



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

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**SEMESTER LEARNING PLAN (SLP)**

COURSE	CODE	COURSE GROUP	CREDIT	SEMESTER	Date of Compilation
Proposal Seminar	PTN4297	Exact	1 credit	VIII (Eight)	
<b>AUTHORIZATION / APPROVAL</b>	<b>SLP Developer Lecturer</b>		<b>Vice Dean I</b>		<b>Chairman of LINK-UP USU</b>
			Dr. Lisnawita, SP, MP		Prof. Dr. Dwi Suryanto M.Sc.

<b>Learning Outcomes</b>	<b>Learning Outcomes</b>		
LO01	Able to apply logical, critical, systematic and innovative thinking through the approach and implementation of animal husbandry science and technology by applying the STAR character.		
LO03	Able to identify, formulate, and find solutions to problems related to the livestock sector		
LO04	Able to interpret data, apply various methods and experiments and draw conclusions in the field of animal science.		
LO05	Able to search for and compare literature based on current data and information as a basis for assessment in the field of animal science.		
LO07	Able to disseminate knowledge and application of the latest TALENT-based technology in the field of animal husbandry		
LO11	Able to develop, understand and apply a variety of the best techniques and methods that combine theory and practice relevant to livestock expertise.		
LO14	Able to communicate effectively both verbally and in writing to the public while respecting cultural diversity, views and opinions nationally and globally.		
<b>Course Learning Outcomes (CLO)</b>			<b>CLO Credit</b>

	CLO0126:Able to apply logical, critical and systematic thinking in preparing research plans	10.5%					
	CLO0344:Able to identify problems related to research framework preparation plans	6.8%					
	CLO0404: Able to interpret data by compiling various methods and experiments related to the field of animal science.	4.3%					
	CLO0505:Able to search for literature based on data and current information in preparing research plans related to the field of animal science.	17.4%					
	CLO0711: Able to provide information related to plans for scientific experiments in the field of animal husbandry	28.05%					
	CLO1140:Able to analyze data from various techniques and the best methods that combine theory and practice related to the field of animal husbandry.	9.3%					
	CLO1417: Able to present research plans both verbally and in writing related to the field of animal science	23.8%					
<b>Final Ability of Each Learning Stage (Sub-CLO)</b>							
Sub-CLO1	After taking this course, students will be able to understand the concept of proposal seminars.						
Sub-CLO2	After taking this course, students will be able to formulate a research design.						
Sub-CLO3	After taking this course, students will be able to review research designs based on the interests/expertise offered by the animal husbandry study program and literature searches.						
Sub-CLO4	After taking this course, students will be able to compile research proposals in accordance with writing rules.						
Sub-CLO5	After taking this course, students will be able to prepare a power point seminar proposal.						
Sub-CLO6	After taking this course, students will be able to present research plans in the form of a proposal seminar.						
<b>Correlation of CLO with Sub-CLO</b>							
		<b>Sub-CLO 1</b>	<b>Sub-CLO 2</b>	<b>Sub-CLO 3</b>	<b>Sub-CLO 4</b>	<b>Sub-CLO 5</b>	<b>Sub-CLO 6</b>
	CLO0126	√	√	√			
	CLO0344	√		√			
	CLO0404				√		
	CLO0505		√	√	√	√	

