create a paper on types of feed, feed requirements, and how to feed poultry, maximum 15 pages from the table of contents to the bibliography, TNR font size 12, 1.5 spacing, sent in PDF format. c. Group presentation <p>Assignment 2:</p>	<p>a. Text book</p> <p>TM (1 week x 2 credits x 50 minutes)</p> <p>Learning methods:</p> <ul style="list-style-type: none"> a. Lecture b. Discussion <p>Activity:</p> <ul style="list-style-type: none"> a. Online/offline learning b. Class discussion c. Make notes about learning materials <p>Media:</p> <ul style="list-style-type: none"> a. Slides/ ppt b. Zoom meeting/ LCD c. Text book 	<p>Subject:</p> <ul style="list-style-type: none"> a. Feed requirements for poultry b. Types of feed for poultry c. Factors that influence feed requirements in poultry d. How to feed poultry 	<p>Cas Metho 10%</p>
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				<p>Create a resume about the digestibility of poultry feed nutrients (A4; TNR 12 pt; maximum 5 pages), collected in PDF format</p> <p>Mode (Learning Management System): class.usu.ac.id</p>			
12-13	<p>Sub-CLO 8:</p> <p>After taking this lecture, students will be able to explain the maintenance system and factors related to determining the cage system, cage construction and cage construction planning.</p>	<p>a. Accuracy in explaining the poultry maintenance system</p> <p>b. Accuracy in explaining factors related to determining the housing system</p> <p>c. Accuracy in explaining the cage system and cage construction</p> <p>d. Accuracy in explaining the planning of the construction of the cage</p>	<p>Criteria: Using assessment rubrics</p> <p>Technique: <i>Test:</i></p> <p>c. <i>Case Method</i> d. <i>Quiz</i></p>	<p>KM+PT (2 weeks x 3 credits x 120 minutes)</p> <p>Learning methods: <i>Self-Paced Learning</i></p> <p>Activity:</p> <p>a. <i>Recording attendance</i> b. <i>Completing assignments & quizzes</i> c. <i>Practice</i></p> <p>Case Method 4:</p> <p>d. <u>Divide the groups evenly (the lecturer divides)</u> e. <u>Create a paper on poultry housing systems, advantages and disadvantages of</u></p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Learning methods:</p> <p>a. Lecture b. Discussion</p> <p>Activity:</p> <p>a. Online/offline learning b. Class discussion c. Make notes about learning materials</p> <p>Media:</p> <p>a. Slides/ ppt b. Zoom meeting/ LCD c. Text book</p>	<p>Subject:</p> <p>a. Poultry maintenance system b. Factors related to determining the housing system c. Housing system and cage construction d. Planning the construction of the cage</p>	<p>Cas Metho 10%</p>