	CLO0711		√		√	√	√
	CLO1140				√	√	
	CLO1417		√			√	√
<b>Brief Description of Course</b>	After completing the Proposal Seminar course for semester VIII students, Animal Husbandry Study Program, Faculty of Agriculture, University of North Sumatra, it is expected to be a provision in developing a research framework and compiling a research proposal. This course is conducted in Indonesian with 14 face-to-face meetings consisting of material presentation, discussions, presentations, online/offline practicums, quizzes and assignments.						
<b>Study Material:</b>	<b>BK07</b> Application and Development of Animal Science and Technology						
Learning materials	<ol style="list-style-type: none"> <li>1. Introduction (research proposal concept)</li> <li>2. Preparation of research proposals</li> <li>3. Critical writing and thinking skills</li> <li>4. Skills in presenting research plans</li> </ol>						
<b>Library</b>	<b>Main:</b> <ol style="list-style-type: none"> <li>1. USU FP Academic Guidelines Book</li> <li>2. Guidelines for Writing Thesis, Dissertation and Thesis FP USU 2023</li> <li>3. USU Final Assignment Writing Guide</li> </ol>						
	<b>Supporters:</b> <ol style="list-style-type: none"> <li>1. National and international journals</li> <li>2. Scientific articles</li> </ol>						
<b>Supporting lecturer</b>	Students are expected to have completed a minimum of 110 credits.						
<b>Required Courses</b>	-						
Week 2-	Final ability of each learning stage (Sub-CLO)	Evaluation		Form of Learning; Learning methods; Student Assignments; [ Estimated Time ]		Study Materials (Learning materials)	Assessment Credit (%)
		Indicator	Criteria and Techniques	Asynchronous (5)	Synchronous (6)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	<p><b>Sub-CLO1:</b></p> <p>After taking this course, students will be able to understand the concept of proposal seminars.</p>	<p>Accuracy in obtaining information and knowledge about writing research proposals</p>	<p><b>Criteria:</b> -</p> <p><b>Technique:</b> <i>Non-Test</i></p>	<p>KM+PT (conditional)</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Attendance absence</li> <li>2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials.</li> </ol> <p><b>Learning methods:</b> <i>Self-Paced Learning</i></p> <p><b>Mode (Learning Management System):</b> <a href="http://class.usu.ac.id">class.usu.ac.id</a></p>	<p>TM (conditional)</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. <i>Offline Learning</i></li> <li>2. <i>Class Discussion</i></li> <li>3. <i>Note Taking</i></li> </ol> <p><b>Media:</b></p> <ol style="list-style-type: none"> <li>1. <i>Power Point Presentation</i></li> <li>2. <i>Text Book</i></li> </ol> <p><b>Learning methods:</b></p> <ol style="list-style-type: none"> <li>1. <i>Lecturer</i></li> <li>2. <i>Discussion</i></li> <li>3. <i>Self-Paced</i></li> </ol>	<p><b>Subject:</b></p> <p>Scope and objectives of the research proposal</p>	0%
2-4	<p><b>Sub-CLO 2:</b></p> <p>After taking this course, students will be able to formulate a research design.</p>	<p>Accuracy in explaining the preparation of research proposals</p>	<p><b>Criteria:</b> Assessment rubric.</p> <p><b>Technique:</b> <i>Non-Test</i></p>	<p>KM+PT (conditional)</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Attendance absence</li> <li>2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials.</li> </ol>	<p>TM (conditional)</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. <i>Offline Learning</i></li> <li>2. <i>Class Discussion</i></li> <li>3. <i>Note Taking</i></li> </ol> <p><b>Media:</b></p> <ol style="list-style-type: none"> <li>1. <i>Power Point Presentation</i></li> <li>2. <i>Text Book</i></li> </ol> <p><b>Learning methods:</b></p>	<p><b>Subject:</b></p> <ol style="list-style-type: none"> <li>1. Research preparation</li> <li>2. Research reference search</li> </ol>	<p>This Sub CLO will be assessed during the MID TERM EXAM with a MID TERM EXAM assessment Crediting of (15%).</p>

				3.Responding to the opening question <b>Mode (Learning Management System):</b> class.usu.ac.id	1. <i>Lecturer</i> 2. <i>Discussion</i> 3. <i>Self-Paced</i>		
5-7	<b>Sub-CLO 3:</b>  After taking this course, students will be able to review research designs based on the interests/expertise offered by the animal husbandry study program and literature searches.	Accuracy in explaining research design based on the interests/expertise offered by the study program and literature search	<b>Criteria:</b> Assessment rubric.  <b>Technique:</b> <i>Non-test</i>	KM+PT (conditional) <b>Activity:</b> 1.Attendance absence 2.Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials. 3.Responding to the opening question  <b>Mode (Learning Management System):</b> class.usu.ac.id	TM (conditional) <b>Activity:</b> 1. <i>Offline Learning</i> 2. <i>Class Discussion</i> 3. <i>Note Taking</i>  <b>Media:</b> 1. <i>Power Point Presentation</i> 2. <i>Text Book</i>  <b>Learning methods:</b> 1. <i>Lecturer</i> 2. <i>Discussion</i> 3. <i>Self-Paced</i>	<b>Subject:</b> 1. Literature search 2. Review of research methods with research design	This Sub CLO will be assessed during the MID TERM EXAM with a MID TERM EXAM assessment Crediting of (15%).
8	<b>MID SEMESTER EXAMINATION</b>						<b>20%</b>
9-10	<b>Sub-CLO 4:</b>  After taking this course, students will be able to compile research proposals in	Accuracy in compiling research proposals in accordance	<b>Criteria:</b> Assessment rubric.  <b>Technique:</b> <i>Non-Test</i>	KM+PT (conditional) <b>Activity:</b> 1.Attendance absence 2.Download and read the Syllabus (RPS), Learning	TM (conditional) <b>Activity:</b> 1. <i>Offline Learning</i> 2. <i>Class Discussion</i> 3. <i>Note Taking</i>	<b>Subject:</b> Methods for compiling research proposals	This Sub CLO will be assessed during the FINAL EXAM with a