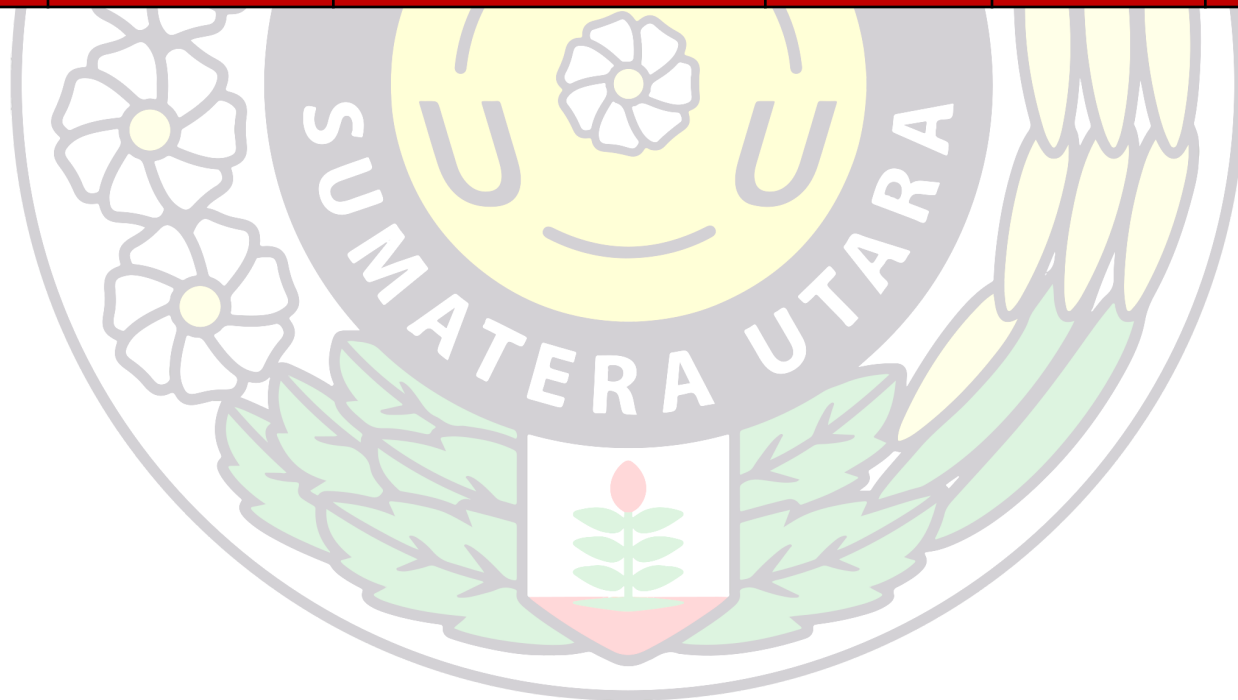
				<p>closed house and opened house cages, maximum 15 pages from the table of contents to the bibliography, TNR font size 12, 1.5 spacing, sent in PDF format.</p> <p>f. Group presentation</p> <p>Quiz 2: Quiz to measure students' understanding of the maintenance and housing systems appropriate for poultry farming.</p> <p>Mode (Learning Management System): class.usu.ac.id</p>			
14-15	<p>Sub-CLO 9:</p> <p>After taking this lecture, students will be able to explain environmental factors related to disease and productivity as well</p>	<p>a. Accuracy in explaining environmental factors and their relationship to disease and productivity</p>	<p>Criteria: Using assessment rubrics</p> <p>Technique: <i>Case method</i></p>	<p>KM+PT (2 weeks x 3 credits x 120 minutes)</p> <p>Learning methods: <i>Self-Paced Learning</i></p> <p>Activity:</p>	<p>TM (1 week x 2 credits x 50 minutes)</p> <p>Learning methods: a. Lecture b. Discussion</p> <p>Activity:</p>	<p>Subject: a. Environmental factors related to disease and productivity</p>	<p>Cas Metho 10%</p>

	<p>as types of disease, symptoms and causative factors, disease prevention programs, and forms of disease prevention activities in poultry.</p>	<p>b. Accuracy in explaining the types of diseases and their symptoms c. Accuracy in explaining the factors causing the disease d. Accuracy in explaining disease prevention programs e. Accuracy in explaining the form of disease prevention activities</p>	<p><i>a. Recording attendance</i> <i>b. Completing assignment</i> <i>c. Practice</i></p> <p>Case Method 5: a. Divide the groups evenly (the lecturer divides) b. Making a paper about Types of diseases, symptoms and treatment, as well as prevention in poultry maximum 15 pages from table of contents to bibliography, TNR font size 12, 1.5 spacing sent in PDF format c. Group presentation</p> <p>Mode (Learning Management System): class.usu.ac.id</p>	<p>a. Online/offline learning b. Class discussion c. Make notes about learning materials</p> <p>Media: a. Slides/ ppt b. Zoom meeting/ LCD c. Text book</p>	<p>b. Types of diseases and their symptoms c. Factors that cause disease d. Disease prevention program e. Forms of disease prevention activities</p>		159
16	FINAL SEMESTER EXAMINATION						

Assessment Design:

CLO Code and Percentage	Sub-CLO Code	Evaluation Form	Percentage (%)	Total	Implementation of Evaluation
CLO0309 (45%)	Sub-CLO1	Mid Therm Exam	6	45%	Week 8
	Sub-CLO2	Mid Therm Exam	6		Week 8
	Sub-CLO3	Mid Therm Exam	3		Week 8
	Sub-CLO4	Case method	5		Week 4
	Sub-CLO5	Case method	5		Week 8
	Sub-CLO6	Final Exam	6		Week 16
	Sub-CLO7	Case method	5		Week 8
	Sub-CLO8	Case method	5		Week 8
	Sub-CLO9	Case method	5		Week 8
CLO0606 (25%)	Sub-CLO5	Mid Therm Exam	5.5	25%	Week 8
	Sub-CLO6	Mid Therm Exam	5.5		Week 8
	Sub-CLO7	Case Method	5		Week 3
	Sub-CLO8	Quis	5		Week 4
	Sub-CLO9	Case Method	5		Week 6

CLO0804 (25%)	Sub-CLO5	Case method	5	25%	Week 3
	Sub-CLO6	Case method	5		Week 9
	Sub-CLO7	Final Exam	5		Week 10
	Sub-CLO8	Case method	5		Week 11
	Sub-CLO9	Case Method	5		Week 13
CLO1108 (5%)	Sub-CLO7	Case method	5	5%	Week14
Total			100%	100%	



Assessment Plan:

Evaluation Form	Sub-CLO	Assessment Instrument [Frequency]		Invoice (proof)	Assessment Credit (%)
		Formative	Summative		
Quiz/Q&A	Sub-CLO3 and Sub-CLO8	Assessment rubric [2 times]	-	Quiz answers uploaded to kelas.usu.ac.id	10
Case Methode	Sub-CLO4 and Sub-CLO9	Feedback results case analysis [5 times]	Assessment rubric [2 times]	Logbook/worksheet/slides uploaded to kelas.usu.ac.id	50
Written exam 1 (UTS)	Sub-CLO1, Sub-CLO2, Sub-CLO3, Sub-CLO4, Sub-CLO5, Sub-CLO6 and Sub-CLO7	-	Assessment rubric [1 time]	Written exam result sheet	20
Written exam 2 (UAS)	Sub-CLO8, Sub-CLO9, Sub-CLO10, Sub-CLO11, Sub-CLO12, Sub-CLO13 and Sub-CLO14	-	Assessment rubric [1 time]	Written exam result sheet	20
Total					100%

Explanation:

- a) Quiz 10%

During the semester there will be 2 quizzes held in class. The quizzes will be conducted via e-learning and have been scheduled in advance. The material being tested is announced by the lecturer and written in the RPS.

b) *Case Method* 50%

During the semester there will be a case method, each student will make a paper and report from each case method in groups. The case method in this course is done 5 times. The paper that has been made will be presented by students. Students will be assessed according to their participation in the presentation and accuracy in the presentation, as well as their participation in the question and answer session when other groups are presenting.

c) Midterm Exam 20%

The midterm exam covers all the materials that have been discussed since the beginning of the semester until the 7th meeting, both reading and lecture. This exam is conducted in class with multiple choice questions, short answers, and essays.

d) Final Exam 20%

The final semester exam covers all the material that has been discussed since the 9th to 15th meeting, both reading and lecture. This exam is conducted in class in the form of multiple choice questions, short answers, and essays.