	accordance with writing rules.	with writing rules		<p>Implementation Plan (SAP), Course Agreement, and Learning Materials.</p> <p>3. Responding to the opening question</p> <p>4. Review of mid-term exam questions</p> <p><b>Mode (Learning Management System):</b> class.usu.ac.id</p>	<p><b>Media:</b></p> <ol style="list-style-type: none"> <li>1. Power Point Presentation</li> <li>2. Text Book</li> </ol> <p><b>Learning methods:</b></p> <ol style="list-style-type: none"> <li>1. Lecturer</li> <li>2. Discussion</li> <li>3. Self-Paced</li> </ol>	according to writing rules	<p>FINAL EXAM assessment</p> <p>Crediting of 15%.</p>
11, 12 and 13	<p><b>Sub-CLO 5:</b></p> <p>After taking this course, students will be able to prepare a power point seminar proposal.</p>	Accuracy in compiling power point materials for seminar proposals	<p><b>Criteria:</b> Assessment rubric.</p> <p><b>Technique:</b> <i>Non-Test</i></p>	<p>KM+PT (conditional)</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Attendance absence</li> <li>2. Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement and Learning Materials</li> <li>3. Responding to the opening question</li> </ol>	<p>TM (conditional)</p> <p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Offline Learning</li> <li>2. Class Discussion</li> <li>3. Note Taking</li> </ol> <p><b>Media:</b></p> <ol style="list-style-type: none"> <li>1. Power Point Presentation</li> <li>2. Text Book</li> </ol> <p><b>Learning methods:</b></p> <ol style="list-style-type: none"> <li>1. Lecturer</li> <li>2. Discussion</li> <li>3. Self-Paced</li> </ol>	<b>Subject:</b> Create a clear, concise and interesting power point	<p>This Sub CLO will be assessed during the FINAL EXAM with a FINAL EXAM assessment</p> <p>Crediting of 15%.</p>

				<b>Mode (Learning Management System):</b> class.usu.ac.id			
14 & 15	<b>Sub-CLO 6:</b>  After taking this course, students will be able to present research plans in the form of a proposal seminar.	Accuracy in presenting research plans in the form of proposal seminars	<b>Criteria:</b> Assessment rubric.  <b>Technique:</b> <i>Non-Test</i>	KM+PT (conditional) <b>Activity:</b> 1.Attendance absence 2.Download and read the Syllabus (RPS), Learning Implementation Plan (SAP), Course Agreement, and Learning Materials. 3.Responding to the opening question  <b>Mode (Learning Management System):</b> class.usu.ac.id	TM (conditional) <b>Activity:</b> 1. <i>Offline Learning</i> 2. <i>Class Discussion</i> 3. <i>Note Taking</i>  <b>Media:</b> 1. <i>Power Point Presentation</i> 2. <i>Text Book</i>  <b>Learning methods:</b> 1. <i>Lecturer</i> 2. <i>Discussion</i> 3. <i>Self-Paced</i>	<b>Subject:</b> - Public speaking skills - Mastery of the material	This Sub CLO will be assessed during the FINAL EXAM with a FINAL EXAM assessment Crediting of 15%.
16	<b>FINAL SEMESTER EXAMINATION</b>						20%