ASSESSMENT RUBRIC

Post Test Quiz Assessment Rubric (10%)

The Pre/Post test questions consist of 5 essay questions done on one sheet of paper (done twice during 1 semester)

Value per question item	Criteria
20	Can answer questions correctly, complete the steps correctly, and completely correct
15	The steps for completing the questions are correct, there are a few errors.
10	Most of the steps in completing the questions are correct, there are many errors.
5	The steps for completing the question are not correct, the question cannot be completed

***Maximum score = 100 (5 questions x 20 points)**

Minimum score = 25 (5 questions x 5 points)

Quiz score 1: (maximum score is 100) $20 \times \sum \text{nilai per butir soal}$

Quiz score 2: (maximum score is 100) $20 \times \sum \text{nilai per butir soal}$

Total score if you take all post-test quizzes with a perfect score is $200 \times 10\%$ [quiz percentage] = 20



Group Presentation Assignment Assessment Rubric (50%)

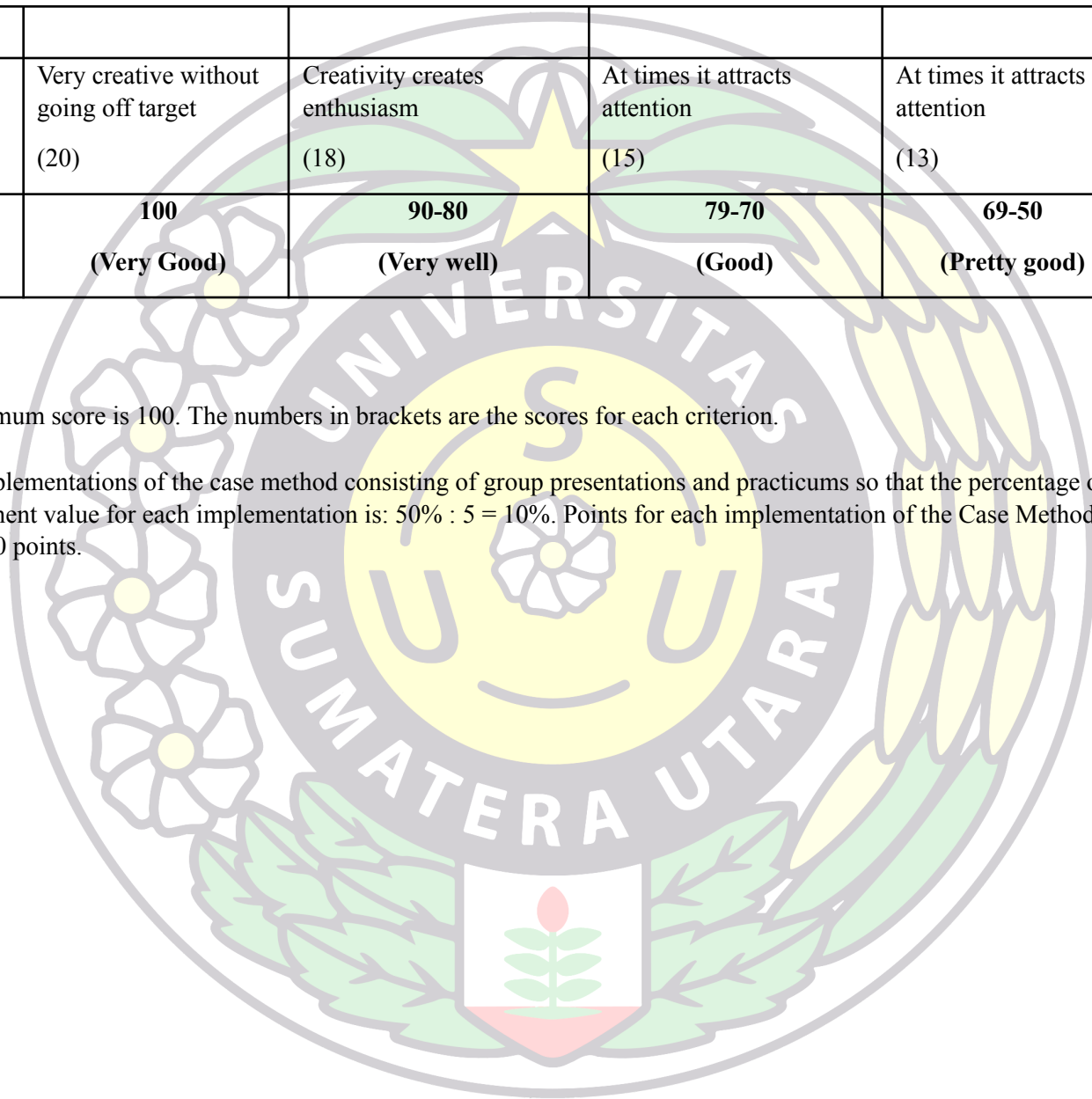
Matter	Evaluation criteria				
Contents	Complete, with great additional material (20)	Complete (18)	Same as text book (16)	Not complete, but most of the material is covered. (14)	Substantially incomplete (12)
Answering Discussion Questions	Able to answer all questions correctly (20)	Can answer most of the questions correctly but there are some questions that are not answered (18)	Able to answer some questions correctly, some others did not reach the target and there were questions that were not answered (16)	Most of the answers do not reach the target and there are unanswered questions. (14)	Can't answer all questions (12)
Presentation	Clear, concise with good flow (20)	Clear, concise with sometimes poor flow (18)	Moderate presentation skills (16)	Presentation stutters (14)	Presentation not working (12)
Group organization	Very good organization, supporting each other's presentations (20)	Good organization (18)	Medium organization, some people are less organized (16)	Lack of organization often results in communication errors (14)	The organization was chaotic so the presentation was very disrupted.