**Assessment Design:**

CLO Code and Percentage	Sub-CLO Code	Evaluation Form	Percentage (%)	Total	Implementation of Evaluation
<b>CLO0126 (10.5%)</b>	Sub-CLO1	Presence	2.5	10.5	Week 8
	Sub-CLO2	Library literature search	3.75		Week 8
	Sub-CLO3	Research Proposal	4.3		Week 3
<b>CLO0344 (6.8%)</b>	Sub-CLO1	Presence	2.5	6.8	Week 8
	Sub-CLO3	Research Proposal	4.3		Week 8
<b>CLO0404 (4.3%)</b>	Sub-CLO4	Research Proposal	4.3	4.3	Week 15
<b>CLO0505 (17.4%)</b>	Sub-CLO2	Library literature search	3.75	17.4	Week 8
	Sub-CLO3	Research Proposal	4.3		Week 8
	Sub-CLO4	Research Proposal	4.3		Week 15
	Sub-CLO5	<i>Power Point</i> Research Proposal Seminar	5		Week 15
<b>CLO0711 (28.05%)</b>	Sub-CLO2	Library literature search	3.75	28.05	Week 8
	Sub-CLO4	Research Proposal	4.3		Week 15
	Sub-CLO5	<i>Power Point</i> Research Proposal Seminar	5		Week 15

	Sub-CLO6	Proposal Seminar	15		Week 15
<b>CLO1140 (9.3%)</b>	Sub-CLO4	Research Proposal	4.3	9.3	Week 15
	Sub-CLO5	<i>Power Point</i> Research Proposal Seminar	5		Week 15
<b>CLO1417 (23.8%)</b>	Sub-CLO2	Library literature search	3.75	23.8	Week 8
	Sub-CLO5	<i>Power Point</i> Research Proposal Seminar	5		Week 15
	Sub-CLO6	Proposal Seminar	15		Week 15
<b>Total</b>			<b>100%</b>	<b>100%</b>	

**Assessment Plan:**

Evaluation Form	Sub-CLO	Assessment Instrument [Frequency]		Invoice (proof)	Assessment Credit (%)
		Formative	Summative		
<b>Project Based Learning</b>	Sub-CLO1, Sub-CLO2 and Sub-CLO3	Feedback results case analysis [3 times]	Assessment rubric [3 times]	Logbook/worksheet/slides uploaded to kelas.usu.ac.id	50%
<b>Case Method</b>	Sub-CLO4, Sub-CLO5 and Sub-CLO6	Feedback results case analysis [3 times]	Assessment rubric [3 times]	Logbook/worksheet/slides uploaded to kelas.usu.ac.id	50%

<b>Total</b>	<b>100%</b>
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**Explanation:**

- a) Project-based learning 30%  
During the semester there will be case methods, each student will make a paper and report on each case method in groups. Project based learning in this course is conducted 1 times. The papers that have 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 present.
- b) Case Method 20%  
During the semester there will be case methods, each student will make a paper and report on each case method in groups. Case method in this course is conducted 1 time. The papers that have 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 present.

**ASSESSMENT RUBRIC**

**Paper Assessment Rubric**

Assessment criteria	4 Very good	3 Good	2 Enough	1 Not enough
<b>Understanding the Questions</b>	Understand the question exactly once (25)	Understanding the questions (20)	Not understanding the question fully and correctly (15)	Don't understand the question (10)
<b>Contents</b>	Answers show understanding	The answers demonstrate understanding of the	The answer shows a lack of understanding of the	The answer shows a lack of understanding of the

	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)	material being asked and integrate some of the information that has been studied and/or assigned to be read during the lecture. (20)	material being asked and only integrates a small portion of information that has been studied and/or assigned to be read during lectures. (15)	material being asked so it is unclear and not integrated. information that has been studied and/or assigned to be read during lectures. (10)
<b>Clarity of Writing</b>	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)
<b>Clarity of Language</b>	Uses foreign/Indonesian languages well and correctly with minimal grammatical errors and word choices that do not interfere with understanding (25)	Uses foreign/Indonesian languages well and correctly with minimal grammatical errors and word choices that interfere with understanding. (20)	Uses foreign/Indonesian language quite well and correctly with some grammatical errors and word choices (15)	Does not use foreign/Indonesian language properly and correctly because the writing contains many grammatical errors and word choices (10)
<b>Total</b>	<b>81-100</b> <b>(Very well)</b>	<b>61-80</b> <b>(Pretty good)</b>	<b>41-60</b> <b>(Enough)</b>	<b>0-40</b> <b>(Not enough)</b>