					(12)
Creativity	Very creative without going off target (20)	Creativity creates enthusiasm (18)	At times it attracts attention (15)	At times it attracts attention (13)	Boring, makes you sleepy (11)
TOTAL	100 (Very Good)	90-80 (Very well)	79-70 (Good)	69-50 (Pretty good)	59-40 (Not good)

Information :

The total maximum score is 100. The numbers in brackets are the scores for each criterion.

There are 5 implementations of the case method consisting of group presentations and practicums so that the percentage of the Case Method Group Assignment value for each implementation is: $50\% : 5 = 10\%$. Points for each implementation of the Case Method Group Assignment: $100 \times 10\% = 10$ points.



Essay Exam Assessment Rubric:

Assessment criteria	4 Very good	3 Good	2 Enough	1 Not enough
Understanding the Questions	Understand the question exactly once (25)	Understanding the questions (20)	Not understanding the question fully and correctly (15)	Don't understand the question (10)
Contents	Answers show understanding in-depth understanding of the material being asked and participants integrate the information that has been studied and/or assigned to be read during the lecture well and appropriately (25)	The answers demonstrate understanding of the material being asked and integrate some of the information that has been studied and/or assigned to be read during the lecture. (20)	The answer shows a lack of understanding of the material being asked and only integrates a small portion of information that has been studied and/or assigned to be read during lectures. (15)	The answer shows a lack of understanding of the material being asked so it is unclear and not integrated. information that has been studied and/or assigned to be read during lectures. (10)
Clarity of Writing	All written ideas are conveyed well and clearly. (25)	Most of the ideas in the writing are well and clearly conveyed. (20)	Some of the ideas in the writing are conveyed well and clearly. (15)	The ideas in the writing are not conveyed well and clearly. (10)
Clarity of Language	Uses foreign/Indonesian languages well and correctly with minimal grammatical errors and word choices that do not	Uses foreign/Indonesian languages well and correctly with minimal grammatical errors and word choices that interfere with understanding.	Uses foreign/Indonesian language quite well and correctly with some grammatical errors and word choices	Does not use foreign/Indonesian language properly and correctly because the writing contains many

	interfere with understanding (25)	(20)	(15)	grammatical errors and word choices (10)
Total	81-100 (Very well)	61-80 (Pretty good)	41-60 (Enough)	0-40 (Not enough)

Multiple Choice Exam Scoring Rubric:

Value per question item	Criteria
100/ many questions	Can answer questions correctly
0	The answer is not quite right/does not match the answer key provided.