**Presentation Assessment Rubric**

<b>CATEGORY</b>	<b>4</b> <b>Very good</b>	<b>3</b> <b>Good</b>	<b>2</b> <b>Enough</b>	<b>1</b> <b>Not enough</b>
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<p><b>Group Preparation</b></p>	<p>The group fully prepared themselves and performed optimal presentation exercises.</p> <p>Complement each other between group members with clear tasks for each group member. (25)</p>	<p>The group seemed fairly prepared but may need more presentation practice.</p> <p>The responsibilities of each group member need to be identified. (20)</p>	<p>The group made efforts to prepare themselves but did not practice presentation preparation.</p> <p>Tasks and responsibilities are assigned and accepted without due consideration. (15)</p>	<p>The group did not appear to have prepared at all for their presentation.</p> <p>Tasks and responsibilities are assigned and accepted randomly. (10)</p>
<p><b>Presentation Organization</b></p>	<p>The group presents the content clearly, logically, and systematically, through an introduction, main ideas, and a cohesive conclusion.</p> <p>Groups use effective visual aids to support and strengthen presentations. (25)</p>	<p>The group presents the content logically and systematically, through an introduction, main ideas and conclusion.</p> <p>Groups use visual aids that show a connection to the content of the presentation. (20)</p>	<p>The group presents the content in a fairly logical and systematic manner, but does not contain an introduction, main ideas, or conclusion.</p> <p>The group occasionally used visual aids that did not support the content of the presentation. (15)</p>	<p>Groups present the content randomly without any introduction, main ideas, or conclusions.</p> <p>The group used visual aids that were not supportive or had no visual aids at all. (10)</p>
<p><b>Task Achievement</b></p>	<p>Each group member is able to demonstrate solid knowledge through their respective presentations and elaborations, and deliver the part of the presentation that is their task according to the time allocation. (25)</p>	<p>Each group member demonstrated good knowledge through their respective presentations and elaborations but in a shorter time than the time allocated for them. (20)</p>	<p>Each group member demonstrated sufficient knowledge but failed to provide elaboration, and presented his part in only half the time allocated to him. (15)</p>	<p>Each group member had no knowledge of the content and presented their respective sections in less than half the time allocated to them. (10)</p>
<p><b>Presentation Content Mastery</b></p>	<p>Each group member demonstrated full</p>	<p>Each group member showed a good understanding of the presentation topic.</p>	<p>Each group member demonstrated a good</p>	<p>Each member of the group did not appear to understand the presentation topic very well.</p>

	<p>understanding of the presentation topic.</p> <p>The main ideas presented are supported by evidence and critically evaluated.</p> <p>(25)</p>	<p>Most of the main ideas are illustrated with relevant evidence.</p> <p>(20)</p>	<p>understanding of some aspects of the topic.</p> <p>Some illustrations are given, but not critically evaluated.</p> <p>(15)</p>	<p>Some evidence is mentioned, but not integrated into the presentation or evaluated.</p> <p>(10)</p>
<b>Answers to Questions</b>	<p>The group was able to correctly answer almost all of the questions asked by the audience about their presentation topic.</p> <p>(25)</p>	<p>The group was able to answer most of the questions asked by the audience about the topic of their presentation correctly.</p> <p>(20)</p>	<p>The group was able to answer several questions asked by the audience about their presentation topic appropriately.</p> <p>(15)</p>	<p>The group was unable to answer questions asked by the audience about their presentation topic appropriately.</p> <p>(10)</p>
<b>Communication Quality</b>	<p>Group interaction with the audience shows interest and respect for the opinions of others. The responses given support effective communication.</p> <p>(25)</p>	<p>Group interaction with the audience shows interest and respect for the opinions of others. Responses generally support effective communication.</p> <p>(20)</p>	<p>Some parts of the interaction in the discussion show interest and respect for other people's opinions.</p> <p>(15)</p>	<p>Interaction in discussion shows disrespect for other people's opinions. Responses do not support effective communication.</p> <p>(10)</p>
<b>Total</b>	<p><b>81-100</b> <b>(Very well)</b></p>	<p><b>61-80</b> <b>(Pretty good)</b></p>	<p><b>41-60</b> <b>(Enough)</b></p>	<p><b>0-40</b> <b>(Not enough)</b></p>

Source: Halimi, Sisilia. "Assessment Rubric: MK Introduction to Teaching Methods Lesson Plan Book", 2021

Maximum value: 25 x 6 components = 150 points : 1.5 = 100

**Attendance Assessment Rubric:**

Score	Criteria
81-100	Be present and actively participate
61-80	Present but passive

60	Not present with explanation
0	Absent without explanation

